



COURSE DESCRIPTIONS

Students are required to complete 23 courses and 3 placements. In addition, they must complete a Standard First Aid and C.P.R. course.

Full-time classes are offered in 4 semester periods through an intensive, 12-month course of study. Classes are held from 9:00 a.m. to 4:00 p.m., Monday to Friday.

Total Number of Program Hours: 1530 which is comprised of 795 hours of in-class instruction, 630 placement hours and 105 hours of enrichment seminars and independent studies.

ANTI-BIAS APPROACH - 30 hours

Continuing Education student pre-requisite: Child Development I, II; either CPP I or CPP II is also recommended.

This two-part course explores the key components involved in the creation and delivery of an anti-bias approach to working with diverse families and young children.

PREVENTION OF CHILD ABUSE - 30 hours

This course outlines the legal responsibilities of the early childhood educator. Students develop a basic knowledge of child abuse, early identification and professional requirements for the reporting of child abuse. The roles that an early childhood educator can play in supporting families is examined.

CHILD DEVELOPMENT I - 42 hours

Infant development from conception to age two years is the focus of this course. Areas of study include physical, emotional, social and cognitive development in infants and toddlers. There will be particular emphasis on issues of attachment/separation, transition into and within child care, brain development and the impact these issues have on the family.

CHILD DEVELOPMENT II - 42 hours

This course examines the characteristic physical, emotional, social and cognitive development of children from age three to middle childhood. Topics relating to sex-role stereotyping, family values, and the impact on brain development are explored.

CHILD DEVELOPMENT III - 21 hours

The characteristic growth and development of children from middle childhood through adolescence forms the core of this course. Students examine how adolescents are influenced by family, social environment, the need for personal identity and vocational choice.

CHILDREN WITH SPECIAL NEEDS - 42 hours

Continuing Education pre-requisite: Child Development I and II. Students study the unique learning needs of children with physical, psychological and environmental challenges. Particular attention is given to identification and inclusive programming.



CURRICULUM & PROGRAM PLANNING I - 42 hours

Students are introduced to the theoretical and practical needs of the environment and programming for infants and toddlers. Students learn how to plan and implement activities which foster sensorimotor and emotional development for this young age. Students become familiar with the variety of teaching strategies available in infant care giving. The needs of the family, parental involvement, the impact of brain research outcomes and inclusive experiences are also explored.

CURRICULUM & PROGRAM PLANNING II - 42 hours

This course is designed to give an overview of the importance of play and how it facilitates the normal growth and development of the child. Students learn how to program for pre-schoolers with specific consideration given to the implementation of the anti-bias curriculum, healthy brain development outcomes, and inclusive experiences.

CURRICULUM & PROGRAM PLANNING III - 21 hours

This course is designed for professionals who work with children between the ages of six and twelve years. "Hands-on", anti-bias and inclusive activities, promoting a sense of "industry" for the school-aged child are emphasized. Cooperation (not competition) will be the central focus in examining various play ideas.

CURRICULUM & PROGRAM PLANNING IV - 54 hours

This course is delivered in three parts and focuses on advanced curriculum and play materials for infants, toddlers preschool and school-aged children. It includes the integration of drama, mime, music and the visual arts within the anti-bias approach and provide programming ideas for inclusion.

CPP IV: ART - 21 hours

This course is designed to provide a practical, realistic base upon which to build ideas that complement and further children's creative and mental growth within an anti-bias, inclusive and environmentally friendly context. A process-oriented approach to creative activities for children is encouraged through the use of support materials, hands-on workshops and relevant assignments. As well, brain research findings will be linked to creative art experiences.

CPP IV: DRAMA - 18 hours

This course is designed to introduce the student to programming dramatic activities for young children. It will expose students to drama through exercises, improvisation, games and role-playing. Upon completion of this course, students will appreciate the importance of socio-dramatic play in the context of the early childhood education environment.

CPP IV: MUSIC - 15 hours

This course is designed to introduce students to the major theoretical and practical components involved in creating an active music program in an early childhood education environment. Special emphasis will be place on the development of skills such as rhythm, singing and verse.

**ETHICS AND PROFESSIONALISM - 21 hours**

An examination of codes of ethics from a historical and contemporary viewpoint as expressed in religious, secular and philosophical terms is the focus of this course. The relationship of ethics and moral precepts to professionalism is examined through the use of the E.C.E. code of ethics to solve every day dilemmas on the job.

GUIDANCE OF THE YOUNG CHILD - 42 hours

This course is designed to acquaint teachers with behaviour and management challenges that arise in working with young children. Readings and discussions examine principles and techniques that help in dealing with adult-child communication, family child-rearing practices, discipline and behaviour management, support anti-bias goals and peaceful conflict resolution skills.

HEALTH CARE - 21 hours

This course reviews basic anatomical and physiological structures to support students in their understanding of typical medical issues in child care settings. Causes, promotion and recommended interventions are explored.

HISTORY AND PRINCIPLES OF EDUCATION - 21 hours

This course follows the evolution of thought in early childhood education, including the work of Montessori, Pestalozzi and Froebel. It gives a general overview of the various philosophies and principles which govern the provision of present early education and child care and includes discussion of current government initiatives and how the impact these have on the Early Years.

INTERPERSONAL COMMUNICATION - 42 hours

This course explores the concepts and principles of interpersonal communication that occur among staff, and between family and staff. In addition, stress management as it relates to the field of early childhood education is discussed.

INTRODUCTION TO SOCIOLOGY - 42 hours

This course has a dual focus. Students will gain a general understanding of the process of socialization and how key groups such as family, ethnic group, class, community, school and child care are factors in this process. A broad overview of diverse family structure, norms and values is also explored in the context of critical social issues.

INTRODUCTORY PSYCHOLOGY - 42 hours

This course is designed to introduce students to the major research areas in the field of psychology. Fundamental principles of human behaviour are discussed, with a focus on the application of these principles to educational settings.

LAW AND ADMINISTRATION - 42 hours

The Child Care and Early Years Act (CCEYA) is examined, as are the management and administration procedures required in a well-organized child care centre. Current social, political and moral issues that are relevant to the family and society are investigated.



OBSERVATION AND ASSESSMENT - 42 hours Continuing Education pre-requisite: Child Development I, II and in the process of the completion of one placement.

This course assumes a basic knowledge of ages/stages of development in young children. The emphasis in the first half of the course is on various observation and recording techniques, while the second half consists of testing, assessment and introductory research techniques, including statistical research methodologies. Continuing Education students in daytime classes are required to be on placement simultaneous to attending Observation & Assessment.

NUTRITION - 21 hours

This course looks at the basic nutritional needs of young children. The interplay of psychological and emotional needs in the development of good eating habits is examined. Appropriate meal planning for child care, in light of the multicultural families that are served, will be studied.

WORKING WITH FAMILIES - 42 hours

An examination of the techniques and theories of interviewing, presenting information to families, and counselling is undertaken so that the students gain a deeper understanding of the issues in child-rearing and form a theoretical basis on which to develop a philosophy of the parent/teacher partnership, within the framework of diversity, in the education of young children.

WRITING SKILLS - 30 hours

This course is designed to help students develop their written communication skills, in particular writing resumes, creating portfolios, newsletters, professional reports and research papers as these relate to the field of early childhood education.

APPLIED COMPUTER SKILLS - 21 hours

This course will introduce students to the Windows operating system, word processing system and the World Wide Web. Through a hands-on approach, students will develop ability to independently operate a microcomputer, design professional-looking documents related to the Early Childhood profession, and search the internet.

ENRICHMENT SEMINARS AND INDEPENDENT STUDIES – 105 hours

Throughout the program, students attend enrichment seminars on topics such as CPR/First Aid training, WHMIS and Health and Safety training, orientation to the Mothercraft approach to child and family service delivery, and How Does Learning Happen? – Ontario's Pedagogy for the Early Years. Students are also assigned independent study and research on material not covered in course classes.



PLACEMENT GUIDELINES – 630 hours

Each student is required to complete 3 placements for six consecutive weeks with each of the following groups:

- Infants - 3 months to 18 months of age (210 hours)
- Toddlers - 18 months to 30 months of age (210 hours)
- Pre-schoolers - 2 ½ years to 5 years of age **or** with pre-schoolers & school-aged children (210 hours)

Field placement locations and special requests are assigned by the Placement Coordinator, in collaboration with Education and Training Manager, and are based upon the best possible match between centre and student.

TUTORIALS & RESOURCE SITE VISITS

Each student is required to attend tutorials and resource visits as scheduled during the field placement periods. Tutorials provide important information on preparing for and completing placement requirements and students are also required to visit a variety of early learning and care sites to enhance their understanding of resources in the community.

PLACEMENT EVALUATION

Each student's progress in the academic portion of the program is evaluated at regular intervals through examinations, written assignments and projects. Placement evaluation occurs through a complementary process of observation, supervision and mentoring between placement evaluators and Mothercraft placement supervisors. Students are graded on clearly delineated competency areas, as well as supplementary assignments.

Each student will receive a minimum of one placement visit by a Mothercraft placement supervisor for each six-week placement. Note: Hours may be reduced according to approval, based on a prior learning assessment.