

# EARLY CHILDHOOD EDUCATION

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## Program Outline

<b>Major:</b>	ECED
<b>Length:</b>	2 Years
<b>Delivery:</b>	4 Semesters
<b>Credential:</b>	Ontario College Diploma
<b>Effective:</b>	2015-2016
<b>Location:</b>	Orillia, Owen Sound
<b>Start:</b>	Fall (Orillia, Owen Sound), Winter (Orillia)

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### Description

Students are prepared to educate and care for children from birth to twelve years old. Our program philosophy ensures that students learn the skills necessary to plan and implement play-based learning that supports children in all areas of their development. Students learn how to be responsive caregivers to facilitate a child's feelings of self-worth and social-emotional resiliency. Partnerships with parents, families, other professionals, and community programs are encouraged. These connections form the foundation of working in the field of early learning and care. Field placements offer students the opportunity to practice the skills and techniques that are learned in the classroom. The program offers students a unique balance between theoretical knowledge and practical experience.

### Career Opportunities

Graduates have experienced consistently high job placement rates. It is important that the ECE graduate supports flexibility to meet the changing needs of children and families. Growth is occurring in the area of contractual employment and self employment. Graduates work in a variety of jobs: licensed child care programs, nursery school programs, before-and-after school care, Full Day Kindergarten programs, family home child care, early years resource centers, children's mental health agencies, private care, elementary schools, recreation programs, camps, cruise ships and resorts.

### **Program Learning Outcomes**

The graduate has reliably demonstrated the ability to:

- design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas;
- establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families;
- select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development;
- establish and maintain responsive relationships with individual children, groups of children and families;
- assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning;
- prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners;
- identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments;
- apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice;
- advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings;
- engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields;
- employ environmentally sustainable practices within the profession;
- apply basic entrepreneurial strategies to identify and respond to new opportunities within the field of early childhood education.

### **External Recognition:**

Graduates of the ECE program meet the educational requirements to apply for professional registration with the College of Early Childhood Educators.

### **The Program Progression:**

Fall Intake - Orillia, Owen Sound

Sem 1	Sem 2	Sem 3	Sem 4
Fall 2015	Winter 2016	Fall 2016	Winter 2017

Winter Intake - Orillia

Sem 1	Sem 2	Sem 3	Sem 4
Winter 2016	Summer 2016	Fall 2016	Winter 2017

### **Articulation:**

A number of articulation agreements have been negotiated with universities and other institutions across Canada, North America and internationally. These agreements are assessed, revised and updated on a regular basis. Please contact the program co-ordinator for specific details if you are interested in pursuing such an option. Additional information can be found on our website at <http://www.georgiancollege.ca/admissions/credit-transfer/>

### **Admission Requirements:**

OSSD or equivalent with  
- Grade 12 English (C or U)

Mature students, non-secondary school applicants (19 years or older), and home school applicants may also be considered for admission. Eligibility may be met by applicants who have taken equivalent courses, upgrading, completed their GED, and equivalency testing. For complete details refer to: [www.georgiancollege.ca/admissions/policies-procedures/](http://www.georgiancollege.ca/admissions/policies-procedures/)

Applicants who have taken courses from a recognized and accredited post-secondary institution and/or have relevant life/learning experience may also be considered for admission; refer to the Credit Transfer Centre website for details: [www.georgiancollege.ca/admissions/credit-transfer/](http://www.georgiancollege.ca/admissions/credit-transfer/)

### **Criminal Reference/Vulnerable Sector Check:**

Placement agencies require an up-to-date clear criminal reference check and vulnerable sector check prior to going out on placement. Students should obtain their criminal reference three months prior to placement; checks conducted earlier may not be considered current. As some jurisdictions require longer lead-time for processing, please

check with the program coordinator to ensure you allow for sufficient turn-around time. It is the students responsibility to provide the completed document prior to placement start.

NOTE: A record of criminal offences, for which a pardon has not been granted, may prevent students from completing their placements, thereby affecting their ability to graduate.

**Additional Information:**

Applicants must have an up-to-date immunization record and a valid Standard First Aid and CPR level C or HCP certificate before proceeding on field placement. It is recommended that First Aid training be completed prior to program entry. These documents must be completed before enrollment in second semester courses.

It is strongly recommended that students accepted into the ECE program have volunteer or past work experience in a licensed child care setting. This experience orients and prepares the student for their academic work in the ECE program.

**Graduation Requirements:**

- 22 Mandatory Courses
- 2 Communications Courses
- 3 General Education Courses
- 3 Field Placements

**Graduation Eligibility:**

To graduate from this program, the passing weighted average for promotion through each semester, from year to year, and to graduate is 60%. Additionally, a student must attain a minimum of 50% or a letter grade of P (Pass) or S (Satisfactory) in each course in each semester unless otherwise stated on the course outline.

**Mandatory Courses**

- ECED1012 Child Development: Conception to 4 years
- ECED1013 Experiences in Language Arts
- ECED1014 Nurturing Infants and Toddlers
- ECED1018 Introduction to ECE
- ECED1021 Math, Science and Creative Art
- ECED1025 Children's Health and Wellness
- ECED1026 Supporting Preschool Children
- ECED1027 Preparation for Field Placement

ECED1028 School Age Development and Programming  
ECED1029 Observation Techniques  
ECED1030 Music and Movement  
ECED1031 Field Placement Seminar 1  
ECED2011 Social/Emotional Health and Behaviour  
ECED2012 Administration and Performance Management  
ECED2014 Partnerships with Families  
ECED2021 Best Practices in Early Intervention  
ECED2022 Responding to Child Care Trends  
ECED2023 Field Placement Seminar 2  
ECED2025 Ethics and Advocacy  
ECED2026 Personal and Professional Wellness  
ECED2027 Adaptive Communication Strategies  
ECED2028 Field Placement Seminar 3

#### Communications Courses

To be selected at time of registration from the College list, as determined by testing.

#### General Education Courses

To be selected from College list

#### Field Placements

ECED1032 Field Placement: Early Learning 1  
ECED2024 Field Placement: Early Learning 2  
ECED2029 Field Placement: Unique

#### **Course Descriptions:**

ECED1012 Child Development: Conception to 4 years 42.0 Hours

This course provides students with a theoretical knowledge of developmental principles from conception to four years of age. Students will identify major milestones and related theories for the periods of development from prenatal to early childhood. An understanding of milestones within the areas of physical, motor, social, personal, emotional, cognitive, language and moral development will be reinforced. An emphasis will also be placed on current research findings related to child development.

ECED1013 Experiences in Language Arts 42.0 Hours

This course provides students with both the theory and practical skills to promote the value of early literacy, to plan language arts activities, and to choose age-appropriate literature for children from birth to eight years of age. Students will explore and practice

the skills to promote the link between drama and literacy, as well as demonstrate their own story-telling abilities.

**ECED1014 Nurturing Infants and Toddlers 42.0 Hours**

This course focuses on group care of children from infancy to 30 months of age. Designing and fostering a safe, inclusive, and developmentally-appropriate environment, which includes all seven curriculum areas, will be a major component of this course. The unique qualities, skills and supportive behaviours required to work with infants, toddlers and their families will be explored. Students will develop skills to meet the individual needs of this age group and examine relevant legislation.

**ECED1018 Introduction to ECE 42.0 Hours**

This course provides an overview of the field of Early Childhood Education with an emphasis on quality care and learning. Students will examine historical perspectives, theories of curriculum, and the Day Nurseries Act. The roles of an Early Childhood Educator, employment opportunities, types of early childhood services and professional organizations are also part of this introductory course.

**ECED1021 Math, Science and Creative Art 42.0 Hours**

This course will introduce students to the unique skills of promoting children's curiosity and sense of wonder in the curriculum areas of math, science and creative art. Students will practice selecting and planning activities for children, birth to eight, based on child development principles. Insight into the theory and practical skills needed to encourage spontaneous child-directed activities will be discussed. In relation to the early childhood education philosophy, curriculum ideas will center on the importance of developing process-oriented activities.

**ECED1025 Children's Health and Wellness 42.0 Hours**

This course explores holistic health and wellness principles to support children's development from birth to 12 years. Emphasis is placed on strategies to promote children's understanding of good health and nutritional habits. Students will examine legislative requirements of group care which are necessary to plan safe, inclusive and developmentally appropriate environments.

**ECED1026 Supporting Preschool Children 56.0 Hours**

This course focuses on group care of children from 2 1/2 to 5 years of age. Students will develop skills to meet the individual needs within this age group. The importance of play and building relationships through responsive interactions will be emphasized. Students will apply knowledge of planning tools and relevant legislation to prepare developmentally appropriate programs to support learning both indoors and outdoors.

**ECED1027 Preparation for Field Placement 14.0 Hours**

This course is designed to prepare the student for the ECE field placement experience. It will focus on workplace expectations and employability skills that are needed to

succeed in today's professional work environments. Students will practice self-assessment in order to develop professional goals as childcare practitioners. Students will discuss their roles as representatives of Georgian College and members of the child care team.

#### ECED1028 School Age Development and Programming 56.0 Hours

This course provides students with a comprehensive understanding and application of theories of development and learning, age appropriate activities, and issues facing school age children between 4 -12 years. Emphasis will be placed upon creating a co-planned curriculum and environment, developing a sense of community, and supporting a child directed program. Strategies will be explored to promote independence for children who are learning to guide and modify their own behaviour. Students will apply best practice to prepare for their role as educators in school age environments.

#### ECED1029 Observation Techniques 42.0 Hours

This course provides opportunities for students to identify, select, and document objective observations using a variety of techniques. The information gathered through observation will be categorized into the developmental domains. Results will be interpreted for the purpose of individual and group programming for children. The relationship between observation and the child care setting will be explored to affect positive change within the environment.

#### ECED1030 Music and Movement 28.0 Hours

This course furthers the student's ability to actively participate in singing, creative movement, and physical activities which can be implemented with a variety of age groups from birth to eight years of age. Results of current research and technology are used to plan developmentally appropriate experiences. The values of music and movement are explored in terms of creativity, emotional release and skill development.

#### ECED1031 Field Placement Seminar 1 14.0 Hours

This course is designed to support and reinforce the ECE student's learning while experiencing field placement. Discussions will focus on the importance of the student's role in a child care setting and building relationships with colleagues. Opportunities will be given to discuss, problem-solve, and reflect on their work in becoming a childcare practitioner.

#### C- ECED1032 Field Placement: Early Learning 1

#### ECED1032 Field Placement: Early Learning 1 112.0 Hours

Students complete their placement in a child care program (licensed centre based/home child care or full day learning) with a variety of age groups. Opportunities to practice skills will occur through professional interaction with children, parents, and Registered Early Childhood Educators. Supervision will be provided jointly by the agency and Georgian College.

P- ECED1013 Experiences in Language Arts and P- ECED1026 Supporting Preschool Children and P- ECED1027 Preparation for Field Placement and C- ECED1021 Math, Science and Creative Art and (C- ECED1029 Observation Techniques or C- ECED1023 Observing the Young Child (ODE)) and C- ECED1030 Music and Movement and C- ECED1031 Field Placement Seminar 1 and P- AID2 First Aid - DSWR program and P- IMM2 Immunization - DSWR and P- HSC Health and Safety Certificate and P- VUL Vulnerable Sector Police check

**ECED2011 Social/Emotional Health and Behaviour 42.0 Hours**

This course focuses on promoting the social and emotional health of children from birth to 12 years. The student will gain an understanding of what contributes to a child's feeling of self-worth and how experiences influence their behaviours and relationships. Students will examine behavioural challenges and develop positive responses while encouraging children to develop self-regulatory actions. Discussion will also focus on using strategies that will facilitate a child's ability to build social-emotional resiliency.

**ECED2012 Administration and Performance Management 42.0 Hours**

Upon completion of this course, the student will analyze the government policies, funding mechanisms and relevant legislation as they relate to early childhood programs. Through coaching and performance management techniques the student will gain an in-depth knowledge of the roles and responsibilities of all team members.

**ECED2014 Partnerships with Families 42.0 Hours**

This course reviews diverse family structures and the impact of personal family experience on our teaching practices and values. Interpersonal communication strategies for building relationships, problem-solving, and conflict resolution with families will be explored. Students will develop expertise regarding current programs to support parenting. Methods for information sharing with parents will be reviewed.

**ECED2021 Best Practices in Early Intervention 42.0 Hours**

This course builds on the foundations of child development and planning and adapting curriculum. Students will gain awareness of varied developmental patterns to support early identification. Within their scope of practice students will develop strategies to address the needs of the individual child within an inclusive environment.

**ECED2022 Responding to Child Care Trends 42.0 Hours**

This course provides students an opportunity to develop basic entrepreneurial skills and deepen their understanding of curriculum models in the field of early childhood. Students will select and research a specific curriculum model which reflects their philosophical interests and teaching style. Following this, students will develop a proposal to implement a project based on their chosen model to meet a need for families within the community.

**ECED2023 Field Placement Seminar 2 14.0 Hours**



This course is designed to assist students in evaluating their skills as child care practitioners and team members through a variety of reflective practices. Students will consider their work with families and refine their communication skills with an adult audience.

#### C- ECED2024 Field Placement: Early Learning 2

##### ECED2024 Field Placement: Early Learning 2 224.0 Hours

Students will plan and adapt activities for individuals and groups of children while on placement in a child care program (licensed centre based/home child care or full day learning) with a variety of age groups. Specific observation techniques will be used to identify developmental variations of children. Opportunities to develop effective communication strategies when interacting with parents and other professionals will be explored. Supervision will be provided jointly by the agency and Georgian College.

P- ECED1013 Experiences in Language Arts and P- ECED1021 Math, Science and Creative Art and P- ECED1026 Supporting Preschool Children and P- ECED1027 Preparation for Field Placement and P- ECED1029 Observation Techniques and P- ECED1030 Music and Movement and P- ECED1032 Field Placement: Early Learning 1 and C- ECED2021 Best Practices in Early Intervention and C- ECED2023 Field Placement Seminar 2 and P- AID2 First Aid - DSWR program and P- IMM2 Immunization - DSWR and P- HSC Health and Safety Certificate and P- VUL Vulnerable Sector Police check

##### ECED2025 Ethics and Advocacy 42.0 Hours

In this course students will prepare for a professional role and identify the supports for their ethical practice. Students will articulate a philosophy and increase understanding of current governmental and community supports for children and families. Current issues that impact children and families will be explored and students will develop an action plan to advocate in response to identified needs.

##### ECED2026 Personal and Professional Wellness 42.0 Hours

This course examines dimensions of wellness and strategies to achieve work/life balance. Students will participate in a journey of self-awareness and develop strategies for personal and professional growth. Diversity will be honoured in a respectful fashion, including the exploration of multigenerational views, cultural practices, and traditions. A reflection of one's personal strengths and goals will be used to create a professional portfolio.

##### ECED2027 Adaptive Communication Strategies 42.0 Hours

This course will focus on the development of adaptive strategies to support children's interactions within their environment. There will be an emphasis on identification of communication needs to determine next steps and plan adaptive strategies. Students will utilize various media to design appropriate tools to enhance play, social interactions, and communication.

##### ECED2028 Field Placement Seminar 3 14.0 Hours

This course is designed to provide an opportunity for students to consolidate their professional development as early childhood practitioners. Students will analyze their effectiveness in practice and their ability to contribute to an interprofessional team.

C- ECED2029 Field Placement: Unique

ECED2029 Field Placement: Unique 224.0 Hours

Students complete this placement within a broad range of community settings supporting children and families. Students, in conjunction with college personnel, may choose a placement setting based on career aspirations in the field of Early Childhood Education.

P- ECED1013 Experiences in Language Arts and P- ECED1021 Math, Science and Creative Art and P- ECED1026 Supporting Preschool Children and P- ECED1027 Preparation for Field Placement and P- ECED1029 Observation Techniques and P- ECED1030 Music and Movement and P- ECED1032 Field Placement: Early Learning 1 and P- ECED2021 Best Practices in Early Intervention and C- ECED2024 Field Placement: Early Learning 2 and C- ECED2028 Field Placement Seminar 3 and P- AID2 First Aid - DSWR program and P- IMM2 Immunization - DSWR and P- HSC Health and Safety Certificate and P- VUL Vulnerable Sector Police check

### **Course Description Legend**

P = Prerequisite; C = Concurrent prerequisite; CO= Corequisite

*Information contained in College documents respecting programs is correct at the time of publication. Academic content of programs and courses is revised on an ongoing basis to ensure relevance to changing educational objectives and employment market needs. The college reserves the right to add or delete programs, options, courses, timetables or campus locations subject to sufficient enrolment, and the availability of courses.*