

MEMORANDUM

TO: Ms Karen Roche
Secretary of Senate

FROM: Dr. Rhonda Koster
Chair, Senate Undergraduate Studies Committee

SUBJECT: Report of Senate Undergraduate Studies Committee – Part I

DATE: 19 January 2010

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A. CALENDAR CHANGES REFERRED FROM SENATE MEETING #2009-8 OF NOVEMBER 6, 2009

The Senate Undergraduate Studies Committee met on January 8 and 15, 2010 to review the calendar change items referred from Senate meeting #2009-8 of November 6, 2009 and makes the following recommendations:

1. FACULTY OF SCIENCE AND ENVIRONMENTAL STUDIES

(a) Anthropology - Adjustments

The Committee has deferred this item again to resolve several outstanding items.

(b) Anthropology – A3150

The Committee has deferred this item also.

(c) Physics and Bio-Molecular Science item 1

The Committee recommends that the proposed revision to the program description for the Honours BSc (Mathematical Physics Major) be approved, but reworded as:

5. Honours BSc (Mathematics Physics Major)

Four Year program

This program is the same as the Honours BSc (Physics Major) program except that Mathematics 2255, 2275 and 3171 must be taken in place of elective courses, while Physics 4411 and 4412 are replaced by one FCE elective.

An average of 70% must be maintained in core courses; defined as all Physics courses as well as the three Mathematics courses stated above.

B. CALENDAR CHANGES REFERRED FROM SENATE MEETING #2009-9 OF DECEMBER 4, 2009

The Senate Undergraduate Studies Committee met on December 11, 2009 and January 8 and 15, 2010, to review the calendar change items referred from Senate meeting #2009-9 of December 4, 2009 and makes the following recommendations:

1. DEPARTMENT OF INTERDISCIPLINARY STUDIES

(a) New Program in Environmental Sustainability

The Committee deferred this item.

(b) Addition of Inquiry Special Topics Course

The Committee recommends that the proposed new special topics courses, Inquiry 3050 and 3060, be approved with revisions. In both courses, the prerequisite should be "Inquiry 1010 and 1030 or permission of the Department", the phrase "according to the interests of the instructor" should be deleted, and the final sentence should end with "provided the topics are different". In Inquiry 3060, the second sentence should read, "Topics will vary but will all include considerable data collection, analysis and presentation."

2. FACULTY OF SCIENCE AND ENVIRONMENTAL STUDIES

(a) Mathematics – Co-op

The Committee recommends that the proposed deletion of the Mathematics of Computing Co-op and Non Co-op Options be approved.

(b) Mathematics – Remove Apprenticeship and Internship

The Committee recommends that the removal of the Department of Mathematical Sciences Apprenticeship and Internship Options be approved, with one addition, the deletion of the course, Mathematics 2998.

(c) Mathematics NNEP

The Committee recommends that Senate approve the splitting of the full course, Mathematics 1120 into two zero credit weight courses, with one addition. The new courses, Mathematics 1135 and 1136, should also replace "(d) Mathematics 1120" in the description of the Native Nurses' Entry Program in the School of Nursing section of the Calendar.

(d) Biology 4231

The Committee recommends that the prerequisite change for Biology 4231 be approved.

(e) Biology 3219

The Committee recommends approval of the new prerequisite for Biology 3219.

(f) Geography 4431

The Committee recommends that the proposed course description change for Geography 4431 be approved with minor editorial revisions. The first sentence should end "as embedded in different cultures" and the word "examine" should be replaced with "explore" to avoid repetition in the second sentence.

(g) Geography prerequisites

The Committee recommends that the proposed prerequisite changes in Geography be approved with one revision. The prerequisite for Geography 3331/Environmental Studies 3331 should permit "permission of the instructor", not "permission of the Department."

(h) Geography – limiting clauses removed

The Committee recommends approval of the removal of restrictive statements in several Geography courses, with one revision. Both of the restrictive notes on Geography 3251 should be removed.

3. FACULTY OF BUSINESS ADMINISTRATION

(a) Business – 3058, 2018, 3018

The Committee recommends approval of the proposed Business calendar changes with revisions and one clarification. No change is being made to Business 4298. The courses, Business 2018 and 3018 will be renumbered (2038 and 3038) with new titles:

Business 2038 – Introduction to Organizational Behaviour

Business 3038 – Applied Organizational Behaviour

The transition plan will be revised, using the revised course numbers. In item (c) of the transition plan, students will register in the revised Business 2038 and in the second paragraph of item 9, students will be required to complete the revised Business 3038.

4. FACULTY OF EDUCATION

(a) EDUC 4509 Title Change (Additional Qualifications)

The Committee recommends approval of the revised title for the reactivated course, Education 4509.

(b) EDUC 4708 Outdoor Experiential Education

The Committee recommends approval of the new course, Education 4708.

(c) EDUC 4847 Senior Curriculum and Instruction

The Committee recommends approval of the new course, Education 4847.

5. FACULTY OF SOCIAL SCIENCES AND HUMANITIES

(a) Music – Restructuring of Music History Courses

The Committee recommends approval of the calendar changes from the Department of Music, with revisions as outlined in Attachment #1 below.

(b) Languages – New Course

The Committee recommends approval of proposed new courses in the Department of Languages, with revisions as outlined in Attachment #2 below.

(c) Women's Studies – 2112, 2711, 4113, 4010, 3111

The Committee recommends approval of the calendar changes from the Department of Women's Studies, with revisions and clarifications.

Because Women's Studies 2110 has been renumbered as 3131, replace 2110 with Women's Studies 2114 in all programs mentioned in the submission. The note in Women's Studies 4010 should remain (not be changed to a prerequisite), but should state: "Open to students in an honours program in Women's Studies, or with permission of the instructor." The new course, Women's Studies 4115 – Gendering Witchcraft Past and Present, is a half-course credit and the course description should be revised as:

An historical exploration of the relationship between Western cultural constructions of the witch and cultural ideas of femininity as informed by such socially/historically constructed, intersecting categories of difference as gender, class, race, sexuality, age, ability and region. The course begins with early modern western European textual forms, and then expands to more recent examples such as fairy tales, children's literature, movies, novels, and television shows.

Women's Studies 4113, with revised title, is being cross-calendared with English 4113 and added to Group A. The last program listed above item 2 should be "10. Honours BA (Specialized Honours in Psychology) with Major Concentration in Women's Studies".

(d) Northern Studies – Include in sections of calendar

The Committee recommends that Senate approve the proposed additions to the Northern Studies Arts and Science Electives lists, with editorial revisions to ensure the entries on the lists match current course listings.

OUTSTANDING ITEMS

In addition to the Department of Interdisciplinary Studies program in Environmental Sustainability and Department of Anthropology Adjustments and A3150 noted above, the following items remain outstanding:

Calendar Changes Referred from Senate Meeting #2009-5 of May 15, 2009

Faculty of Science and Environmental Studies
BA and BSc programs – non 4-year programs

Calendar Changes Referred from Senate Meeting #2009-7 of October 2, 2009

Faculty of Forestry and the Forest Environment
New Degree and revision of an existing degree Part 1-a, Part 1-b and Part II

Calendar Changes Referred from Senate Meeting #2009-8 of November 6, 2009

Faculty of Science and Environmental Studies
- Economics – Honours BSc in Resource and Environmental Economics



Dr. Rhonda Koster, Chair

RK/ma

ATTACHMENT #1 – EDITORIAL REVISIONS TO MUSIC PROPOSAL

1. Rather than move the content of one course into another existing course, the proposed changes should be revised, as follows:

- (a) Delete Music 1311 - History of Western Music I.
- (b) Keep Music 1312 with the same course description.
- (c) Delete Music 2311 and 2312.
- (d) Combine the content of Music 2311 and 2312 into a new number 1313 (not 1312).
- (e) Renumber Music 3311 as new number 2314.
- (f) Renumber Music 3312 as new number 2315.
- (g) Renumber Music 4318 as new number 3317.
- (h) Add new course Music 4319 – Directed Study in Musicology.

2. Rather than entitle the courses as "History of Western Music", the titles should be:

- (a) Music 1312 – Music History I (Before 1600)
- (b) Music 1313 – Music History II (1600-1800)
- (c) Music 2314 – Music History III (1800-1900)
- (d) Music 2315 – Music History IV (After 1900)

To emphasize the history of western music, the first sentence of the course descriptions would be slightly revised. Music 1312 would begin "A study of the history of Western music, starting with the music of the Middle Ages and Renaissance." Music 1313 would begin "Continuing the study of the history of Western music, concentrating on the music of the Baroque Era." Music 2314 and 2315 will be similarly reworded.

3. Hours of instruction for all courses mentioned, except the research project, would be 3 hours per week of instruction (3-0; or 3-0).

4. The associated program changes would include:

Honours BMus and Honours BA (Music Major)

First Year:

- (a) Music 1312 and 1313

Second Year:

- (a) Music 2314 and 2315

Third Year:

- (a) Two of: Music 3313, 3316, or 3317

5. The Honours BMus, Fourth Year, (a) currently permits a choice of "Music 4314 and one of 4315, 4318 or 4915". Since Music 4318 - Music in Canada is now renumbered as 3317 and moved to Third Year (a) ("Two of Music 3313, 3316, or 3317"), it should no longer appear in Fourth Year. The new musicology course will take its place in Fourth Year. The new wording for Fourth Year will be "Music 4314 and one of Music 4315, 4319, or 4915".

ATTACHMENT #2 – EDITORIAL REVISIONS TO LANGUAGES PROPOSAL

Department of Languages - Proposed New Courses

1. Classics 0510 – An Introduction to Etymology

Credit Weight: 0.5

Description:

Intended to give students a foundation in etymology, the study of origin and development of words, this course explores the sources and strategies of word formation as well as the most common Latin and Greek roots/stems and affixes that underpin much of the vocabulary of the Romance and Germanic languages. While part of the Classics and Linguistics course offerings, this course is of immediate and practical value to students in all fields of study and those students writing standardized tests (e.g. MCAT, LSAT, PCAT, GRE).

Cross-List: Linguistics 0510

Offering: 3-0; 0-0

2. Language 0500 – Special Topics: Introduction to a Selected Language

Credit Weight: 1.0

Description:

The language topic will vary, but each topic will be composed of an introduction to a selected language and culture, covering phonetics, vocabulary, basic grammar, reading, writing, conversation and composition.

Special Topic: Y

Offering: 3-0; 3-0

MEMORANDUM

TO: Ms Karen Roche
Secretary of Senate

FROM: Dr. Rhonda Koster
Chair, Senate Undergraduate Studies Committee

SUBJECT: Report of Senate Undergraduate Studies Committee – Part II

DATE: 19 January 2010

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PART II – ARTICULATION AGREEMENT – CONFEDERATION COLLEGE EARLY CHILDHOOD EDUCATION DIPLOMA

The Senate Undergraduate Studies Committee met on December 11 to review a renewal proposal for an articulation agreement regarding the Early Childhood Education Diploma from Confederation College and the concurrent Bachelor of Arts, Bachelor of Education, Primary-Junior Specialization, degree program from Lakehead University (attached). The Committee recommends the agreement be approved.



Dr. Rhonda Koster, Chair

RK/ma

**Early Childhood Education Diploma
Articulation Agreement**

Revised 11 November 2009

Between

Lakehead University

And

Confederation College

Courses involved in the Advanced Credit:	Psychology 1100 (1.0 FCE)
	Sociology 1100 (1.0 FCE)
	Arts 1-00 (1.0 FCE)
	Education 1499 (0.5 FCE)
	Education 2399 (0.5 FCE)
	Education 3297 (0.25 FCE)
	Education 3-10 x 3 (0.75 FCE)

EARLY CHILDHOOD EDUCATION DIPLOMA

ARTICULATION AGREEMENT

between

LAKEHEAD UNIVERSITY

and

CONFEDERATION COLLEGE

This articulation agreement establishes the procedure for admission of qualified graduates from the Confederation College Early Childhood Education (ECE) Diploma program to the Concurrent Bachelor of Arts/Bachelor of Education (BA/BEEd) program, Primary/Junior division, offered at the Faculty of Education, Lakehead University.

OBJECTIVES OF THE AGREEMENT

1. To provide qualified graduates of Confederation College with the opportunity to obtain admission to a Concurrent BA/BEEd degree program at Lakehead University with 5.0 Full-course-equivalents of advance credit.
2. To attract students to Confederation College and to Lakehead University, and to increase and improve educational and career opportunities for these students.

TERMS OF THE AGREEMENT

1. Confederation College and Lakehead University agree to encourage qualified graduates to enroll by advising and informing them about the benefits of the ECE and BA/BEEd articulated programs.
2. Lakehead University agrees to accept into the Concurrent BA/BEEd program with advance credit equivalent to one academic year (5.0 FCEs) graduates who have a 3.5 average (75% cumulative) in the final year of the ECE Diploma program.
3. Lakehead University agrees to provide unrestricted access to the Concurrent BA/BEEd program with 5.0 FCEs of advance credit, equivalent to one full-time Lakehead University academic year, for qualified graduates of Confederation College's ECE Diploma Program. A minimum of ten (10) spaces will be reserved for applicants covered by this agreement.
4. All Confederation College ECE Program graduates with suitable averages are eligible to apply.

5. Admission to Concurrent Education is to be assessed exclusively by the Lakehead University Office of Admissions.
6. Should there be a change in either the ECE Diploma Program or the Bachelor of Education Program at Confederation College and Lakehead University respectively, each party agrees to inform the other in a timely manner as soon as the program change has been effected. If the College courses undergo significant change or revision, the College is to notify Lakehead (and vice-versa).

ADVANCE CREDITS

Students admitted to Concurrent Education from the Confederation College ECE program will receive advance credits which may be applied to a major in Sociology or Psychology in the Primary/Junior division. If students after entering Concurrent Education elect to change majors or divisions, they may have to take additional first-year courses as pre-requisites to second- and third-year courses in such areas as English and History.

Specific Advance Credits to be Awarded:

Psychology 1100 (1.0 FCE)	Sociology 1100 (1.0 FCE)
Arts 1-00 (1.0 FCE)	Education 1499 (0.5 FCE)
Education 2399 (0.5 FCE)	Education 3297 (0.25 FCE)
Education 3-10 x 3 (0.75 FCE)	Total = 5.0 FCEs

The awarding of these five full-course equivalents will enable ECE diploma-holders to finish a four-year Concurrent Bachelor of Education degree in three years, providing they do not transfer between divisions or change majors.

PERIOD OF AGREEMENT This articulation agreement will become effective upon signing, in 2010, and shall be reviewed every two years. Each institution must inform the other in writing of changes at the time that curriculum changes, including changes in numbering and weighting, have been calendared.

SIGNATURES OF THIS AGREEMENT

Confederation College

Lakehead University

 Patricia Lang, President

 Fred Gilbert, President

 Date

 Date

 Joe Cordeiro, Director, Health & Community Services

 John O'Meara, Dean, Faculty of Education

 Date

 Date

APPENDIX:

1. Overview of the Early Childhood Education Curriculum, 2009/2010

Semester One

<i>Course/Title</i>	<i>Credit Hours</i>
CS 040 Essential Writing Skills *	4
ED 125 Introduction to ECE	3
SY 066 Sociology of the Community: The Aboriginal Context	3
ED 127 Health, Safety, and Nutrition	3
ED 129 Infant/Toddler Curriculum (3+1 lab)	4
HS 118 Windows for Service Professionals	3
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	Total: 20 hours

Semester Two

ED 234 Field Placement I	7
ED 236 Field Placement Seminar	1
ED 238 Curriculum Planning II (4 hours)	4
ED 240 Development of Infants/Toddlers & Observation(4 hours)	4
CS 223 Communications for Community Services	3
ED242 Effective Interpersonal Communication	3
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	Total: 22 hours

Semester Three

ED343 Guidance	3
ED345 Preschool/School-age Development & Observation (4 hours)	4
ED347 Field Placement II – 2 days per week	14
ED349 Field Placement Seminar	1
ED351 Curriculum Planning III	3
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	Total: 25 hours

Semester Four

ED 452 Field Placement III – 2 days per week	14
ED 425 Field Placement (3-week block placement) **	
ED 454 Advanced Teaching Methods	3
ED 456 Inclusive Practice	3
ED 458 Field Placement Seminar	1
ED 460 Policy, Legislation, and Advocacy	3
GE XXX Elective	3
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	Total: 27 hours

**All students will be enrolled in CS 040 College Writing Essentials; however, based on a satisfactory score in a post-admission assessment, students will have the opportunity to test into CS 117 Communication Strategies or CS 007 Persuasive Writing.*

***The ED 425 Field Placement in the fourth semester of the ECE program is still under review for the new curriculum. Mandatory field placement hours are being discussed amongst the colleges. The Confederation College website states that the curriculum in the ECE program is currently under renewal, and is subject to change. All of the other courses have been approved in the new curriculum.*

APPENDIX

2. Course Equivalents Between the ECE Diploma Program and the Concurrent Bachelor of Education Program

Course descriptions taken from

<http://www.confederationc.on.ca/earlychildhood/calendar/courses.asp>

EDUC 1499 (0.5 FCE) = ED219 (CC)

ED 219 FUNDAMENTALS OF ECE [taken in yr 1]

48 Credit Hours

Prerequisite: Admission Requirements

Co-requisite: ED 217

The student will be introduced to the professional role and responsibilities of the Early Childhood Educator. Types and functions of various programs and the philosophical principles of Early Childhood Education will be examined. Students will also study historical influences and present and future trends impacting on the field of E.C.E. Professional advocacy and the A.E.C.E.O. code of Ethics are introduced.

EDUC 2399 (0.5 FCE) = GE066 (CC)

GE 066 CONTEMPORARY COMMUNITY & FAMILY: THE ABORIGINAL CONTEXT

[taken in yr1]

48 Credit Hours

Prerequisite: Program Admission Requirements

Co-requisite: None

This course provides students with an introduction to contemporary issues within Aboriginal families and communities in Northwestern Ontario (NWO) and Canada. Students will examine traditional and contemporary representations of Indigenous cultures. They will investigate the unique socio-political relationships between Canada and Aboriginal peoples with an emphasis on the colonial, legal and political histories. In examining the contributions, challenges and aspirations of Aboriginal families and communities, students will be encouraged to reflect on their own cultural expression and experience in NWO.

EDUC 3297 (LU yr 3 placement, 0.25 FCE) now elective

ED 418 ADVANCED TEACHING METHODS [taken in yr2]

48 Credit Hours

Prerequisite: ED 217, ED 320, ED 323, ED 420

Co-requisite: None

A variety of philosophical approaches used in early childhood education programs will be examined. Students will develop a philosophy statement that supports the core beliefs of early childhood education. This course will also explore a variety of strategies that promote literacy, numeracy and basic math concepts. Students will use self-assessment tools as part of an ongoing plan to encourage professional growth and development.

CS 117 COMMUNICATION STRATEGIES

48 Credit Hours

Prerequisite: None

Co-requisite: None

CS117 – Communication Strategies (48 Hours). This course focuses on the development of fundamental writing skills. As well, it provides a review of grammar, punctuation and mechanics. Learners will demonstrate their competence in essay and summary writing, and text analysis. This course will help learners in all programs develop their ability to research effectively.

ED 122 HEALTH, SAFETY AND NUTRITION

48 Credit Hours

Prerequisite: Program Admission Requirements

Co-requisite: None

This course provides the foundation for promoting the overall health needs of children in early childhood environments. A philosophy of health promotion is used as a basis for policies and practices that support children's and adult's health. Maintaining a healthy and safe environment for young children is an important aspect of the educator's role. Particular emphasis will be placed on illness prevention and management, nutrition and creating safe environments.

ED 124 CURRICULUM PLANNING I

48 Credit Hours

Prerequisite: Program Admission Requirements

Co-requisite: None

Curriculum development provides a framework for the design of curriculum with a special emphasis on the value of play. The role of the educator in facilitating and sustaining play will be examined. Students will become familiar with the process of curriculum planning, which promotes a child's development through play, routines, and group times. Students will be provided with a basic understanding of language acquisition and the role of the educator in supporting children's oral language. The effective planning and implementation of

developmentally appropriate experiences for a variety of age groups in the areas of sand, water, blocks and art will be studied.

ED 217 TEACHING METHODS I

48 Credit Hours

Prerequisite: Program Admission Requirements

Co-requisite: ED 219

Students will examine the main components of developmentally appropriate practice in ECE. Developmentally appropriate physical, social/emotional and cognitive/language environments that support young children's growth and development will be studied. Students will also study the goals of anti-bias education within an ECE environment.

ED 216 FIELD PLACEMENT I

112 Credit Hours

Prerequisite: ED 124, ED 219

Co-requisite: ED 226

Students will practice and demonstrate competence in selected skill areas as outlined in the course outline. This first field placement course within the ECE Diploma Program introduces students to the field of Early Childhood Education. Students will actively participate in an early childhood placement designed to facilitate the care and education of young children.

ED 223 INTERPERSONAL & GROUP EFFECTIVENESS

48 Credit Hours

Prerequisite: Program Admission Requirements

Co-requisite: None

Interpersonal effectiveness and being able to recognize and apply group process are critical to a practitioner's success in the field of recreation. The student will be introduced to the skills necessary to effectively interact with others and specifically in small groups. Understanding self and personal patterns of communication and behaviour are examined. Participating in actual group processes provides the student with an opportunity to give and receive feedback on their own and other group members' personal growth and interactions. The student will develop enhanced communication skills, greater awareness of self, and other leadership abilities, as well as group problem solving and conflict management skills.

ED 224 CURRICULUM PLANNING II

48 Credit Hours

Prerequisite: ED 124

Co-requisite: ED 216

This course equips students with a working knowledge of the various methods used to plan appropriate curriculum for a variety of age groups. Students will have opportunities to develop and implement key components of each of the following curriculum areas: dramatic play, creative drama, music, language arts, science, active play, outdoor play and field trips.

ED 226 FIELD PLACEMENT TUTORIAL

16 Credit Hours

Prerequisite: [ED 124](#), [ED 219](#)

Co-requisite: [ED 216](#)

This weekly field placement tutorial provides students with an opportunity to review the specific expectations and competencies that are required for this second semester placement. Students will also be able to reflect and to ask questions pertaining to their field placement experience to gain further understanding of their role in early childhood settings.

ED 320 CHILD DEVELOPMENT 1

48 Credit Hours

Prerequisite: [ED 124](#), [ED 217](#), [ED 219](#)

Co-requisite: [ED 216](#)

This course is an introduction to the basic principles of child development. Themes of this course include development within a global context, the theories that form the eclectic and holistic approach in ECE. The focus of this course is on the critical milestones and tasks in the growth and development of infants and toddlers. Emphasis will be placed on understanding the relationship between development and behaviour and the ethical responsibility of the early childhood educator to promote developmentally appropriate practice.

ED 322 GUIDANCE

48 Credit Hours

Prerequisite: [ED 217](#)

Co-requisite: [ED 320](#)

This course is designed to give students a clear understanding of guidance as a process. The goals of positive guidance techniques will be emphasized. Behaviour will be examined in terms of understanding development and establishing realistic expectations of child behaviour. Fundamental to this course is the examination of the role of the adult educator in fostering healthy social/emotional interactions between children. Atypical behaviour and the methods used to identify and manage challenging behaviour will also be studied.

HS 118 WINDOWS FOR SERVICE PROFESSIONALS

48 Credit Hours

Prerequisite: Program Admission Requirements

Co-requisite: None

The student will learn how to operate a microcomputer in a network environment, and will gain some understanding of how the basic components of a microcomputer function. They will learn how to use basic operating system commands and how to use word processing, presentation, and spreadsheet software at an introductory level. The student will become familiar with using the Internet for research as well as for email purposes.

ED 316 FIELD PLACEMENT

448 Credit Hours

Prerequisite: ED 216, ED 223, ED 224, ED 322

Co-requisite: ED 320, ED 323, ED 326

This extensive block field placement enables the student to become an integral part of the field placement environment. The student will be expected to demonstrate the necessary knowledge, skills and attitudes which enable him or her to work competently with children, families and co-workers. A competency-based system will be used as the evaluative tool and to support the student as they integrate and apply theory in a practical setting.

ED 323 OBSERVING YOUNG CHILDREN

48 Credit Hours

Prerequisite: ED 216, ED 320

Co-requisite: ED 316, ED 420

A study of observing young children within the early childhood environment. Students will learn how to observe, record and evaluate relevant data critical to meeting children's individual developmental needs. Students will learn how to identify and record linkages between the child's developmental levels and observation. Field placement experiences will be discussed to support and further the student's understanding of implementing theory into practice.

ED 326 FIELD PLACEMENT TUTORIAL

16 Credit Hours

Prerequisite: ED 124, ED 216, ED 223

Co-requisite: ED 316

Students will examine core competencies outlined in the ECE Competency Journal. Goal setting and self-evaluation in relation to the skills and behaviours required for field placement will be emphasized.

ED 420 CHILD DEVELOPMENT II

48 Credit Hours

Prerequisite: ED 320

Co-requisite: ED 323

Students will study the principles of development as they pertain to the development of the pre-school and school age child within the context of Early Childhood Education. The advancements and limitations specific to these age groups are studied as an essential basis for the role of the educator in designing quality educational experiences within the Early Childhood Programs.

ED 324 CURRICULUM PLANNING III

48 Credit Hours

Prerequisite: ED 124, ED 224, ED 323

Co-requisite: None

In this course, the student will be expected to design curriculum that is strategic, directional and adaptive for a variety of ages. A segment of this course will teach students to organize curriculum using a developmental sequence. Children's literature, outdoor play, and learning centers in ECE will be explored.

ED 419 INCLUSIVE CHILDCARE

48 Credit Hours

Prerequisite: ED 323, ED 420

Co-requisite: None

This course provides an introduction to inclusive child care. The role of the Early Childhood Educator in relation to the early detection of potential learning differences will be emphasized. The diverse role of the Resource Teacher will be examined as well as strategies for providing an integrated learning environment that nurtures each child's strengths and needs while being sensitive to special needs.

ED 421 PARENT/TEACHER PARTNERSHIPS

48 Credit Hours

Prerequisite: ED 316

Co-requisite: none

This course offers an extensive examination of strategies that encourage parent involvement. The respective roles of parents and early childhood educators will be examined with an emphasis on the dynamics involved in effective parent/teacher communication.

ED 424 CHILDREN IN STRESS/COMMUNITY RESOURCE

48 Credit Hours

Prerequisite: Program Admission Requirements

Co-requisite: None

This course examines the responsibilities and attitudes of Early Childhood Educators toward children and families deemed to be at risk. Casual factors and indicators of children at risk as well as intervention strategies will be discussed in depth. The diverse role of the Early Childhood Educator is discussed in relation to identifying the support and resources that families may access.