



Early Childhood Education- Distance Prior Learning Assessment Recognition (PLAR) - Comprehensive

Course Descriptions

EE1290 Positive Behaviour Guidance

This course provides a foundation for understanding and guiding children's behaviour. Students will learn the principles of guidance and strategies needed to guide behaviour in positive ways. The focus will be on understanding behaviour and implementing techniques that foster positive relationships and self-esteem, and create opportunities for learning.

Major Topics:

Introduction to child guidance	Influence of adult variables	Developmentally appropriate practice for guidance	Characteristics of children	Self-development	Communication as the basis for positive guidance
					Observation
					Indirect guidance of behaviour
					Direct guidance of behaviour

EE2255 Advanced Behaviour Guidance

This course offers a more in-depth exploration of guidance theory and its application to the study of children with emotional and behavioural challenges. Students will learn about possible causes and resulting challenges for children. Students will develop practical skills in the prevention and management of challenging behaviour in a team approach. The goal is to develop the skills and an inventory of resources so that educators are able to effectively support children with behavioural challenges. *Prerequisite:* EE1290

Major Topics:

Challenging behaviour in children	Consequences of challenging behaviour	Observation and documentation	Adults' influence on challenging behaviour	Environmental influences on challenging behaviour	Program curriculum influences on challenging behaviour
					Functional analysis as an intervention strategy
					Team approach to prevention and management

EE1360 Observation

The early childhood education student must be committed to the goal of supporting and enhancing children's development. Becoming a skilled observer is a reliable way to collect valid information about each child's skills, abilities, and their interests and needs. Students will develop knowledge and skills to purposefully observe, record, and interpret child behaviour. Through practical application of a variety of methods to gather observational data, the student's knowledge of children's development, interests, and needs will be enhanced. Students will be able to select appropriate observation methods, interpret and analyze their findings, and apply this knowledge to planning a developmentally appropriate program. *Prerequisite:* EE1340

Major Topics:

Skills for recording	Skills for analysis	Narrative forms of observation	Non-narrative forms of observation	Sampling techniques in observation
				Media techniques in observation
				Portfolios in observation

EE1340 Child Development I

This is an introductory course in child development. Students will learn terminology related to child development as a foundation for advanced exploration of developmental stages in childhood. Students will also explore the basic principles of child development and learning. An introduction to the concept of child observation is provided as a foundational concept for the study and practice of early childhood education.

Major Topics:

Foundations of child development	Scope of observation Professional
Scope of child development	in child observation Basic methods
Child development terminology	of child observation
Basic principles of child development	

EE1341 Child Development II

This is a course in child development that focuses on increasing students' understanding of developmental milestones and growth patterns in toddlerhood and early childhood (2 to 6 years of age). *Prerequisite:* EE1340

Major Topics:

Physical development in toddlerhood and early childhood	Language development in toddlerhood and early childhood
Motor development in toddlerhood and early childhood	Social development in toddlerhood and early childhood
Sensory and perceptual development in toddlerhood and early childhood	Emotional development in toddlerhood and early childhood
Cognitive development in toddlerhood and early childhood	Sexual development in in toddlerhood and early childhood

EE2340 Child Development III

This is an advanced course in child development. Students will examine primary theories related to child development and learning as a foundation for advanced curriculum planning. Students will have an opportunity to examine the sequential progression of primary developmental skills from birth to age 12 years. The focus is on developing a working knowledge of the theories, principles, and stages of child development for application in early learning and child care curriculum. *Prerequisite:* EE1341

Major Topics:

Cognitive development	Physical development
Language development	Sexual development
Social/emotional development	

EE2500 School-Age Development and Care

This is an introductory course in school-age care. Students will develop knowledge and skills for working with children ages five through twelve. The course focuses on the unique needs of school-age children and how these needs are met through a developmentally appropriate approach to programming. Students learn about child development patterns and milestones in middle childhood and early adolescence as a foundation for understanding the principles of inclusive school-age care. Particular attention is paid to the various roles of the early childhood educator in the design, planning, implementation, and evaluation of developmentally appropriate physical, social-emotional, and cognitive environments for school-age children. *Prerequisites:* EE1341, EE1181

Major Topics:

Development in middle childhood and early adolescence	Quality school-age care program curriculum
School-age care	Quality school-age environment
Philosophy of school-age care	Issues in school-age care programs
	Working with school-age children

EE2470 Infant Development & Care

This is an introductory course in infant care. It focuses on the unique needs of infants and how these needs can be met through a developmentally appropriate approach to programming and responsive care during the first two years of life. This approach takes into consideration the developmental needs and individual and cultural differences among infants, as well as the critical role of the infant-educator relationship. Particular attention is paid to the various roles of the educator in the design, planning, implementation, and evaluation of a developmentally appropriate physical, social-emotional, and cognitive environment for infants. The importance of establishing positive relationships and open communication patterns with parents will be highlighted in the course. *Prerequisites:* EE2340, EE1360

Major Topics:

Prenatal development	Planning programs for infants
Infant development	Health and safety
Foundations of infant care	Infant nutrition and feeding
Interpersonal-environmental approach	Roles of the early childhood educator
Elements of environmental design	Parent-educator relations
Interest, novelty and variety in the infant environment	

EE1420 Creative Experience I

This introductory course will provide students with a foundation for creating early learning and child care curriculum. Students will learn about developmentally appropriate experiences in creativity, art, literature and dramatic play. Using a hands-on, participatory approach, students will be provided with opportunities to explore and experiment with related mediums and materials. Students will cultivate a personal sense of wonder and inquiry. The goal is for the student to develop practical play skills that can be applied throughout the early learning environment.

Major Topics:

Foundations of creativity	Literacy & Literature
Art	Dramatic Play

EE1421 Creative Experiences II

This introductory course will provide students with a foundation for creating early learning and child care curriculum. Students will learn about developmentally appropriate experiences in music, movement, outdoor play, science, and numeracy. Using a hands-on, participatory approach, students will be provided with opportunities to explore and experiment with music, movement, nature, science, and numeracy. Students will cultivate a personal sense of wonder and inquiry. The goal is for the student to develop practical play skills that can be applied throughout the early learning environment.

Major Topics:

Music	Numeracy
Movement	Science
Outdoor play	

EE1180 Curriculum I

This course offers an in-depth exploration of play as an integral component of quality early learning and child care programs. Students will learn about the theory, function and value of play. There will be an emphasis on developing and refining basic skills that help the adult engage in quality play experiences with children. Students will explore play with sand, water, blocks, and manipulatives. Students will also be introduced to the management of time, routines and transitions to ensure quality play experiences for children.

Major Topics:

Importance of play	Play and learning theories
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Types of play
Facilitating quality play experiences

Experimenting with play
Making time for play

EE1181 Curriculum II

The student will develop knowledge of the major theoretical models and approaches currently being used in early learning and child care curriculum. In accordance with provincial standards, the students will develop a working knowledge of the emergent curriculum approach. Students will learn to develop and maintain a developmentally appropriate learning environment as the basis of the emergent curriculum. The student will develop basic skills in the planning, facilitation, documentation and reflection of experiences within an emergent curriculum. A child-centred, active learning approach to curriculum is emphasised. Throughout this course the unique learning styles, individual differences and interests among children will be emphasized and used as a basis for individualizing the curriculum. *Prerequisite:* EE1180

Major Topics:

Theoretical models and approaches
Creating play environments
Outdoor play environments

Facilitating spontaneous play
Individual and small group experiences
Whole group experiences and circle time

EE2180 Curriculum III

This advanced curriculum course provides students with the opportunity to participate in an in-depth exploration of approaches to curriculum. Students will be able to explain the primary theories related to development and learning, as well as advanced curriculum models. Students will have an opportunity to relate this knowledge to advanced planning, facilitation and documentation strategies, including webbing, the Project Approach, and learning stories.

Prerequisite: EE1181

Major Topics:

Advanced curriculum theory
Extending children's play

Project approach
Advanced documentation

EE1440 Family Studies I

This introductory course in family studies provides students with a basic understanding of the modern Canadian family as a foundation for learning about partnerships between parents and early childhood educators. It stresses the significance of positive relationships. Students will become familiar with strategies that promote parent-educator partnerships and communication to create and maintain family-centered and culturally sensitive early childhood education.

Major Topics:

Concept of family
Models for understanding families
Family involvement

The parent-educator relationship
Effective communication with families

EE1441 Family Studies II

Effective responses to families' needs require an understanding of the demands and stresses on families. Students will learn about a number of family stressors, methods families use to cope, and supports that may be provided for children and families. *Prerequisite:* EE1440

Major Topics:

Stress and family stress theory
Significant stressors on children and families

Children's reactions to stress and coping strategies
Supports for children and families

FH1340 Health & Safety

This course will address the attitudes and knowledge early childhood educators must have in order to support the health and safety needs of children and themselves. Students will develop a working knowledge of policies and practices that adhere to provincial legislation and standards

with regards to the health and well-being of children, and the establishment of positive habits and attitudes toward health and safety. Students will recognize symptoms of ill health and determine appropriate care for a sick child in a group setting. Students will recognize safety hazards and plan to minimize risk. Students will explore the issue of child maltreatment and recognize their responsibilities as early childhood educators with regards to recognition and reporting.

Major Topics:

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| Role of the early childhood educator | Safe environments |
| Personal hygiene | Supports for children with special health and safety needs |
| Infection and disease control strategies | Child maltreatment |
| Children's illnesses and appropriate actions | Wellness |
| Children's safety | |

FH1360 Childhood Nutrition

This introductory course addresses the fundamental concepts of nutrition. Students will study the basic nutrients and learn about the recommended daily intake for children. Students will develop a working knowledge of Canada's Food Guide and utilize this knowledge in the planning and preparation of healthy snacks and meals for children.

Major Topics:

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| Importance of nutrition for children | Nutritional issues in childhood |
| Canada's Food Guide to Healthy Eating | Nutrition education |
| Understanding nutrients | Kitchen safety and sanitation |
| Food allergies, intolerances, and special concerns | Preparing snacks and meals |
| | Positive eating atmosphere |

EE1870 Community Resources

Strong connections with the community are essential to quality early learning and child care programs. Students will reflect on the importance of community to the health and well being of children and their families. The concept of empowering families to utilize community supports is introduced. Students will identify a broad range of community resources, with opportunities for in-depth examination of specific community resources such as health care professionals, family resource centres, and non-profit organizations. Students will develop the competencies necessary to utilize these resources to support their work as early childhood educators.

Major Topics:

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| The importance of community | Virtual community |
| Health care professionals | Making the connection |
| Early learning, child care, and education | Empowering families |
| Family resource centres | Partnering with community resources |
| Non-profit organizations/associations | |

EE1480 Inclusion I

This is an introductory course on the philosophy, principles, and appropriate practices of inclusion in early childhood programs. Students will learn about the characteristics of inclusive environments, the roles of those involved, and the use of Individual Support Service Plans.

Major Topics:

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| Range of developmental ability | Roles |
| Philosophy of inclusion in early childhood | Individual Support Services Plan |
| Inclusive early environments | |

EE1481 Inclusion II

This course will discuss variations in developmental ability as a foundation for developing and implementing strategies for supporting all children in an inclusive early learning environment.

Students will have an opportunity to learn about atypical or delayed cognitive, speech/language, physical/motor, sensory, and social/emotional development as well as health impairments. The causes, red flags and developmental impact of developmental deviations will be explored. There is a focus on identifying strategies that the early childhood educator can use to create developmentally appropriate learning environments, activities and materials. *Prerequisite:* EE1480

Major Topics:

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| Variations in cognitive development | Variations in social and emotional development |
| Variations in speech and language development | Variations in health status |
| Variations in physical and motor development | Developmental impact of specific delays and disorders |
| Variations in sensory development | Universal design of environments |
| | Fostering inclusive practice |

FH1500 Personal Wellness

Optimal wellness is critical to a student's success in the workplace and in life. Students will be introduced to the eight dimensions of wellness: physical, mental, social, spiritual, intellectual, environmental, occupational and financial. Students will determine their own 'wellness level' and be encouraged to make healthy lifestyle choices. The goal is for the student to achieve a sense of balance in life which is attained through high levels of understanding and being active in each dimension of wellness.

Major Topics:

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| Health and wellness | Developing a sense of purpose |
| Adopting an active lifestyle | Work/life balance |
| Stress management | Financial security |
| Healthy eating | |

EE2350 Professional Practice

This course bridges the student to the profession of Early Childhood Education. Students will examine the roots of the early childhood education field as a basis for the study of the current state of early childhood education in Newfoundland and Labrador, Canada and internationally. Students will develop a strong sense of professionalism as an early childhood educator. The goal is to enhance the student's capacity to envision and advocate for advances in the sector as an early childhood educator.

Major Topics:

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| Roots of early childhood education | Profile of an early childhood educator |
| Current issues in ECE – local, national, and international | Path to professionalism |
| | Becoming an ECE advocate |

EE2260 Introduction to Child Care Administration

This is an introductory course in early childhood education program administration. The aim of this course is to provide an overview of administrative principles and procedures needed to successfully operate high quality, inclusive early childhood education programs. Knowledge of provincial legislation and regulations, and factors which contribute to quality provide the foundation for developing practical skills related to governance, development and evaluation of quality programs, financial and staff management, menu planning, and working in partnership with parents and the community. *Prerequisite:* EE2180

Major Topics:

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| Provincial legislation, regulations, and standards | Philosophy statement and curriculum development |
| Establishing a regulated child care service | Monitoring quality in early learning programs |
| Operating a child care service | |

Human resource management
Financial management
Menu planning

Family and community relations
Professional development

HR1300 Communications and Human Relations

Students will develop communication skills associated with effective human relations. Knowledge and skills will be developed in effective listening, and oral and written communications.

Major Topics:

Human relations
Introduction to communication
Listening skills

Writing skills
Effective speaking
Non-verbal communications

CM2130 Workplace Writing

Students will be introduced to the principles and practices of effective written communications applicable to their program of study. They will understand the importance of well-developed writing skills; the purpose of various types of correspondence; examine the principles of effective writing; examine standard formats for letters and memos; write effective letters and memos; examine the fundamentals of informal reports and the report writing procedure, and develop an effective resumé.

Major Topics:

Workplace communications
Grammar, mechanics, and punctuation
Sentence and paragraph construction

Business correspondence
Informal report
Resumé writing

FW1600 Field Placement I

During field placement, students begin to link theory to practice. Students will participate in seminars to learn basic knowledge and skills necessary for a successful placement experience, and spend a block of time at a field placement site. In this first supervised placement, the focus will be on students becoming familiar with the role of the early childhood educator and the program itself. Students will practice interacting and responding in positive ways to children, and engage in developmentally appropriate play with individual and small groups of children. Please note that time will be spent in the College's demonstration child care centre as part of the series of block placements. Opportunities to work with a variety of age groups across the series of field placement courses will be provided where possible. *Prerequisites/Corequisites:* EE1180, EE1340, EE1290, EE1420, FH1340, First Aid

Major Seminar Topics:

Foundations of early childhood education
Professionalism
Code of ethics

Role of the student
Relationships
Field placement process

Major Placement Topics:

Safety, health and wellbeing
Relationships with children
Daily experiences that promote development
Observation of children

Relationships with families
Relationships with others
Relationships with community service providers
Reflection