



## Early Childhood Education Program (ECE)

### Program Outline

PROGRAM IMPLEMENTATION DATE:	September 1977
OUTLINE EFFECTIVE DATE:	September 2022
PROGRAM OUTLINE REVIEW DATE:	April 2027

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#### GENERAL PROGRAM DESCRIPTION:

The Early Childhood Education Certificate and Diploma Program provides students the necessary skills and knowledge to work with young children and their families in diverse settings. Our program uses a play-based approach, with a focus on positive assets and strength-based perspectives. Practicums are designed to give students the opportunity to apply theory into their practice in early childhood settings. The Diploma program allows for specialization as either an Infant/Toddler Educator or a Special Needs Educator.

Areas of learning include lifespan development; building relationships with children and families; creating curriculum; guiding behaviours; health, safety and nutrition; theories, ethics and philosophies; interpersonal and professional communication; observing and recording; and inclusive and diverse practices.

Graduates are prepared for employment as child care professionals in group care and education settings with children from birth to age 12. Examples of settings include group care, pre-school, family child care, BC Strong Start programs, infant development, supported child development, Child Care Resource and Referral, Head Start, Community Action Program for Children, and literacy, behaviour and early intervention programs.

#### **Certificate**

The certificate is awarded upon successful completion of required courses listed in Year 1 of the program (first, second and third semesters).

#### **Diploma**

The Infant/Toddler Diploma is awarded upon successful completion of a certificate or equivalent and the required courses listed in Year 2 of the Infant/Toddler specialty (first, second and third semesters).

The Special Needs Diploma is awarded upon successful completion of a certificate or equivalent and the required courses listed in Year 2 of the Special Needs specialty (first, second and third semesters).

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## Program Information:

1. ECE Certificate (1<sup>st</sup> year): can be completed in 3 semesters of full-time study (or a maximum of 3 years of part-time study) in the classroom, online or a combination of both. The ECE Certificate consists of 13 courses, as well as an introduction to practicum and 2 practicums (45, 190 and 190 hours each), for a total of 52 credits.
2. ECE Diplomas – Infant/Toddler and/or Special Needs (2<sup>nd</sup> year): ECE 2<sup>nd</sup> year courses are offered online and can be completed within 3 semesters of part-time study for a further 23 credits. The successful completion of the ECE certificate and diploma courses constitutes an ECE Diploma.

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**Delivery:** All courses in the ECE certificate program are offered online and some courses are face-to-face. The diploma courses are all offered online only.

**COTR Credits:** Certificate: 52 credits; Diploma (one specialty): 75 credits; Diploma both specialties: 85 credits

**Hours for this program:** Certificate: 1040 hours; Diploma (one specialty): 455 hours; Diploma both specialties: 715 hours

### Year I

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	615
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	425
Other Contact Hours	
<b>Total</b>	<b>1040</b>

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	425
Formal Work Experience	
Other	
<b>Total</b>	<b>425</b>

### Year II

#### Infant/Toddler Educator Diploma

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	255
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	200
Other Contact Hours	
<b>Total</b>	<b>455</b>

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	200
Formal Work Experience	
Other	
<b>Total</b>	<b>200</b>

**Year II  
Special Needs Educator Diploma**

**Typical Structure of Instructional Hours:**

Instructional Activity	Duration
Lecture Hours	255
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	200
Other Contact Hours	
<b>Total</b>	455

**Practicum Hours (if applicable):**

Type of Practicum	Duration
On-the-job Experience	200
Formal Work Experience	
Other	
<b>Total</b>	200

**Program Outline Author or Contact:**

Kathryn Nelson ECE Dip, ID Dip, BA

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Signature

**APPROVAL SIGNATURES:**

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Department Head Signature

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Dean Signature

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Valid from: September 2022 – April 2027

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Education Council Approval Date

**PROGRAM PREREQUISITES AND TRANSFER CREDIT:**

**Admission Requirements:**

**Educational Requirements Certificate:**

- Secondary school graduation or equivalent
- Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency information on the College Website)

**Educational Requirements Diploma:** Child, Youth and Family Studies Program: Early Childhood Education Specialty Certificate or a Certificate in Early Childhood Education from an accredited college

**Non-academic requirements:**

- Completion and submission of CYFS Application package

- Completion of immunizations, documented by the immunization form in the admission package, or completion of the immunization waiver form (lack of immunizations may impact applicant access to Practicum placements and employment opportunities following graduation).
- Good command of oral and written English language
- Solicitor General Criminal Record Check. Note: Conviction of a criminal offence may influence an applicant's access to practicum placements and employment opportunities following graduation.

**Flexible Assessment (FA):** Most of the program can be done by flexible assessment. ECED 125, ECED 128 and CYFS 102 cannot.

Credit can be awarded for one or more courses in this program through FA  Yes  No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

### Early Childhood Education Certificate

<b>Fall Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
CYFS 101 Inclusive Interpersonal Communication	3	45
CYFS 102 Observing and Recording	3	45
ECED 105 Developing Relationships with Young Children	3	45
ECED 113 Health, Safety and Nutrition	3	45
ECED 125 Introduction to Practicum	3	45
ECED 129 Introduction to Early Childhood Education	3	45
ECED 137 Creating Curriculum with Young Children 1	3	45
<b>Total</b>	<b>21</b>	<b>315</b>

<b>Winter Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
CYFS 116 Lifespan Development	4	60
ECED 126 Practicum 1	4	190
ECED 131 Principles of Program Development	3	45
ECED 138 Creating Curriculum with Young Children 2	3	45
ECED 150 Guiding Behaviours with Young Children	4	60
HSWR 106 Families	3	45
<b>Total</b>	<b>21</b>	<b>445</b>

<b>Spring Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
ECED 120 Professional Conduct	3	45
ECED 128 Practicum 2	4	190
ECED 149 Studies in Diversity	3	45
<b>Total</b>	<b>10</b>	<b>280</b>
<b>Totals: Fall, Winter &amp; Spring semesters</b>	<b>52</b>	<b>1040</b>

Successful completion of all Year 1 courses is required for the Early Childhood Education Certificate. A student must complete the certificate within three years (36 months) from the start date.

### Infant/Toddler Educator Diploma

<b>Fall Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
ECED 201 Advanced Child Growth and Development	4	60
<b>Total</b>	<b>4</b>	<b>60</b>

<b>Winter Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
ECED 213 Advanced Health, Safety and Nutrition	3	45
ECED 218 Program Planning for Infants and Toddlers	4	60
<b>Total</b>	<b>7</b>	<b>105</b>

<b>Spring Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
ECED 206 Working with Families	3	45
ECED 208 Supervision and Administration	3	45
ECED 229 Infant Toddler Practicum *	6	200
<b>Total</b>	<b>12</b>	<b>290</b>
<b>Credit Totals: Fall, Winter &amp; Spring semesters</b>	<b>23</b>	<b>455</b>

\*ECED 229 is offered each semester and may be taken once all prerequisites have been met.

### Special Needs Educator Diploma

<b>Fall Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
ECED 201 Advanced Child Growth and Development	4	60
ECED 250 Adapting Early Childhood Settings	4	60
<b>Total</b>	<b>8</b>	<b>120</b>

<b>Winter Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
ECED 213 Advanced Health, Safety and Nutrition	3	45
<b>Total</b>	<b>3</b>	<b>45</b>

<b>Spring Semester:</b>	<b>Credits</b>	<b>Hours Lecture / Lab</b>
ECED 206 Working with Families	3	45
ECED 208 Supervision and Administration	3	45
ECED 253 Special Needs Practicum *	6	200
<b>Total</b>	<b>12</b>	<b>290</b>
<b>Credit Totals: Fall, Winter &amp; Spring semesters</b>	<b>23</b>	<b>455</b>

\*ECED 253 is offered each semester and may be taken once all prerequisites have been met.

### **COURSE GRADE:**

Course grades are assigned as follows:

<b>Grade</b>	A+	A	A-	B+	B	B-	C+	C	F
<b>Mark (Percent)</b>	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

Practicum grades are assigned as follows:

<b>COM</b>	Completed to defined standard (>60%)
<b>NCG</b>	No Credit Granted (<59%)

### **COURSE DESCRIPTIONS:**

#### **CYFS 101 Inclusive Interpersonal Communications**

Inclusive Interpersonal Communications enables the student to develop interpersonal communication skills to enhance their professional and personal relationships. We also expect students to clearly evaluate their own values, beliefs, and attitudes that influence their interpersonal communication.

#### **CYFS 102 Observing and Recording**

This course is designed to help students become human service workers, education assistants, early childhood educators, and aboriginal education support workers enhance their skills in observing and recording human development and behavior from birth through adulthood. A variety of observing and recording techniques will be explored in the course.

**CYFS 116 Lifespan Development**

This course explores the development of humans from conception to death. It includes physical, cognitive and psychosocial developmental domains. Students preparing to work in careers that involve other people need to clearly understand the complex, dynamic process of development throughout a person's lifespan. This knowledge can provide students with insight into their own development and the development of those they will encounter in their personal and professional lives.

**ECED 105 Developing Positive Relationships with Young Children**

This course is designed to provide students with an in-depth understanding of the importance of developing positive relationships with young children. A variety of developmentally appropriate techniques and strategies will be presented and explored to help learners build on their skills and ability to foster nurturing, caring and supportive relationships with the children in their care.

**ECED 113 Health, Safety and Nutrition**

This course focuses on the important aspects of health, safety, and nutrition in the early childhood setting. Topics explored include introduction to field trip and menu planning; the promotion and modeling of a healthy, safe environment; personal hygiene; standards of cleanliness; preventing the spread of communicable diseases; and supporting the management of chronic health conditions.

**ECED 120 Introduction of Professional Practice**

Through this course, students will develop an understanding of the roles and responsibilities as professionals and approaches to practice. Students will apply regulatory requirements in their exploration of ethical challenges and certification. Students will research provincial programs and resources, and create budgets including payroll. Students will use aspects of the early learning framework to guide their practice.

**ECED 125 Introduction to Practicum**

Introduction to practicum prepares students with the necessary skills, knowledge and values required for completion of ECED 126 and ECED 128. Students will accumulate theory and knowledge before applying it to practice.

**ECED 126 Practicum 1**

Practicum 1 provides students the opportunity to demonstrate their knowledge, skills and abilities in licensed early childhood settings. Students will begin to integrate theory to practice with children aged 30 months to 12 years.

**ECED 128 Practicum 2**

Practicum 2 provides students the opportunity to continue to build on their experiences and integrate theory to practice with children aged 30 months to 12 years in licensed early childhood settings. When possible, students are expected to participate in all aspects of programming under the guidance and supervision of program staff.

**ECED 129 Introduction to Early Childhood Education**

ECED 129 provides students with an introduction to the Early Childhood Education profession. The history of early childhood education in Canada and theoretical perspectives that compare and contrast Western and Indigenous views are explored. Regulatory requirements, play-based curriculum and pedagogy, assessing quality environments and practice, diversity, programs and services, and responsibilities of the Early Childhood Educator are discussed in detail. The Early Learning Framework is embedded in the course to help students understand how it informs their practice.

### **ECED 131 Principles in Program Development**

Students gain a deeper understanding of BC's provincial child care licensing requirements. Students learn how to design inclusive indoor and outdoor play environments for young children, create philosophies and operational policies and procedures, create long and short term developmental goals, interpret rating scales and understand culturally diverse philosophies and practices. The Early Learning Framework is embedded in the course to help students understand how it informs their practice.

### **ECED 137 Creating Curriculum with Young Children 1**

This course introduces participants to the foundations of creating curriculum using a hands on self-exploration approach. Participants explore a variety of ways to blend and balance literature, music, art, tactile/sensory and dramatic play. The emphasis is on expanding children's initiatives in play-based environments.

### **ECED 138 Creating Curriculum with Young Children 2**

This course introduces participants to the foundations of creating curriculum using a hands on self-exploration approach. Participants explore a variety of ways to blend math, manipulatives, science, cooking and social studies. The emphasis is on expanding children's initiatives in play-based environments.

### **ECED 149 Studies in Diversity**

This course is designed as an introduction to studies in human diversity. It provides students with a foundation from which to explore diversity and examine the issues related to it.

### **ECED 150 Guiding Behaviours with Young Children**

This course focusses on effective ways to guide and understand the needs and behaviours of children. Learners will also explore the influences that inform their own behaviour and reflect on how these influences impact their understanding of themselves. A variety of theoretical, developmental, and experiential perspectives will be explored.

### **ECED 201 Advanced Child Growth and Development**

ECED 201 provides in-depth knowledge about typical and atypical development from conception through age twelve. The course explores typical and atypical social, emotional, cognitive and physical development of children from infancy to pre-adolescence. It expands on first year child development courses.

### **ECED 206 Working with Families**

ECED 206 provides students with knowledge and skills to work with families from atypical and typical backgrounds. This course examines families through an ecological context. It also focuses on working with families: the day to day interactions, policies, procedures and ethical practices. We also look at community resources and other resources that are important to families on a daily basis.

### **ECED 208 Supervision and Administration**

ECED 208 provides students with the knowledge and skills needed to administer and supervise child care programs and related services. Emphasis is placed on budgets, licensing requirements, personnel and team management, organizational framework, and advocacy.

### **ECED 213 Advanced Health, Safety and Nutrition**

ECED 213 provides students with knowledge and skills to plan, implement and evaluate healthy practices for infants, toddlers, and children with extra support needs in an inclusive and infant/toddler environment.



**ECED 218 Planning Programs for Infants and Toddlers**

In this course, the students examine a variety of approaches for planning and implementing safe, nurturing environments for infants and toddlers to promote physical, cognitive, and social development.

**ECED 229 Infant and Toddler Practicum**

In this course emphasis is placed on the integration of theory, program planning, program implementation, parent partnerships and community partnerships along with personal growth. The student demonstrates resourcefulness and responsibility related to the practicum setting and the children.

**ECED 250 Adapting Early Childhood Settings**

Adapting Early Childhood Settings invites participants to consider historical and cultural perspectives on atypical and typical development and its relationship to inclusion in the past and present. It uses theory and personal experience to explore connections between observation, diagnosis, assessment, and the planning and adaptation of inclusive early childhood programs. It includes an exploration of systems and structures that support and/or hinder children, parents, families and service providers in terms of development, functioning, and relations in early childhood settings.

**ECED 253 Special Needs Practicum**

This course is designed to give the student practice in implementing the skills developed throughout the Early Childhood Education Diploma program. Emphasis is placed on the ability to support children with diverse needs in an inclusive environment. The student should be able to demonstrate integration of theory, adapt and implement programs and activities and, develop parent and community partnerships along with personal goals.

**HSWR 106 Families**

This course provides early childhood educators and human service workers with an in-depth understanding of the diverse nature of families, the issues and challenges that can be barriers to family health, and how to assist in building skills to work collaboratively to support families.