

children are explored. Issues of sensitivity, support and involvement of families will be discussed.

ECED313 - Curriculum Design & Implementation Students will utilize the principles of anti-bias, inclusive, developmentally appropriate and play-based learning to design curriculum which provides for the holistic development of individual children. The course will emphasize the importance of utilizing observations to provide a curriculum to match the unique developmental needs of each child, ensuring opportunities for meaningful learning, mastery and success for each child.

ECED314 - Language & Cognition in the ECE Curriculum Taking into consideration theories of language and cognitive development, this course will present methods of recognizing and enhancing these areas of development through experiences and interactions that support naturally occurring learning. Opportunities to enhance cognition and language are embedded throughout the curriculum, and facilitated by observant and involved educators, who can respond based on knowledge of individual learning style and level of ability.

ECED315 - Emotional and Social Skills Development The process of emotional development will be analyzed, considering and identifying factors which facilitate or impede a sense of well-being and self-worth, and influence relationships with others. Students will discuss ways of establishing supportive relationships with both adults and peers in order to meet strong emotional needs, and encourage pro-social behaviour. Specific curriculum strategies to enhance emotional and social development will be identified.

ECED320 - Field Practicum: Child Care In a child care setting with children aged 2 1/2 to 5 years, students will have the opportunity to integrate their knowledge of the processes, sequences and diverse patterns of development and of educational principles by designing and implementing developmentally appropriate curriculum and learning experiences. Students will create an inclusive environment through respectful and sensitive interactions, identification and response to emotional needs and facilitation of social skills and pro-social behaviours.

ECED325 - Field Practicum: M.E.T. Early Years In a junior or senior kindergarten setting, students will have the opportunity to integrate their knowledge of the processes, sequences and diverse patterns of development and of educational principles by designing and implementing developmentally appropriate curriculum and learning experiences. Students will create an inclusive environment through respectful and sensitive interactions, identification and response to emotional needs and facilitation of social skills and pro-social behaviours.

ECED400 - School Aged Child Care Describes the developmental characteristics and needs of children, aged six to twelve, and will identify guidelines for implementing developmentally appropriate practices in programs for school-age children. Observation methods and tools to evaluate and revise curriculum to reflect children's developmental needs will be included.

ECED411 - Child Abuse Provides information regarding the Early Childhood Educator's legal responsibilities in identifying, documenting and reporting suspicions of child abuse. The course covers types, indicators and causes of child abuse, as well as preparing students to deal with situations where a child or parent discloses abuse. The role of the Early Childhood Educator and strategies for supporting families and children are also covered. Through course materials & discussions, students will address their own feelings about child abuse.

ECED413 - Strategies to Support Families Addresses the importance of establishing respectful and meaningful relationships with family members, as a means of supporting family and children's well-being. Communications with families incorporate sensitivity, respect for diversity, desire for collaboration and assurance of confidentiality. Various strategies to support families are considered, including an overview of agencies and community resources which can assist educators and families.

ECED414 - Quality in ECE Settings Students will utilize various observational tools and checklists to identify indicators of quality in ECE settings. This course will identify the roles and responsibilities of government (social policy, legislation) and related legislation and regulations which affect early childhood programs. Policies and procedures for early childhood settings and related administrative tasks and management responsibilities will provide a context for ensuring quality.

ECED415 - Professionalism in ECE Students will consider issues that influence the professional behaviour and image of early childhood education, including implementation of a common philosophy, ethics, advocacy, and ongoing professional development. They are encouraged to reflect on their own professionalism and appreciate the valuable contribution made by early childhood educators, both individually and collectively, to the broad spectrum of services for children & families.

ECED416 - Reflective Practice Seminar Students will integrate the learning of past courses with their practical experiences, & participate in a process of self-evaluation, in the areas of personal, interpersonal and professional development. By analysing field experiences through reflection, self-assessment and feedback from ECE professionals, and accessing relevant literature and resources, students will apply and evaluate their personal philosophy of early childhood education.

ECED420 - Field Practicum: School Aged In a child care setting with children aged 6 to 12 years, students will have the opportunity to apply knowledge of development of school-aged children in the implementation of developmentally appropriate practice and supportive relationships. Effective interpersonal skills, professional attitudes and ethical behaviours are expected.

ECED425 - Field Practicum: Elective In a practicum setting within the field of ECE, students will perform the various roles of an early childhood educator, demonstrating commitment to professionalism and acting in accordance with ethical and professional standards.

ENG197 - Written Communication I Focuses on developing the students' written skills, including study skills, grammar, research and documentation, and writing with the computer. Critical analysis, outlining, assessment and writing organization will be developed through the writing of summaries of articles in the ECE field. The proper formatting of letters and memos with emphasis on correct tone, audience and structure will also be covered.

ENG297 - Written Communication II Includes a review of editing skills, documentation and research skills developed in ENGH 197 in order to develop the student's abilities in writing both formal and informal reports as well as the presentation of a short oral report. The student will also learn how to apply critical thinking skills in analysing ECE related material.

PSHY100 - Personal Development Introduces the concepts of bias-free values and respect for diversity, as foundations for effective interpersonal relationships. Through this course, students will assess personal values and beliefs that influence attitudes towards and relationships with children, families and colleagues. Sensitive,

effective and supportive communication methods will be identified and practised within the classroom setting. Skills and attitudes required for collaborative professional interactions will be emphasized throughout.

PSHY300 - Theories of Child Development Discusses a variety of theories of developmental psychology, which enhance understanding of the child from birth to adolescence. It will consider factors contributing to diversity and similarity of patterns of development and achievement of milestones within the context of major theorists.

SOCI270 - Canadian Families: Change & Diversity Introduces students to the study of the family in Canada. The predominant focus will be on change within Canadian families, with particular emphasis on the increasingly diverse nature of families in Canada. Students will be encouraged to recognize both the value and challenges presented by diversity, as well as the changing experiences of children growing up in Canada today.

Application Procedure

In order to apply for admission to this program an applicant must complete an "Application for Admission to Ontario Colleges of Applied Arts and Technology" form and submit this form to the: Ontario College Application Services
P.O. Box 810, Guelph, Ontario, N1H 6M4
1-888-892-2228

Application Forms and Applicant Guidebooks are available at Ontario Secondary Schools, at Ontario Colleges of Applied Arts and Technology and at the Ontario College Application Services office.

Admission to the College

Complete information concerning admission to programs at Fanshawe College may be found in the Central Admission Publication located in the Office of the Registrar, Fanshawe College.

The College reserves the right to make changes in the information in this brochure without prior notice.

The College reserves the right to cancel at any time a program, course, program major or option, change the location and/or term in which a program or course is offered, or withdraw an offer of admission both prior to and after its acceptance by an applicant or student because of insufficient applications or registrations, over-acceptance of offers of admission, budgetary constraints, or for other such reasons. In the event the College exercises such right, the College's sole liability will be the return of any monies paid by the applicant or student to the College.

This brochure is available in alternative formats, upon request, for persons with disabilities.

For further information on admission and registration, contact: Office of the Registrar, (519) 452-4277

For further specific program information, contact:
Human Services Division: (519) 452-4224
J.N. Allan Campus: (519) 426-8260

Fanshawe College
1460 Oxford St. E. P.O. Box 7005
London, ON, N5Y 5R6

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Fanshawe COLLEGE

Early Childhood Education




**FANSHAW
COLLEGE**

Community Driven...
Student Focused

Early Childhood Education

A Two Year Diploma Program

Program Code: ECE1 Campus Code: LC

Program Code: ECE2 Campus Code: SC

SC: September Admission LC: September/January Admission

Human Services Division: (519) 452-4224

J.N. Allan Campus: (519) 426-8260

Average Salary: \$20,482

NOTE: This program is offered at the Oxford Street Campus in London (Campus Code: LC) and at the James N. Allan Campus in Simcoe (Campus Code: SC).

Current Grade 9 and Grade 10 Secondary School students considering admission to this program for September, 2003 and beyond should consult the 2001/2002 Fanshawe College Program Guide for the academic admission requirements for 2003/2004.

This program prepares students for their future roles as early childhood educators. Academic courses combined with field placements contribute to the students' knowledge and understanding of the child's needs and their ability to provide programs which promote the child's physical, social, emotional and intellectual development. Students learn to observe, diagnose learning needs, assess levels of skill development and design, as well as implement stimulating programs for children.

PROGRAM OFFERED: full-time, part-time day, part-time evening (Continuing Education).

Graduates from this program may be eligible for admission to the Bachelor of Applied Science, Child Studies Major at the University of Guelph, and ultimately to the Faculty of Education at Nipissing University; a Bachelor of Arts at the University of Western Ontario, and ultimately to the Faculty of Education at Althouse College; and a Bachelor of Education at the University of Western Sydney in Australia.

Graduates from this program may be eligible for advanced standing credit into the Bachelor of Arts (General and Honors) and Bachelor of Social Work (Honors) degree programs at King's College, University of Western Ontario.

Career Opportunities

Graduates find employment in a variety of early childhood settings: nursery schools and child care centres, pre-kindergartens and kindergartens, community, social and family centres, hospital playrooms, centres or programs for children with exceptionalities.

ECE11	Level 1	Hrs/Wk
ECED111	Foundations of ECE	2.0
ECED112	Observing Early Development	3.0
ECED113	Emotional Development and Early Relations	3.0
ECED120	Field Practicum: Preschool	14.0
ENGH197	Written Communication I	3.0
PSHY100	Personal Development	3.0

ECE12	Level 2	Hrs/Wk
ECED211	Relationships in Infant/Toddler Settings	2.0
ECED212	Infant/Toddler Curriculum	4.0
ECED213	Health, Safety and Nutrition in ECE	2.0
ECED220	Field Practicum: Infant	13.0
ECED225	Field Practicum: Toddler	15.0
ENGH297	Written Communication II	3.0
SOCI270	Canadian Families: Change and Diversity	3.0

ECE13	Level 3	Hrs/Wk
ECED311	Educational Perspectives	2.0
ECED312	Inclusion: Issues and Implementation	2.0
ECED313	Curriculum Design and Implementation	2.0
ECED314	Language & Cognition in the ECE Curriculum	2.0
ECED315	Emotional and Social Skills Development	2.0
ECED320	Field Practicum: Child Care	13.0
ECED325	Field Practicum: M.E.T. Early Years	15.0
PSHY300	Theories of Child Development	3.0

ECE14	Level 4	Hrs/Wk
ECED400	School Aged Child Care	2.0
ECED411	Child Abuse	3.0
ECED413	Strategies to Support Families	3.0
ECED414	Quality in ECE Settings	2.0
ECED415	Professionalism in Ece	3.0
ECED416	Reflective Practice Seminar	1.0
ECED420	Field Practicum: School Aged	13.0
ECED425	Field Practicum: Elective	15.0

Program Eligibility Criteria

Required Academic Preparation

OSSD with courses at the General Level with:

- Grade 12 English

Or

BTSD-Level 4 Certificate

Or

Human Services Foundation Certificate*

Or

Ontario High School Equivalency Certificate (GED)

Or

Mature Applicant with standing in the course stated above

Recommended Academic Preparation

- Grade 12 English, Advanced
- Courses in Family Studies - Parenting, Family Studies - Families in Canadian Society, Family Studies - Economics in the Family, Society: Challenge and Change, Personal Life Management, Life Management, Health Education - Lifestyle.

Recommended Personal Preparation

- Students should develop leadership experience in schools, churches, community and special activity interests appropriate to preparation for this field.
- Knowledge of and interest in this field plus good writing skills.
- Visitation at two Nursery schools and/or Day Care Centres for observation purposes is highly recommended.

Applicant Selection Criteria

Where the number of eligible applicants exceeds the available spaces in the program, the Applicant Selection Criteria will be:

A. Preference for Permanent Residents of Ontario.

B. Receipt of Application by February 1st.

C. Achievement in the required academic preparation.

D. Achievement in the recommended academic preparation.

Notes:

- *Admission to the Human Services Foundation program does not guarantee admission in a subsequent year to the Early Childhood Education program. Successful completion of the Human Services Foundation program, however, does enable the student to be given additional consideration when applying for the Early Childhood

Education program. Students who register in the Human Services Foundation program must successfully complete all courses in the program in order to be eligible for consideration for admission in the following academic year to the Early Childhood Education program.

- Applicants are advised that most field placement agencies may require criminal reference checks to be conducted prior to placement of the student. Certain criminal convictions for which pardons have not been received may or may not permit placement in these agencies. In the latter cases, program completion may not be possible. Any questions regarding criminal reference checks may be directed to the Chair of the Human Services Division of the College.

First Aid/Basic Rescuer Certificates

Students who register in the program will be required to possess a standard First Aid course certificate (either St. John Ambulance or Canadian Red Cross) and a Basic Rescuer course certificate (C.P.R.) valid for the period of field placement. Note: certification normally expires after a one year period.

Evidence of Good Health

Applicants who accept admission to the program must possess good health and must present written evidence of this as a condition of registration. This will include a medical review, immunization and T.B. Test (and a Chest X-ray if the T.B. Test is positive).

Certification

Certification by the Association for Early Childhood Educators, Ontario may be applied for after completion of the program. The certification process involves the completion of a personal profile and successful completion of a certification examination.

Approximate Costs (2000/2001)

Fees for:	Levels 1 & 2	Levels 3 & 4
	\$2143.90	\$2143.90
Books and Supplies:	\$1407.00	\$1050.00

Course Descriptions

ECED111 - Foundations of ECE An introduction to the foundations and principles of early childhood education, and identifies approaches to the care and education of young children that are child-centred, inclusive and developmentally appropriate. The roles and practices of the early childhood educator are observed and analyzed, through reflection on personal and professional behaviours.

ECED112 - Observing Early Development Utilizes various observational techniques to familiarize students with the stages and milestones of development from ages 2 through 5, in the areas of language, cognition, physical, sensory, and motor development, identifying both common and diverse patterns and characteristics. Play and developmentally appropriate learning experiences are presented as preferred methods to facilitate and support the unique patterns of development of each child.

ECED113 - Emotional Development & Early Relations Utilizes various observational techniques to familiarize students with individual differences in temperament and experience, and with the stages and milestones of emotional and social development from ages 2 through 5. Students will analyze the role of the educator in building supportive relationships that respond with sensitivity and respect to all children, enhance emotional and social development, and guide children's behaviour in ways which facilitate self esteem and self-control,

ECED120 - Field Practicum: Preschool In a child care setting with 2 - 5 year old children, students will have the opportunity to integrate their knowledge of preschool development and appropriate practice through routines and interactions. Students will foster supportive relationships with children, responding sensitively to children's behaviour and by using a variety of positive guidance techniques. Professional attitudes and behaviours are expected, at a basic level. A competency-based evaluation is used to help students expand and develop their skills.

ECED211 - Relationships in Infant/Toddler Settings Emphasizes the importance of adult-child relationships as a foundation for attachment, security and emotional well-being in the first two years of life. Observations of infants and toddlers will highlight milestones of emotional development and individual differences in experience, temperament and needs. Sensitive and respectful interactions and guidance approaches with this age group are based on the enhancement of autonomy, trust and positive self concept.

ECED212 - Infant/Toddler Curriculum Through a variety of observation techniques, students will acquire understanding of development from birth through 2.5 years. It includes identifying developmental sequences and milestones in sensory motor, cognitive and language areas. In the Infant and Toddler setting, care and education are integrated and provided through sensitive and responsive interactions with educators. The play based curriculum emphasis is developmentally appropriate practice that reflects individual development and diversity.

ECED213-Health, Safety & Nutrition in ECE Identifies components of a safe and healthy environment which meets the requirements of current legislation and regulatory bodies. Nutritional & health needs of young children are identified, and the implementation of appropriate environments and practices are discussed.

ECED220 - Field Practicum: Infant In a child care setting with infants, students will have the opportunity to integrate their knowledge of infant development and appropriate practice through care-giving routines, interactions and experiences. Students will foster nurturing and supportive relationships, responding sensitively to infants' behaviour and cues. Children's well-being will be supported through safe and healthy practices and environments. Professional attitudes and behaviours are expected.

ECED225 - Field Practicum: Toddler In a child care setting with toddlers, students will have the opportunity to integrate their knowledge of motor, cognitive and language development by implementing appropriate and inclusive practice through routines, interactions and experiences which encourage play and exploration. Students will foster nurturing and supportive relationships, responding sensitively to behaviour and utilizing guidance techniques that balance autonomy and security. Professional attitudes and behaviours are expected.

ECED311 - Educational Perspectives Compares and evaluates early childhood education philosophies and theories from both historical and contemporary perspectives. The emphasis will be on the student integrating current knowledge with experience from the field practicum, into a personal philosophy of Early Childhood Education.

ECED312 - Inclusion: Issues and Implementation Provides an in-depth analysis of the principles and implementation of an inclusive philosophy of education, providing quality child care and education for all children, regardless of ability, culture, race, gender, family factors or background. Components of the human and social environments that support integration and means of responding to the individual needs of all