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
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 of child observation
- Child development terminology
- Professional and Basic methods 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 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
- School-age care
- Quality school-age care program
- 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
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  
Facilitating spontaneous play
Creating play environments  
Individual and small group experiences
Outdoor play environments  
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  
Project approach
Extending children’s play  
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  
The parent-educator relationship
Models for understanding families  
Effective communication with families
Family involvement

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  
Children’s reactions to stress and coping strategies
Significant stressors on children and families  
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:**
- Role of the early childhood educator
- Personal hygiene
- Infection and disease control strategies
- Children’s illnesses and appropriate actions
- Children’s safety
- Safe environments
- Supports for children with special health and safety needs
- Child maltreatment
- Wellness

**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:**
- Importance of nutrition for children
- Canada’s Food Guide to Healthy Eating
- Understanding nutrients
- Food allergies, intolerances, and special concerns
- Nutritional issues in childhood
- Nutrition education
- Kitchen safety and sanitation
- 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:**
- The importance of community
- Health care professionals
- Early learning, child care, and education
- Family resource centres
- Non-profit organizations/associations
- Virtual community
- Making the connection
- Empowering families
- Partnering with community resources

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

**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:**
- Variations in cognitive development
- Variations in speech and language development
- Variations in physical and motor development
- Variations in sensory development
- Variations in social and emotional development
- Variations in health status
- Developmental impact of specific delays and disorders
- 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:**
- Health and wellness
- Adopting an active lifestyle
- Stress management
- Healthy eating
- Developing a sense of purpose
- Work/life balance
- Financial security

**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:**
- Roots of early childhood education
- Current issues in ECE – local, national, and international
- Profile of an early childhood educator
- 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:**
- Provincial legislation, regulations, and standards
- Establishing a regulated child care service
- Operating a child care service
- Philosophy statement and curriculum development
- Monitoring quality in early learning programs
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 résumé.

**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