

ECDV – EARLY LEARNING & CHILD CARE

ECDV 101

Healthy Environments for Early Learning and Care

3 Credits **Weekly (3-0-0)**

In this introductory course, students explore the components of quality early childhood settings. Attention is paid to relevant legislation, regulation, standards and appropriate practices in environments for young children. Selected types of programs for early learning and care are examined. The role of the early childhood educator in creating healthy safe environments for children and their families is discussed. Students reflect on the personal attributes of the early childhood professional.

ECDV 102

Curriculum I: Creative Expression in Early Learning and Care

3 Credits **Total (45-10-0)**

Students explore the creative curriculum in programs for early learning and care. They select, plan and implement creative experiences to support the development of literacy, numeracy/math, art, music and dramatic play. Age and developmentally appropriate curriculum and planning concepts including planning for child centred play experience are introduced. The importance of aesthetics in an early learning environment is introduced. The early learning teacher's role and the child's role in curriculum development are explored. Students collect and use resources to support the creative curriculum in early childhood settings.

ECDV 110

Child Development I

3 Credits **Weekly (3-0-0)**

In conjunction with ECDV 160, this course provides the students a basic understanding of the growth and development of young children. The focus is on developing a sensitivity to children and the world in which they live, based on historical and current perspectives. Course content includes current and emergent theories and their influence on creating a developmental framework for understanding the study of children. The impact of diversity, culture and lifestyle on child rearing and identity formation is discussed. Students use techniques for observing children's behaviours and documenting developmental outcomes.

ECDV 115

Communications I: Interpersonal Competencies

2 Credits **Weekly (2-0-0)**

This is the first of three courses in an integrated communications stream that support students' personal and professional development. Focus is on identity information as affected by socialization processes, diversity issues and the role of culture for children and adults. An introduction to developing team concepts and team processes with a view to developing skills in nurturing positive interactions is considered. An emphasis is placed on developing safe, supportive verbal and emotional environments for successful learning for children and adults. A theoretical base for communication is introduced.

ECDV 120

Field Placement I

3 Credits **Total (0-0-200)**

This is the first of four field placement courses designed to support the student's progressive development of skills. Field placement provides students with the opportunity to blend theory from classes with practice in early childhood settings. Students are mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. The focus in this first field placement is on focused observation of, and thoughtful interaction in, children's play and learning; on developing beginning skills in planning, and on demonstrating professional attitudes by being responsible, cooperative and thoughtful.

Prerequisites: ECDV 101, ECDV 102, ECDV 110 and ECDV 115.

Co-requisites: ECDV 125.

ECDV 125

Integration Seminar I

1 Credit **Weekly (0-0-1)**

This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term I is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar engages students at a variety of practice levels. Students come to an integrated grouping in seminar with different experiences in field placement.

Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115.

Co-requisites: ECDV 120.

ECDV 155

Curriculum II: Learning Through Play

3 Credits **Total (45-10-0)**

In this course, students explore the nature and development of play in the lives of children. Students learn how to research, organize and prepare meaningful and aesthetic play experiences and play spaces to enhance learning and development in early learning and care settings. Through active exploration, students gain a personal appreciation of the value and functions of play, an understanding of the importance of organization and presentation of materials for play, and their role as adult facilitators. A primary focus is working with preschool children.

Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115, ECDV 120, ECDV 125, and ENGL 111 or consent of the department.

ECDV 160

Child Development II

3 Credits **Weekly (3-0-0)**

In conjunction with ECDV 110, the course provides students with a basic understanding of the growth and development of young children. The focus is on recognizing typical milestones across all developmental domains, and building on theories of child development presented in ECDV 110. Diversity issues are discussed. Observation techniques are used to document children's development and to make recommendations for programming. Students discuss how cultural values impact child rearing practices. The effects of abuse and resilience in development are discussed.

Prerequisites: ECDV 101, ECDV 102, ECDV 115, ECDV 120, ECDV 125 plus Minimum grade of C in ECDV 110.

ECDV 165**Communications II: A Constructivist Approach to Child Guidance**
3 Credits Weekly (3-0-0)

This is the second of three courses in an integrated communications stream that support students' personal and professional development. There is focus on developing skills and strategies for guiding children's behaviour in developmentally responsive and supportive ways. Knowledge of child development assists students to understand the issues and techniques presented, and the importance of fostering a strong sense of self and identity. The difference between discipline and guidance is discussed. Students have opportunities to practice communication and guidance skills that support positive interactions with children. Strategies for supporting children with challenging behaviours are introduced.

Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115, ECDV 120, ECDV 125.

Co-requisites: ECDV 160.

ECDV 170**Field Placement II**
3 Credits Total (0-0-200)

This is the second of four field placement courses designed to support the student's progressive development of skills. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. In this field placement, students begin to demonstrate effective communication skills and guidance strategies with young children, and continue to develop skills for observing children and planning for safe and interest based play experiences to meet individual and group needs.

Prerequisites: ECDV 155, ECDV 160, ECDV 165 and ECDV 210, plus a minimum grade of C in ECDV 120 and ECDV 125.

Co-requisites: ECDV 175.

ECDV 175**Integration Seminar II**
1 Credit Weekly (0-0-1)

This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term II is integrated with practical field experiences. Seminar focuses on recognized early learning and care practices across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar engages students at a variety of practice levels. Students come to an integrated grouping in seminar with different experiences in field placement.

Prerequisites: ECDV 155, ECDV 160, ECDV 165 and ECDV 210 plus a minimum grade of C in ECDV 120 and ECDV 125.

Co-requisites: ECDV 170.

ECDV 201**Curriculum III: Planning for Early Learning and Care**
3 Credits Total (45-10-0)

This course focuses on the principles of constructivism, emergent curriculum and inclusive planning in early learning and care environments. Students gain an understanding of, and practice in using a planning cycle for play-based early learning experiences that integrate literacy, numeracy, social studies, science and fine arts. Students document children's learning. Collection and use of resources for planning are emphasized.

Prerequisites: ECDV 155, ECDV 160, ECDV 165, ECDV 170, ECDV 175 and ECDV 210.

ECDV 210**Family-Centered Practice**
2 Credits Weekly (2-0-0)

Students learn to understand and support the diverse range of families. Students are encouraged to explore their own family experience as a starting point for understanding the diversity of family values, beliefs, lifestyles and needs. The course draws on theory in family dynamics, family systems and communications.

Prerequisites: ECDV 101, ECDV 102, ECDV 110, ECDV 115, ECDV 120, ECDV 125 and ENGL 111.

ECDV 220**Field Placement III**
3 Credits Total (0-0-200)

This is the third of four field placement courses designed to support the student's progressive development of skills. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. In this field placement, students focus on developing relationships with families, increased responsibility for the daily functioning of the program including more in-depth planning and observation skills, and demonstrate a commitment to professional growth.

Prerequisites: ECDV 201, ECDV 230, ECDV 260 and ECDV 280 plus a minimum grade of C in ECDV 170 and ECDV 175.

Co-requisites: ECDV 225.

ECDV 225**Integration Seminar III**
1 Credit Weekly (0-0-1)

This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term III is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar engages students at a variety of practice levels. Students come to an integrated grouping in seminar with different experiences in field placement.

Prerequisites: ECDV 201, ECDV 230, ECDV 260 and ECDV 280 plus a minimum grade of C in ECDV 170 and ECDV 175.

Co-requisites: ECDV 220.

ECDV 230**Communications III: Working in Professional Teams****2 Credits Weekly (2-0-0)**

This is the third of three courses designed to support personal and professional communication skills. Students gain an understanding of the nature of professional teams and the skills required for successful practice in teams. Context based learning assists the student to apply theory, and develop skills and strategies in working with families and in interdisciplinary and workplace teams. A focus on values, ethics and diversity issues guides discussion of effective problem solving models. *Prerequisites: ECDV 155, ECDV 160, ECDV 210, ECDV 170 and ECDV 175 plus Minimum grade of C in ECDV 165.*

ECDV 250**Foundations of Early Childhood****2 Credits Weekly (2-0-0)**

Students look at current issues in the field of early childhood development from the view of a reflective practitioner. The course focuses on selected historical philosophers and educators who have shaped present early childhood theory, practice, materials/equipment, and who raised issues still relevant. Contemporary models of early childhood programs and the role of research are examined. Students review a code of ethics and apply it to their practice with families and children. Professional resources, further education and professional associations are presented to assist students in establishing a professional development plan.

Prerequisites: ECDV 201, ECDV 220, ECDV 225, ECDV 230, ECDV 260 and ECDV 280.

ECDV 255**Child Development III****3 Credits Weekly (3-0-0)**

Child Development III extends the principles of Child Development I and II. This course provides students with opportunities to identify and examine the needs of children with developmental challenges, with attention to inclusive principles. Students have regular opportunities to observe and relate to a child with delays or deviations in development. The course is an introduction to the field of exceptionality and is designed to heighten awareness rather than train specialists.

Prerequisites: ECDV 201, ECDV 220, ECDV 225, ECDV 230, ECDV 260 and ECDV 280.

ECDV 260**Family and Community Issues****3 Credits Weekly (3-0-0)**

This course looks at the family from a societal perspective, with the intention of deepening participants' understanding of the families with whom they will be working and their awareness of issues concerning families. The focus is on the ecology of the family with particular emphasis on family policy, economic issues and the social safety net, power and violence, gender issues, children's rights/parent's rights and advocacy. Capacity building and strengths based approaches are presented as strategies to support families and develop resiliency. *Prerequisites: ECDV 155, ECDV 160, ECDV 165, ECDV 170, ECDV 175, ECDV 210.*

ECDV 270**Field Placement IV****3 Credits Total (0-0-200)**

This is the fourth of four field placement courses designed to support the student's progressive development of skills. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. In this final field placement, students apply early childhood best practice knowledge to support children's learning and development. The student will be prepared for entry to professional practice.

Prerequisites: ECDV 250, ECDV 255, ECDV 285 and OOSC 200 plus a minimum grade of C in ECDV 220 and ECDV 225.

Co-requisites: ECDV 275.

ECDV 275**Integration Seminar IV****1 Credit Weekly (0-0-1)**

This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Students bring experience in different field placement settings to group discussion in seminar. Field placement issues are discussed and class learning in Term IV is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. It also provides an opportunity to discuss issues and explore topics in early learning and care.

Prerequisites: ECDV 250, ECDV 255, ECDV 285 and OOSC 200 plus a minimum grade of C in ECDV 220 and ECDV 225.

Co-requisites: ECDV 270.

ECDV 280**Infant and Toddler Care and Development****3 Credits Weekly (3-0-0)**

In this course, students review developmental stages and milestones for infants and toddlers. Implications of current neurodevelopmental research on early learning and care settings are discussed. The importance of responsive and caring interactions and the adult's role in planning and providing play and learning environments and experiences is addressed. Students develop strategies for supporting families and respecting diversity. Students gain an understanding of their roles in supporting infant and toddler social and emotional development.

Prerequisites: ECDV 155, ECDV 160, ECDV 165, ECDV 210, ECDV 170 and ECDV 175.

ECDV 285**Curriculum IV: Theories of Early Learning****3 Credits Weekly (3-0-0)**

Building on previous curriculum courses, this course emphasizes theories and curriculum models for early learning and care that arise from a constructivist framework. Reflective practice extends the understanding of the professional's role in planning for early learning based on theoretical perspectives and an understanding of the importance of diversity and inclusion. Students explore a range of early learning assessment tools, techniques and practices.

Prerequisites: ECDV 201, ECDV 230, ECDV 260, ECDV 280, ECDV 220, ECDV 225.