EARLY CHILDHOOD EDUCATION PROGRAM (C100)

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE</td>
<td>C100</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>School of Early Childhood</td>
</tr>
<tr>
<td>CENTRE</td>
<td>Community Services and Early Childhood</td>
</tr>
<tr>
<td>LOCATION</td>
<td>George Brown College at Ryerson University</td>
</tr>
<tr>
<td>DURATION</td>
<td>2 years (4 semesters) or 18 months continuous with Summer classes (January start)</td>
</tr>
<tr>
<td>EXPERIENTIAL LEARNING</td>
<td>Field Placement</td>
</tr>
<tr>
<td>STARTING MONTH</td>
<td>September, January</td>
</tr>
<tr>
<td>CREDENTIAL</td>
<td>Ontario College Diploma</td>
</tr>
<tr>
<td>YEAR OF STUDY</td>
<td>2020-2021</td>
</tr>
<tr>
<td>METHOD OF STUDY</td>
<td>FT</td>
</tr>
<tr>
<td>APPLY TO</td>
<td>Ontario Colleges¹</td>
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</table>

Tuition
$4,456.00 *

ADDITIONAL COST
* Amounts listed are the total of tuition, materials, student service and ancillary fees for the first two semesters of programs starting in Fall 2019. Fees are subject to change for programs starting in Fall 2020 and at later dates.

International students: Visit the International Fees and Related Costs² page for more information.

FINANCIAL ASSISTANCE
This program is approved for OSAP funding, provided the applicant meets OSAP eligibility criteria.

Early Childhood Education is a two-year diploma program that combines alternating blocks of classroom theory and field practice to provide students with both theoretical and practical training. Students learn to work with infants, toddlers, preschool and school-aged children in a variety of early childhood education settings.

Each semester is divided into seven-week blocks: one block for academic study and the other for field placement.

ACCELERATED OPTION (16 Consecutive Months)

For students who are eager to enter the field of Early Childhood Education and are able to study without any significant breaks, we offer an accelerated stream that runs for 16 consecutive months (4 continuous semesters). For more details visit our Early Childhood Education (Accelerated) (C160) program³.

FAST-TRACK – DIRECT ENTRY (10 MONTHS)

You may qualify for the fast-track program if you have a diploma or degree in a related field. For details visit program C130.⁴

PART TIME STUDY OPTIONS
We offer the Early Childhood Education diploma on a part-time basis.

Students must attend an orientation session. Call 416-415-5000, ext. 2310 or email ece@georgebrown.ca to sign up for a session.

We also offer professional development courses and a part-time post-diploma certificate in Early Childhood Management.

For professional development courses, visit the Early Childhood Institute for Professional Learning⁵.

For available part-time studies, visit the Part–time Early Childhood Programs page.⁶

For more information, call 416-415-5000, ext. 2310 or email ece@georgebrown.ca.

EXPERIENTIAL LEARNING
Field Placement

YOUR FIELD STUDY OPTIONS
Students complete a seven-week field placement in each semester of the program. During this time, students have the opportunity to work with children of different age groups in a variety of settings.

Field placement provides a continuum of experience that gives students the opportunity to integrate and apply theory to practice.
To support student learning outcomes and ensure you have access to facilities that reflect the best practices we consider essential, we own and operate 12 child care centres located across the Greater Toronto Area. These lab schools expose you to the kinds of environments where you will eventually work and provide valuable services to the families and communities that they serve.

**PROGRAM STANDARDS AND LEARNING OUTCOMES**

The graduate has reliably demonstrated the ability to:

1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples’ worldviews and Francophone identity.

2. Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children’s learning, holistic development and well-being following children’s capabilities, interests, ideas and experiences.

3. Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.

4. Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.

5. Use observation strategies to identify children’s strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.

6. Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children’s service agencies to meet legal and ethical standards of the early years sector.

7. Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one’s own role in early years and child care settings.

8. Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.

9. Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

10. Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

**REQUIRED COURSES**

**SEMESTER 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>ECE1075</td>
<td>Foundations of ECE</td>
</tr>
<tr>
<td>PSY1075</td>
<td>Infant and Child Development</td>
</tr>
<tr>
<td>ECE1069</td>
<td>Health, Safety and Nutrition</td>
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<tr>
<td>ECE1070</td>
<td>Interpersonal Communication</td>
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<tr>
<td>ECE1181</td>
<td>Integrated Seminar I</td>
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<tr>
<td>ECE2045</td>
<td>Applied Curriculum</td>
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<tr>
<td>ECE1024</td>
<td>Field Practice I</td>
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<td>COMM1007</td>
<td>College English</td>
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**SEMESTER 2**

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<td>Health, Safety and Nutrition</td>
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<td>Interpersonal Communication</td>
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<td>ECE1026</td>
<td>Field Practice II</td>
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<tr>
<td>GSSC1064</td>
<td>Introduction to Sociology</td>
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<tr>
<td>ECE1089</td>
<td>Observation, Planning and Evaluation</td>
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<td>ECE1182</td>
<td>Integrated Seminar II</td>
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**SEMESTER 3**

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<tr>
<td>ECE2048</td>
<td>Policy, Advocacy and Legislation</td>
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<tr>
<td>ECE2049</td>
<td>Inclusion In Early Childhood</td>
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<tr>
<td>ECE2050</td>
<td>Working with Families</td>
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<tr>
<td>ECE2014</td>
<td>Field Practice III</td>
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<tr>
<td>GHUM1041</td>
<td>History of Social Policy in Canada</td>
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<tr>
<td>ECE1080</td>
<td>Professional Development Workshop 2</td>
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<td>ECE2053</td>
<td>Curriculum Theory</td>
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<tr>
<td>ECE2056</td>
<td>Creative Curriculum</td>
</tr>
<tr>
<td>ECE1183</td>
<td>Integrated Seminar III</td>
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<td>GNED</td>
<td>General Education Elective</td>
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**SEMESTER 4**

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<tr>
<td>ECE2048</td>
<td>Policy, Advocacy and Legislation</td>
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<td>ECE2049</td>
<td>Inclusion In Early Childhood</td>
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<td>Working with Families</td>
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<td>ECE2017</td>
<td>Field Practice IV</td>
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<td>GHUM1041</td>
<td>History of Social Policy in Canada</td>
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<td>ECE1080</td>
<td>Professional Development Workshop 2</td>
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<td>ECE2053</td>
<td>Curriculum Theory</td>
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<tr>
<td>ECE1184</td>
<td>Integrated Seminar IV</td>
</tr>
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<td>GNED</td>
<td>General Education Elective</td>
</tr>
</tbody>
</table>

**YOUR CAREER**

GRADUATES OF THIS PROGRAM MAY FIND EMPLOYMENT IN:
• child care centres
• early years centres
• full-day Kindergarten
• parent resource centres
• pediatric playrooms
• special education settings
• integrated kindergartens
• therapeutic nursery programs
• in-home care

FUTURE STUDY OPTIONS

Students who complete the Early Childhood Education program with a GPA of 2.5 or higher may apply to complete the bridge courses for entry into the third year of the Honours Bachelor of Early Childhood Leadership program (C301).8.

Your Early Childhood Education diploma will give you credit towards degree programs at other institutions. It also makes you eligible for entrance to Ontario’s College of Early Childhood Educators9.

For information on future study options, see georgebrown.ca/transferguide

ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and any other selection criteria outlined below.

• Ontario Secondary School Diploma or equivalent**
• Grade 12 English (C or U) PLUS any additional (3)
  Grade 12 C, U, M or Grade 11 C, U or M credits

** MATURE STUDENT STATUS (19 YEARS OF AGE OR OLDER AND NO OSSD)

Mature Students may take the Admissions Assessment for English10, OR may consider upgrading to achieve the credit(s) needed in English11.

Please note that George Brown is committed to ensuring that applicants will succeed in their program of choice and meeting the minimum requirements does not guarantee admission to the program. Applicants may be required to have grades higher than the minimum requirements stated.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL STUDENTS

Visit the International Admissions12 page for more information.

APPLY TO

Domestic students should apply through Ontario Colleges13

SPECIAL REQUIREMENTS

Field placement is a mandatory and complex component of the program. Should accommodation issues arise, an Accessible Learning Consultant may be called upon to assist the applicant in determining whether she/he can meet the requirements necessary for safe caregiving for young children.

In compliance with requests from our student placement partners and requirements from Public Health and Ontario legislation, all students in this program must have completed the following prior to beginning field placement:

• Standard First Aid with CPR level C course
• Police Vulnerable Sector Check
• Medical Clearance

Students who are unable to provide completed field clearance documents may be unable to complete their field placement and, therefore, be unable to complete the program.

For more information on the ECE Field Placement requirements, please email ece@georgebrown.ca

"By the end of first year, I had gained knowledge from courses that I was able to apply to my field placements. That hands-on experience was invaluable to me because the placements were immersive and allowed me to grow and experience diversity. All of this helped me get a job immediately upon graduating!"

Alice Lee (Graduate 2016, Early Childhood Education), ARC Program Leader, City of Toronto

CONTACT US

School of Early Childhood
Phone: 416-415-5000, ext. 2310
Email: ece@georgebrown.ca
Our office hours are 8 a.m. – 5 p.m.
For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.
George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
Early Childhood Education (Consecutive Diploma/Degree) is a four-year program that leads to both an Early Childhood Education (ECE) diploma from George Brown College and a Bachelor of Arts Early Childhood Studies degree from Ryerson University.

As a student in this program, you will spend the first two years earning your ECE diploma at the Sally Horsfall Eaton Centre for Studies in Community Health, located at George Brown's Ryerson Campus (co-operatively managed with George Brown), and the latter two years completing your Early Childhood Studies degree at Ryerson University.

This program offers some distinct advantages:

- college-level tuition fees for the first two years, rather than higher university fees
- classes with George Brown College faculty who are national leaders in applied ECE
- practical training at one of George Brown’s 12 child care lab schools located across the Greater Toronto Area
- direct entry into the third year of the Ryerson degree program
- expanded career scope and direction by earning both a diploma and degree in ECE

Our system of alternating blocks of classroom theory and field practice will give you the knowledge and skills you need to work with with infants, toddlers, preschool and school-aged children in a variety of early childhood education settings.

EXPERIENTIAL LEARNING

Field Placement

YOUR FIELD STUDY OPTIONS

Field placement plays a significant role in this program by providing students the opportunity to integrate and apply classroom theory to practice. Placements are offered in Semesters 1, 2, 3 and 4 for three days per week, seven weeks per semester. During this time, students will have the chance to work with children of different age groups in a variety of settings.

To support student learning outcomes and ensure that our students have access to facilities that reflect the best practices we consider essential, we own and operate 12 child care centres located across the Greater Toronto Area. These lab schools expose you to the kinds of environments where you will eventually work and provide valuable services to the families and communities that they serve.
PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples’ worldviews and Francophone identity.

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5. Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.

6. Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.

7. Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.

8. Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.

9. Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

10. Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

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<td>Health, Safety and Nutrition</td>
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<td>ECE1070</td>
<td>Interpersonal Communication</td>
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<td>ECE1024</td>
<td>Field Practice I</td>
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<td>ECE1181</td>
<td>Integrated Seminar I</td>
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<td>ECE2045</td>
<td>Applied Curriculum</td>
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<td>ECL1205</td>
<td>Composition and Rhetoric</td>
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<td>LSSC1211</td>
<td>Introduction to Sociology</td>
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SEMESTER 2

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SEMESTER 3

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<td>Professional Development Workshop 2</td>
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<td>ECE2056</td>
<td>Creative Curriculum</td>
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<td>ECE2048</td>
<td>Policy, Advocacy and Legislation</td>
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<td>ECE2049</td>
<td>Inclusion in Early Childhood</td>
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<td>Working with Families</td>
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<td>ECE2014</td>
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<td>ECE1183</td>
<td>Integrated Seminar III</td>
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<td>ECE2053</td>
<td>Curriculum Theory</td>
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<td>ECE2054</td>
<td>Competent Learner – Reflective Practitioner</td>
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SEMESTER 4

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</table>
Students take one additional university-level course per semester and will be invoiced and required to pay for the one course each semester.

General Education Electives

YOUR CAREER

Graduates of this program may find employment in:

- child care centres
- early years centres
- full-day Kindergarten
- parent resource centres
- pediatric playrooms
- special education settings
- integrated kindergartens
- therapeutic nursery programs
- in-home care

Upon successful completion of the ECE diploma, graduates are eligible for entrance to Ontario’s College of Early Childhood Educators (CECE).5

FUTURE STUDY OPTIONS

Students who complete the Early Childhood Education program with a GPA of 2.70 or higher may apply to complete the bridge courses for entry into the third year of the Honours Bachelor of Early Childhood Leadership (C301) program.6

Your Early Childhood Education diploma will give you credit towards degree programs at other institutions. It also makes you eligible for entrance to Ontario’s College of Early Childhood Educators.7

For information on future study options, see georgebrown.ca/transferguide

ADMISSION REQUIREMENTS

- Ontario Secondary School Diploma with six Grade 12 University (U) or University/College (M) courses, with a combined average of 65% or higher
- Grade 12 English (U) with a grade of 65% or higher
- Grade 11 Mathematics (M or U) or Science (M or U) or Grade 12 Mathematics (U) or Grade 12 Science (M or U)
- Mandatory Information session - Only applicants who receive a conditional offer will be required to attend an information session, as indicated in the offer letter. Other arrangements will be made for applicants who live outside the Greater Toronto Area and/or are unable to attend the information session.

OR

Mature student status: 21 years or older and must be out of school for 2 years:

- Grade 12 English (U) with a grade of 65% or higher
- Grade 11 Mathematics (M or U) or Science (M or U) or Grade 12 Mathematics (U) or Grade 12 Science (M or U)
- English and Math/Science with a combined average higher than 65%
- Postsecondary credits in English and Math/Science will also be considered (certain courses only)
- Mandatory Information session – Only applicants who receive a conditional offer will be required to attend an information session, as indicated in the offer letter. Other arrangements will be made for applicants who live outside the Greater Toronto Area and/or are unable to attend the information session.

Please note: Subject to competition, applicants may be required to have grades/averages above the minimum.

There is no admissions assessment (testing) for this program.

** There is no mature student testing in the required credits for degree programs. Mature applicants must have the English and Math credits required.

Mature student applicants, who require Grade 12 University (U-level) credits for their application to a George Brown degree program, may consider completing our on-campus Degree Preparation (U-level) Courses at no extra cost. Additional information on where and how to upgrade can be found on the English and Math upgrading pages.

ENGLISH LANGUAGE PROFICIENCY:

George Brown College ESL Level 9; TOEFL 84 overall and 21 in each skill band (Online); IELTS 6.5 overall and 6.0 in each skill band; MELAB 85; CAEL overall 70 (writing 60).

Please visit georgebrown.ca/englishproficiency for more details.
COURSE EXEMPTIONS
College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL (VISA) STUDENTS
Visit the International Admissions page11 for more information.

APPLY TO
Domestic students should apply through Ontario Colleges12

SPECIAL REQUIREMENTS
Field placement is a mandatory and complex component of the program. Should accommodation issues arise, an Accessible Learning Consultant may be called upon to assist the applicant in determining whether she/he can meet the requirements necessary for safe caregiving for young children.

In compliance with requests from our student placement partners and requirements from Public Health and Ontario legislation, all students in this program must have completed the following prior to beginning field placement:

• Standard First Aid with CPR level C course
• Police Vulnerable Sector Check
• Medical Clearance

Students who are unable to provide completed field clearance documents may be unable to complete their field placement and, therefore, be unable to complete the program.

For more information on the ECE Field Placement requirements, please email ece@georgebrown.ca

Narmin Pirani (Graduate 2004, Early Childhood Education)
Narmin Pirani was finishing her bachelor’s degree in sociology when she took a job in a hospital child care centre to help pay her bills. That’s where she found her true calling.

"I discovered that I loved working with little kids. It came naturally to me, and I knew it was the kind of job that I’d look forward to every day," she remembers.

Narmin knew she’d need training if she wanted to get serious. When she looked at the options, George Brown College’s Early Childhood Education program interested her right away, particularly the seven weeks of in-class followed by the seven weeks of field placement.

"The courses at George Brown sounded more academic compared to the other ECE programs I was considering, but the main thing that appealed [to me] was the amount of field placement," says Narmin. "We learned how to handle every possible situation in the classroom, but then when you have to use that information for real, you discover all the things that can’t be taught in a book. There’s no better way to learn."

CONTACT US
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Phone: 416-415-5000, ext. 2310
Email: ece@georgebrown.ca
Our office hours are 8 a.m. – 5 p.m.
For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

LINKS REFERENCE

1https://collegeapply.ontariocolleges.ca/?collegeCode=GBTC&programCode=C118&lang=en
2https://www.georgebrown.ca/international/futurestudents/tuitionfees/
3https://www.georgebrown.ca/child-care-centres/
4https://www.georgebrown.ca/child-care-centres/
5https://www.college-ece.ca/en
7https://www.college-ece.ca/en
8https://www.georgebrown.ca/admissions/academic-upgrading/degree-preparation-u-level/
9https://www.georgebrown.ca/upgrading-credits/english-degree/
10https://www.georgebrown.ca/upgrading-credits/math-degree/
11https://www.georgebrown.ca/international/futurestudents/howtoapply/
12https://collegeapply.ontariocolleges.ca/?collegeCode=GBTC&programCode=C118&lang=en

George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
The Early Childhood Education (Fast-Track) program is designed for graduates with a diploma or degree in a related field. Students gain skills and knowledge through alternating blocks of classroom theory and field practice, providing theoretical and practical training in a variety of settings with age groups including:

- Infants (from six weeks)
- Toddlers
- Preschool
- School-age (to 12 years)

Each semester is divided into seven-week blocks. One block is for academic study, the other is for field placement.
To support student learning outcomes and ensure you have access to facilities that reflect the best practices we consider essential, we own and operate 12 child care centres located across the Greater Toronto Area. These lab schools expose you to the kinds of environments where you will eventually work and provide valuable services to the families and communities that they serve.

**PROGRAM STANDARDS AND LEARNING OUTCOMES**

The graduate has reliably demonstrated the ability to:

1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
2. Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.
3. Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
4. Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.
5. Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
6. Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
7. Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings.
8. Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.
9. Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.
10. Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

**REQUIRED COURSES**

**SEMESTER 3**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE2048</td>
<td>Policy, Advocacy and Legislation</td>
</tr>
<tr>
<td>ECE2049</td>
<td>Inclusion In Early Childhood</td>
</tr>
<tr>
<td>ECE2050</td>
<td>Working with Families</td>
</tr>
<tr>
<td>ECE2014</td>
<td>Field Practice III</td>
</tr>
<tr>
<td>GHUM1041</td>
<td>History of Social Policy in Canada</td>
</tr>
<tr>
<td>ECE1080</td>
<td>Professional Development Workshop 2</td>
</tr>
<tr>
<td>ECE2053</td>
<td>Curriculum Theory</td>
</tr>
<tr>
<td>ECE2056</td>
<td>Creative Curriculum</td>
</tr>
<tr>
<td>ECE1183</td>
<td>Integrated Seminar III</td>
</tr>
<tr>
<td>GNED</td>
<td>General Education Elective</td>
</tr>
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</table>

**SEMESTER 4**

<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ECE2048</td>
<td>Policy, Advocacy and Legislation</td>
</tr>
<tr>
<td>ECE2049</td>
<td>Inclusion In Early Childhood</td>
</tr>
<tr>
<td>ECE2050</td>
<td>Working with Families</td>
</tr>
<tr>
<td>ECE2017</td>
<td>Field Practice IV</td>
</tr>
<tr>
<td>GHUM1041</td>
<td>History of Social Policy in Canada</td>
</tr>
<tr>
<td>ECE1080</td>
<td>Professional Development Workshop 2</td>
</tr>
<tr>
<td>ECE2053</td>
<td>Curriculum Theory</td>
</tr>
<tr>
<td>ECE1184</td>
<td>Integrated Seminar IV</td>
</tr>
<tr>
<td>GNED</td>
<td>General Education Elective</td>
</tr>
</tbody>
</table>

**YOUR CAREER**

Graduates of this program may find employment in:

- child care centres
- early years centres
- parent resource centres
- pediatric playrooms
- special education settings
- integrated kindergartens
- therapeutic nursery programs
- in-home care

**FUTURE STUDY OPTIONS**

Students who complete the Early Childhood Education program with a GPA of 2.50 or higher may apply to complete the bridge courses for entry into the third year of the Honours Bachelor of Early Childhood Leadership (C301) program.

Your Early Childhood Education diploma will give you credit towards degree programs at other institutions. It also makes you eligible for entrance to Ontario’s College of Early Childhood Educators.

For information on future study options, see georgebrown.ca/transferguide
ADMISSION REQUIREMENTS

• Degree or diploma in a related field
OR

• One year completed of an Early Childhood Education credential, plus experience working with children (résumé required).

All qualified applicants must also complete the following as part of the review process:

• Online Information Session, during which you will be required to complete a digital questionnaire. Other arrangements will be made for those unable to attend the session.
• Questionnaire
• Interview
• Successful completion of a two-week orientation course in June +

+ There is a fee for the two-week orientation course. Applicants who fail the course will not be allowed to continue in the program.

Applicants must apply by August 1, 2020 to be considered for this program.

Please note: Successful applicants must complete a two-week orientation course in August, and a final placement in May of the following year.

* Information sessions are by appointment only and invitations are sent to qualified applicants only.

ENGLISH LANGUAGE PROFICIENCY

Domestic applicants with international transcripts who do not provide English proficiency test results must test at the College level in the George Brown College English assessment to be considered for admission.

Please visit georgebrown.ca/englishproficiency for more details.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

APPLY TO

Domestic students should apply through Ontario Colleges^7

SPECIAL REQUIREMENTS

Field placement is a mandatory and complex component of the program. Should accommodation issues arise, an Accessible Learning Consultant may be called upon to assist the applicant in determining whether she/he can meet the requirements necessary for safe caregiving for young children.

In compliance with requests from our student placement partners and requirements from Public Health and Ontario legislation, all students in this program must completed the following prior to beginning field placement:

• Standard First Aid with CPR level C course
• Police Vulnerable Sector Check
• Medical Clearance

Students who are unable to provide completed field clearance documents may be unable to complete their field placement and, therefore, be unable to complete the program.

For more information on the ECE Field Placement requirements, please email ece@georgebrown.ca

CONTACT US

School of Early Childhood
Phone: 416-415-5000, ext. 2310
Email: ece@georgebrown.ca
Our office hours are 8 a.m. – 5 p.m.
For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.

LINKS REFERENCE

1https://collegeapply.ontariocolleges.ca/?collegeCode=GBTC&programCode=C130&lang=en
2https://www.georgebrown.ca/earlychildhood/programs/early-childhood-management-certificate/
3https://www.georgebrown.ca/earlychildhood/programs/ece-institute-for-professional-learning-programs/
4https://www.georgebrown.ca/ece_part-time/
5https://www.georgebrown.ca/child-care-centres/
7https://collegeapply.ontariocolleges.ca/?collegeCode=GBTC&programCode=C130&lang=en

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# EARLY CHILDHOOD EDUCATION PROGRAM (CONSECUTIVE DIPLOMA/GBC DEGREE) (C148)

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE</td>
<td>C148</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>School of Early Childhood</td>
</tr>
<tr>
<td>CENTRE</td>
<td>Community Services and Early Childhood</td>
</tr>
<tr>
<td>LOCATION</td>
<td>George Brown College at Ryerson University</td>
</tr>
<tr>
<td>DURATION</td>
<td>4 years (8 semesters) 2 years diploma / 2 years degree C301</td>
</tr>
<tr>
<td>EXPERIENTIAL LEARNING</td>
<td>Field Placement</td>
</tr>
<tr>
<td>STARTING MONTH</td>
<td>September, January</td>
</tr>
<tr>
<td>CREDENTIAL</td>
<td>Ontario College Diploma/George Brown College Bachelor's Degree</td>
</tr>
<tr>
<td>YEAR OF STUDY</td>
<td>2020-2021</td>
</tr>
<tr>
<td>METHOD OF STUDY</td>
<td>FT</td>
</tr>
<tr>
<td>APPLY TO</td>
<td>Ontario Colleges¹</td>
</tr>
</tbody>
</table>

## Early Childhood Education (Consecutive Diploma/Degree)

Early Childhood Education (Consecutive Diploma/Degree) is a four-year program that leads to both an Early Childhood Education (ECE) diploma and an Honours Bachelor of Early Childhood Leadership degree from George Brown College.

This program offers some distinct advantages:

- college-level tuition fees for the first two years, rather than higher university fees
- classes with George Brown College faculty who are national leaders in applied ECE
- practical training at one of George Brown’s 12 child-care lab schools³ located across the Greater Toronto Area
- direct entry into the third year of the George Brown College degree program
- expanded career scope and direction by earning both a diploma and degree in ECE

## YOUR FIELD STUDY OPTIONS

Field placement plays a significant role in this program by providing students the opportunity to integrate and apply classroom theory to practice. Placements are offered in Semesters 1, 2, 3 and 4 for two days per week, 14 weeks per semester. During this time, students will have the chance to work with children of different age groups in a variety of settings.

To support student learning outcomes and ensure that our students have access to facilities that reflect the best practices we consider essential, we own and operate 12 child-care centres⁴ located across the Greater Toronto Area. These lab schools expose you to the kinds of environments where you will eventually work and provide valuable services to the families and communities that they serve.

## PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples’ worldviews and Francophone identity.
2. Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children’s learning, holistic development and well-being following children’s capabilities, interests, ideas and experiences.
3. Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.

4. Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.

5. Use observation strategies to identify children’s strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.

6. Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children’s service agencies to meet legal and ethical standards of the early years sector.

7. Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one’s own role in early years and child care settings.

8. Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.

9. Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

10. Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

REQUIRED COURSES

**SEMESTER 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ECE 1069</td>
<td>Health Safety and Nutrition</td>
</tr>
<tr>
<td>PSY 1075</td>
<td>Infant and Child Development</td>
</tr>
<tr>
<td>ECE1070</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>ECE1075</td>
<td>Foundations of ECE</td>
</tr>
<tr>
<td>ECE1181</td>
<td>Integrated Seminar 1</td>
</tr>
<tr>
<td>ECE 1024</td>
<td>Field Practice 1</td>
</tr>
<tr>
<td>ECL 1205</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>LIBS????</td>
<td>Liberal Studies Elective</td>
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**SEMESTER 2**

<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ECE 1069</td>
<td>Health Safety and Nutrition</td>
</tr>
<tr>
<td>ECE1089</td>
<td>Observation, Planning and Evaluation</td>
</tr>
<tr>
<td>ECE2045</td>
<td>Applied Curriculum</td>
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<tr>
<td>LSSC1211</td>
<td>Introduction to Sociology</td>
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<tr>
<td>ECE1026</td>
<td>Field Practice II</td>
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<tr>
<td>ECE 1182</td>
<td>Integrated Seminar II</td>
</tr>
<tr>
<td>ECL 1202</td>
<td>Personal Wellness</td>
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<td>ECE 1000</td>
<td>Professional Development Workshop 1</td>
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</table>

**SEMESTER 3**

<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ECE 2049</td>
<td>Inclusion in Early Childhood</td>
</tr>
<tr>
<td>ECE 2050</td>
<td>Working With Families</td>
</tr>
<tr>
<td>ECE2054</td>
<td>Competent Learner/Reflective Practitioner</td>
</tr>
<tr>
<td>ECE 2056</td>
<td>Creative Curriculum</td>
</tr>
<tr>
<td>ECE2053</td>
<td>Curriculum Theory</td>
</tr>
<tr>
<td>ECE2014</td>
<td>Field Practice III</td>
</tr>
<tr>
<td>ECE1183</td>
<td>Integrated Seminar III</td>
</tr>
<tr>
<td>ECL 1301</td>
<td>Human Development - Early Years</td>
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</table>

**SEMESTER 4**

<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ECE 2053</td>
<td>Curriculum Theory</td>
</tr>
<tr>
<td>ECE 2048</td>
<td>Policy Advocacy Legislation</td>
</tr>
<tr>
<td>ECE 1080</td>
<td>Professional Development Workshop 2</td>
</tr>
<tr>
<td>LHUM 1215</td>
<td>Social Policy in Canada</td>
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<tr>
<td>ECE 2017</td>
<td>Field Practice IV</td>
</tr>
<tr>
<td>ECE 1184</td>
<td>Integrated Seminar IV</td>
</tr>
<tr>
<td>LIBS????</td>
<td>Liberal Studies Elective</td>
</tr>
</tbody>
</table>

**CAREER OPTIONS**

Graduates of this degree program will have the knowledge and practice base to influence pedagogy and curriculum. They will be prepared to move into supervisory, director and curriculum leadership positions in a full range of early childhood programs as their careers unfold or as they pursue further study.

This program prepares graduates for positions as **Registered Early Childhood Educators**, working in partnership with certified teachers in the Full-Day Early Learning programs that are replacing junior and senior kindergarten.

**YOUR CAREER**

Graduates may find work in a variety of early childhood settings, including:

- child-care centres
- family drop-in programs
- early intervention services
- family support programs
Emerging Best Start Child and Family Centres will be integrated with existing early childhood programs and graduates will be well positioned to assume leadership positions within these centres.

FUTURE STUDY OPTIONS

Students who complete the Early Childhood Education program with a GPA of 2.50 or higher will enter into the third year of the Honours Bachelor of Early Childhood Leadership (C301) program.

Your Early Childhood Education diploma will give you credit towards degree programs at other institutions. It also makes you eligible for entrance to Ontario's College of Early Childhood Educators.

For information on future study options, see georgebrown.ca/transferguide

ADMISSION REQUIREMENTS

• Ontario Secondary School Diploma with six Grade 12 University (U) or University/College (M) courses, with a combined average of 65% or higher
• Grade 12 English (U) with a grade of 60% or higher
• Grade 11 Mathematics (M or U) or Science (M or U) or Grade 12 Mathematics (U) or Grade 12 Science (M or U)

OR

Mature student status: 19 years or older on the first day of class:

• Grade 12 English (U) with a grade of 60% or higher
• Grade 11 Mathematics (M or U) or Science (M or U) or Grade 12 Mathematics (U) or Grade 12 Science (M or U)
• English and Math/Science with a combined average higher than 65%
• Post-secondary credits in English and Math/Science will also be considered (certain courses only)

Please note: Subject to competition, applicants may be required to have grades/averages above the minimum.

There is no admissions assessment (testing) for this program.

** There is no mature student testing in the required credits for degree programs. Mature applicants must have the English and Math/Science credits required.

Mature student applicants, who require Grade 12 University (U-level) credits for their application to a George Brown degree program, may consider completing our on-campus Degree Preparation (U-level) Courses at no extra cost. Additional information on where and how to upgrade can be found on the English upgrading pages.

ENGLISH LANGUAGE PROFICIENCY

George Brown College ESL Level 9; TOEFL 84 overall and 21 in each skill band (Online); IELTS 6.5 overall and 6.0 in each skill band; MELAB 85; CAEL overall 70 (writing 60).

Please visit georgebrown.ca/englishproficiency for more details.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL (VISA) STUDENTS

Visit the International Admissions page for more information.

APPLY TO

Domestic students should apply through Ontario Colleges.

SPECIAL REQUIREMENTS

Field placement is a mandatory and complex component of the program. Should accommodation issues arise, an Accessible Learning Consultant may be called upon to assist the applicant in determining whether she/he can meet the requirements necessary for safe caregiving for young children.

In compliance with requests from our student placement partners and requirements from Public Health and Ontario legislation, all students in this program must have completed the following prior to beginning field placement:

• Standard First Aid with CPR level C course
• Police Vulnerable Sector Check
• Medical Clearance

Students who are unable to provide completed field clearance documents may be unable to complete their field placement and, therefore, be unable to complete the program.

For more information on the ECE field placement requirements, please email ece@georgebrown.ca.

CONTACT US

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Email: ece@georgebrown.ca
Our office hours are 8 a.m. – 5 p.m.

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EARLY CHILDHOOD EDUCATION PROGRAM (ACCELERATED) (C160)

**PROGRAM NAME**  
Early Childhood Education

**COURSE CODE**  
C160

**SCHOOL**  
School of Early Childhood

**CENTRE**  
Community Services and Early Childhood

**LOCATION**  
George Brown College at Ryerson University

**DURATION**  
16 months continuous with Summer classes (4 consecutive semesters)

**EXPERIENTIAL LEARNING**  
Field Placement

**STARTING MONTH**  
September

**CREDENTIAL**  
Ontario College Diploma

**YEAR OF STUDY**  
2020-2021

**METHOD OF STUDY**  
FT

**APPLY TO**  
Ontario Colleges

---

**TUITION**  
$3,964.00 *

**ADDITIONAL COST**  
* Amounts listed are the total of tuition, materials, student service and ancillary fees for the first two semesters of programs starting in Fall 2019. Fees are subject to change for programs starting in Fall 2020 and at later dates.

**INTERNATIONAL STUDENTS:** Visit the International Fees and Related Costs page for more information.

**FINANCIAL ASSISTANCE**  
This program is approved for OSAP funding, provided the applicant meets OSAP eligibility criteria.

---

Early Childhood Education (ECE) is a diploma program that combines alternating blocks of classroom theory and field practice to provide students with both theoretical and practical training.

This program stream allows students to complete the program more quickly by studying for 16 consecutive months with no breaks in between (September 2019 through December 2020).

Students learn to work with infants, toddlers, preschool and school-aged children in a variety of early childhood education settings.

Each semester is divided into blocks of seven weeks. One block is for academic study, the other is for field placement.

**FAST-TRACK – DIRECT ENTRY (10 MONTHS)**

You may qualify for the fast-track program if you have a diploma or degree in a related field. For details visit program C130.

---

**PART TIME STUDY OPTIONS**

We offer the Early Childhood Education diploma on a part-time basis.

Students must attend an orientation session. Call 416-415-5000, ext. 2310 or email ece@georgebrown.ca to sign up for a session.

We also offer professional development courses and a part-time post-diploma certificate in Early Childhood Management.

For professional development courses, visit the Early Childhood Institute for Professional Learning.

For available part-time studies, visit the Part–time Early Childhood Programs page.

For more information, call 416-415-5000, ext. 2310 or email ece@georgebrown.ca.

**EXPERIENTIAL LEARNING**

Field Placement

**YOUR FIELD STUDY OPTIONS**

Our Early Childhood Education students complete a seven-week field placement in each semester of the program. During this time, students have the opportunity to work with children of different age groups in a variety of settings.

Field placement provides a continuum of experience that gives students the opportunity to integrate and apply theory to practice.
To support student learning outcomes and ensure you have access to facilities that reflect the best practices we consider essential, we own and operate 12 child care centres located across the Greater Toronto Area. These lab schools expose you to the kinds of environments where you will eventually work and provide valuable services to the families and communities that they serve.

**PROGRAM STANDARDS AND LEARNING OUTCOMES**

The graduate has reliably demonstrated the ability to:

1. Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples’ worldviews and Francophone identity.

2. Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.

3. Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.

4. Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.

5. Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.

6. Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.

7. Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one’s own role in early years and child care settings.

8. Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.

9. Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

10. Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

### REQUIRED COURSES

#### SEMESTER 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE1075</td>
<td>Foundations of ECE</td>
</tr>
<tr>
<td>PSY1075</td>
<td>Infant and Child Development</td>
</tr>
<tr>
<td>ECE1069</td>
<td>Health, Safety and Nutrition</td>
</tr>
<tr>
<td>ECE1070</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>ECE1181</td>
<td>Integrated Seminar I</td>
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<td>ECE1024</td>
<td>Field Practice I</td>
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<td>COMM1007</td>
<td>College English</td>
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#### SEMESTER 2

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<tr>
<td>ECE1075</td>
<td>Foundations of ECE</td>
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<tr>
<td>PSY1075</td>
<td>Infant and Child Development</td>
</tr>
<tr>
<td>ECE1069</td>
<td>Health, Safety and Nutrition</td>
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<tr>
<td>ECE1070</td>
<td>Interpersonal Communication</td>
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<td>ECE1026</td>
<td>Field Practice II</td>
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<tr>
<td>ECE1089</td>
<td>Observation, Planning and Evaluation</td>
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<td>ECE1182</td>
<td>Integrated Seminar II</td>
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#### SEMESTER 3

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<td>Policy, Advocacy and Legislation</td>
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<td>ECE2049</td>
<td>Inclusion In Early Childhood</td>
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<tr>
<td>ECE2050</td>
<td>Working with Families</td>
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<td>ECE2014</td>
<td>Field Practice III</td>
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<td>GHUM1041</td>
<td>History of Social Policy in Canada</td>
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<td>ECE1080</td>
<td>Professional Development Workshop 2</td>
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<td>ECE2053</td>
<td>Curriculum Theory</td>
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<td>ECE2056</td>
<td>Creative Curriculum</td>
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<td>ECE1183</td>
<td>Integrated Seminar III</td>
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#### SEMESTER 4

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</table>

General Education Electives

**YOUR CAREER**
GRADUATES OF THIS ECE PROGRAM MAY FIND EMPLOYMENT IN:

• child care centres
• early years centres
• full-day Kindergarten
• parent resource centres
• pediatric playrooms
• special education settings
• integrated kindergartens
• therapeutic nursery programs
• in-home care

FUTURE STUDY OPTIONS

Students who complete the Early Childhood Education program with a GPA of 2.50 or higher may apply to complete the bridge courses for entry into the third year of the Honours Bachelor of Early Childhood Leadership program (C301).7

Your Early Childhood Education diploma will give you credit towards degree programs at other institutions. It also makes you eligible for entrance to Ontario’s College of Early Childhood Educators.8

For information on future study options, see georgebrown.ca/transferguide

ADMISSION REQUIREMENTS

Applicants are selected on the basis of their academic achievement, including the required courses, and any other selection criteria outlined below.

PLEASE NOTE THAT THIS PROGRAM IS DELIVERED IN CONSECUTIVE SEMESTERS, WITH NO BREAK. STUDENTS WILL BE IN CLASS FROM SEPTEMBER 2019 TO DECEMBER 2020.

• Ontario Secondary School Diploma or equivalent**
• Grade 12 English (C or U) PLUS any additional (3) Grade 12 C, U, M or Grade 11 C, U or M credits
• Mandatory Information session – Only applicants who receive a conditional offer will be required to attend the information session. Other arrangements will be made for applicants who live outside the Greater Toronto Area and/or are unable to attend the information session.

** MATURE STUDENT STATUS (19 YEARS OF AGE OR OLDER AND NO OSSD)

Mature Students may take the Admissions Assessment for English9, OR may consider upgrading to achieve the credit(s) needed in English10.

Please note that George Brown is committed to ensuring that applicants will succeed in their program of choice and meeting the minimum requirements does not guarantee admission to the program. Applicants may be required to have grades higher than the minimum requirements stated.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL STUDENTS

Visit the International Admissions11 page for more information.

APPLY TO

Domestic students should apply through Ontario Colleges12

SPECIAL REQUIREMENTS

Field placement is a mandatory and complex component of the program. Should accommodation issues arise, an Accessible Learning Consultant may be called upon to assist the applicant in determining whether she/he can meet the requirements necessary for safe caregiving for young children.

In compliance with requests from our student placement partners and requirements from Public Health and Ontario legislation, all students in this program must have completed the following prior to beginning field placement:

• Standard First Aid with CPR level C course
• Police Vulnerable Sector Check
• Medical Clearance

Students who are unable to provide completed field clearance documents may be unable to complete their field placement and, therefore, be unable to complete the program.

For more information on the ECE field placement requirements, please email ece@georgebrown.ca.

CONTACT US

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Our office hours are 8 a.m. – 5 p.m.
For more information about George Brown College, you may also call the Contact Centre at 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002.
George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
Honours Bachelor of Early Childhood Leadership (Fast-Track) is a two-year program suitable for those with an Early Childhood Education diploma wishing to pursue a degree in early childhood leadership. This program will prepare you to become a progressive leader in this complex and evolving sector.

We believe that to be a successful leader in this sector, you need to have a deep understanding of both human development and teaching & learning. We’ll guide you through a comprehensive look at each subject as it pertains to early childhood education and practice.

HUMAN DEVELOPMENT

As human development plays an ongoing and integral role in our lives, and in particular in a child’s early years, we will expose you to this important topic from a variety of perspectives including:

- developmental psychology
- population health
- neurobiology
- sociology
- anthropology

TEACHING AND LEARNING

You’ll also study teaching and learning through an early childhood lens. This will encompass a thorough overview of curriculum planning and design as this forms the foundation of early childhood leadership.

Prior to completing your degree, you’ll have the opportunity to conduct research that will ultimately support your final thesis.
PART TIME STUDY OPTIONS

The program arrangements and course content are tailored to meet the special interests, talents and demanding lives of early childhood professionals.

Full-time and part-time options are possible.

If students require a more flexible schedule, they can enrol on a part-time basis. Note that part-time students are still required to complete all third- and fourth-year courses as they are a mandatory part of the program. If students opt for the part-time option, they should be aware that while most courses can be done part-time, the 14-week internship must be completed on a full-time basis.

Each participant is assigned a faculty supervisor who will also supervise the independent study in Year 4. The internship and research initiatives will be customized to match the professional goals of each participant.

For more information visit the Part-Time Early Childhood programs page.

EXPERIENTIAL LEARNING

Field Placement

YOUR FIELD STUDY OPTIONS

To support student learning outcomes and ensure you have access to facilities that reflect the best practices that we consider essential, we own and operate 12 child care centres that are located across the Greater Toronto Area. These lab schools expose you to the kinds of environments where you will eventually work and provide valuable services to the families and communities that they serve.

Field placement is offered in each year of the program with the longest being a 14-week full-time internship that takes place between Semesters 6 and 7. This internship may be local, elsewhere in Canada or in an international setting.

While on placement, students are expected to demonstrate their learning through exemplifying the leadership skills they have been taught in class.

PROGRAM STANDARDS AND LEARNING OUTCOMES

The graduate has reliably demonstrated the ability to:

1. Analyze the interacting social and biological forces that collectively shape early brain development and set the stage for lifelong learning, behaviour and health.
2. Respect families’ central role in child-rearing and early learning and the impact of family structures, community support systems, culture and socio-economic status on parenting.
3. Lead the design and implementation of inclusive, effective curricula for young children, based upon a critical analysis of historical perspectives, observation, current research, and understandings of early human development.
4. Develop inclusive early intervention programs that respond to children with identified special needs.
5. Evaluate early childhood programs, engaging stakeholders in the process and addressing diverse needs of young children and families.
6. Acquire self-knowledge, critical thinking skills and professional habits of mind essential to the practice and leadership of early childhood education.
7. Apply research skills, including assessment of the research process, formulation of research questions, and collection and interpretation of data, in a variety of research projects.
8. Establish responsive and reciprocal relationships with children, families, colleagues and other stakeholders.
9. Perform responsibilities in a manner consistent with ethical and professional codes of conduct; in compliance with legislative and legal requirements; and, within the defined scope of practice limitations.
10. Advocate on behalf of children, families, colleagues and the broader community, promoting the principles of quality in early childhood programs.
11. Apply the principles of human resources, financial and facilities management to the operations of an early childhood program.
12. Collaborate with early childhood educators and other professionals in multi-disciplinary or cross-sectoral environments and across diverse domains of practice.
13. Communicate in a professional manner in all verbal, non-verbal and written mediums.

REQUIRED COURSES

SEMESTER 5

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
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<tbody>
<tr>
<td>ECL3101</td>
<td>Quality Assurance for Early Childhood Programs</td>
</tr>
<tr>
<td>ECL3102</td>
<td>Leadership in Learning Organizations</td>
</tr>
<tr>
<td>ECL3103</td>
<td>Leadership in a Technological World</td>
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SEMESTER 6

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<tbody>
<tr>
<td>ECL3201</td>
<td>Human Development: Current Topics</td>
</tr>
<tr>
<td>ECL3202</td>
<td>Building Healthy Communities: Advocacy and Leadership</td>
</tr>
<tr>
<td>ECL3205</td>
<td>Internship Seminar</td>
</tr>
<tr>
<td>ECL4102</td>
<td>Curriculum Leadership in Early Learning and Care</td>
</tr>
<tr>
<td>ECL4103</td>
<td>Managing Projects as an Early Childhood Leader</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
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</tbody>
</table>

FIELD PLACEMENT WORK TERM

Third-year internship is a 14-week work experience in an early childhood program, a related child and family service, or a relevant government department. Internship may be local, elsewhere in Canada or in an international setting.
SEMESTER 7

<table>
<thead>
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<th>Code</th>
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<tr>
<td>ECL3203</td>
<td>Early Childhood Program and System Delivery</td>
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<tr>
<td>ECL4111</td>
<td>Research in Early Childhood Studies</td>
</tr>
<tr>
<td>ECL4105</td>
<td>Field Seminar 3</td>
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<tr>
<td>ECL4106</td>
<td>Field Practicum 3</td>
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SEMESTER 8

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<tbody>
<tr>
<td>ECL4211</td>
<td>Current Issues – Leadership for Quality (independent studies)</td>
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<tr>
<td>LHUM1215</td>
<td>Social Policy in Canada</td>
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<tr>
<td>Liberal Arts Elective</td>
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</tbody>
</table>

Course revisions are currently taking place. Course offerings may change without notice.

CAREER OPTIONS

The goal of the Honours Bachelor of Early Childhood Leadership program is to prepare early childhood professionals with program leadership knowledge and skills.

Graduates of this degree program will have the knowledge and practice base to influence pedagogy and curriculum. They will be prepared to move into supervisory, director and curriculum leadership positions in a full range of early childhood programs as their careers unfold or as they pursue further study.

YOUR CAREER

This program prepares graduates for positions as Registered Early Childhood Educators\(^5\), working in partnership with certified teachers in the Full-Day Early Learning programs that are replacing junior and senior kindergarten.

Graduates will be prepared to guide and lead curriculum and pedagogy in a variety of Ontario’s early childhood settings such as:

- child care centres
- family drop-in programs
- early intervention services
- family support programs

Emerging Best Start Child and Family Centres will be integrated with existing early childhood programs and graduates will be well positioned to assume leadership positions within these centres.

FUTURE STUDY OPTIONS

Previous graduates who wished to pursue further education have successfully gained admission to master’s degree programs and/or the faculty of education at notable universities.

Ryerson University offers several post-graduate study opportunities for graduates of the Honours Bachelor of Early Childhood Leadership degree program. View the complete list of relevant post-graduate study opportunities offered by Ryerson\(^6\).

ADMISSION REQUIREMENTS

- Early Childhood Education (ECE) diploma with a minimum program GPA of 2.5; OR Early Childhood Education (ECE) diploma with a minimum 3 years related work experience in ECE (resume and reference letters required)
- Completion of three (3) George Brown College Continuing Education bridge courses that must be completed by mid-August with a minimum grade of B-(B minus) (*see bridging details further below)
- A Liberal Studies course must also be completed prior to completing Year 3 of the program (*)
- Online Information session – Other arrangements will be made for applicants who are unable to attend the online information session

NOTE: Information sessions are by appointment only and invitations are sent to students who have applied to a program in our School of Early Childhood.

ENGLISH LANGUAGE PROFICIENCY:

- George Brown College ESL Level 9; TOEFL 84 overall and 21 in each skill band (Online); IELTS 6.5 overall and 6.0 in each skill band; MELAB 85; CAEL overall 70 (writing 60)

Please visit georgebrown.ca/englishproficiency for more details.

COURSE EXEMPTIONS

College or university credits may qualify you for course exemptions. Please visit georgebrown.ca/transferguide for more information.

INTERNATIONAL (VISA) STUDENTS

Visit the International Admissions\(^7\) page for more information.

APPLY TO

Domestic students should apply through Ontario Colleges\(^8\)

SPECIAL REQUIREMENTS

Field placement is a mandatory and complex component of the program. Should accommodation issues arise, an Accessible Learning Consultant may be called upon to assist the applicant in determining whether she/he can meet the requirements necessary for safe caregiving for young children.
In compliance with requests from our student placement partners and requirements from Public Health and Ontario legislation, all students in this program must have completed the following prior to beginning field placement:

- Standard First Aid with CPR level C course
- Police Vulnerable Sector Check
- Medical Clearance

Students who are unable to provide completed field clearance documents may be unable to complete their field placement and, therefore, be unable to complete the program.

For more information on the ECE Field Placement requirements, please email ece@georgebrown.ca

**BRIDGING - ADVANCED STANDING**

*From Admission Requirements above*

**ADVANCED STANDING – ENTRY TO THIRD YEAR**

The third-year entry to the ECL program allows working professionals to take part in a degree program, while building intellectual and social connections with a diverse and stimulating cohort of student colleagues and with faculty through face-to-face and online supports. This program offers those with an ECE diploma an opportunity to pursue a degree in the field.

The program only starts in September, and three Continuing Education 'Bridge' courses must be successfully completed with a minimum grade point average of 2.5.

To be considered for the Early Childhood Leadership (Fast-Track) program, applicants must successfully complete 3 bridge courses (below) with a minimum grade required by mid-August

- **ECL1001** Evidence-based Practice in Early Childhood Programs
- **ECL1002** Introduction to Early Childhood Leadership
- **ECL1003** Applied Research Method
- **ECL1205** Composition & Rhetoric (Mandated Elective) Successfully complete this bridge elective prior to completion of Year 3 of the program

Applicants accepted into the program will be assigned a faculty advisor. Each participant is assigned a faculty supervisor who will also supervise the independent study in Year 4.

**George Brown has been granted a consent by the Minister of Advanced Education and Skills Development to offer this applied degree for a 7–year term starting August 29, 2017. In conformity with the Minister’s criteria and requirements, George Brown will submit an application for the renewal of the consent for this program 12 months prior to the expiration of the consent. George Brown will ensure that all students admitted to this program will have the opportunity to complete the program within a reasonable time frame.**

"I have come out of my shell and realized that ECEs have a lot more to offer than society thinks. Being in the program helped me realize that there are so many different pathways for ECEs. I am working in a very unique centre which provides women with substance use/mental issues health support. I do not think I would be where I am today without the knowledge and confidence I gained being in the program."

**Tasha Palmer** (Graduate 2013, Bachelor of Early Childhood Leadership; Graduate 2011, Early Childhood Education) Jean Tweed Centre

"Through the Toys or Tools project, our team of current and former students have gained our first crucial experiences in academic projects. We developed critical thinking skills and sharpened our ability to communicate effectively through written and verbal means."

Click here to learn more about the Toys or Tools applied research project.

**Emma Mogyorodi** (Graduate 2017, Honours Bachelor of Early Childhood Leadership)

"Being part of the Toys or Tools project enabled our team to develop many practical research skills, such as collecting and coding data, conducting interviews, and developing strategies to overcome challenges. These experiences have had a tremendous impact on our confidence, growth, and success not only in relation to this project, but also in our continued academic and professional pursuits."

Click here to learn more about the Toys or Tools applied research project.

**Nicola Maguire** (Graduate, 2016, Honours Bachelor of Early Childhood Leadership)

**CONTACT US**

**School of Early Childhood**

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**LINKS REFERENCE**

2. [https://www.georgebrown.ca/international/futurestudents/tuitionfees/](https://www.georgebrown.ca/international/futurestudents/tuitionfees/)
3. [https://www.georgebrown.ca/child-care-centres/](https://www.georgebrown.ca/child-care-centres/)
5. [http://www.ryerson.ca/ecs/careers/future_study/](http://www.ryerson.ca/ecs/careers/future_study/)
6. [https://www.georgebrown.ca/international/futurestudents/howtoapply/](https://www.georgebrown.ca/international/futurestudents/howtoapply/)
8. [http://gbcresearch.ca/project/toys-or-tools/](http://gbcresearch.ca/project/toys-or-tools/)
9. [http://gbcresearch.ca/project/toys-or-tools/](http://gbcresearch.ca/project/toys-or-tools/)
10. [http://gbcresearch.ca/project/toys-or-tools/](http://gbcresearch.ca/project/toys-or-tools/)
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