Early Childhood Education (ECE)

Version 16

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Early Childhood Education - 2 year Diploma

Offered at Newnham Campus and King Campus.

Early Childhood Education - Seneca, Toronto, Canada (senecacollege.ca)

Program Overview:

In this four-semester diploma program, you will learn about the physical, cognitive, social and emotional needs of children. You will understand how to develop and implement inclusive programming in order to support the healthy development of children ranging in age from infancy to school-age.

Your studies will include courses in child development, curriculum, philosophy of education, communication, working with families and administration.

Field placement is central to the learning experience. You will obtain over 500 field placement hours in a variety of Childcare and Early Years professional settings. These experiences will provide you with the opportunity to integrate classroom learning into practice with groups of children within the community.

As a graduate of this program who meets GPA requirements, you are eligible to pursue internal pathway opportunities at Seneca, including the Honours Bachelor of Child Development and Honours Bachelor of Interdisciplinary Studies.

ECE Program Learning Outcomes

This Seneca program has been validated by the Credential Validation Service as an Ontario College Credential as required by the Ministry of Colleges and Universities.

As a graduate, you will be prepared to reliably demonstrate the ability to:

- To 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.
- To 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.
- To 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.
- To 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.
- To 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.

- To 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.
- To 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.
- To 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.
- To create and engage in partnerships with families, communities, colleagues, inter-disciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.
- To 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.

Program Map

| Year 1 Level 1 (Start Fall 2024) September Winter Summer | Year 1 Level 2 (Start Winter 2025) September Winter Summer | Year 2 Level 3 (Start Summer 2025) September Winter Summer | Year 2 Level 4 (Start Fall 2025) September Winter Summer |
|--|--|---|---|
| ECE 110 | ECE 209 | ECE 310 | ECE 409 |
| Visual Art: In Relationship with Art, Story and Materials | Human Rights and Social Justice in Early Learning and Care Pre-req: None | Music and Movement: Experiences Throughout Childhood Pre-req: ECE110, ECE213 | Philosophy and Models of Early Childhood Education Pre-req: ECE113, ECE213, COM101 |
| ECE 112 | ECE 213 | ECE 312 | ECE 412 |
| Wellbeing and Ethics of Care | Pedagogy and Care in Practice Pre-req: ECE113, ECE106 Co-req: ECE216 | Child Protection: Upholding Responsibilities to Children Pre-req: ECE112, ECE209, ECE215 | Legislation, Advocacy, and Social Policy Pre-req: ECE112, ECE209, ECE312 |
| ECE 113 | ECE 214 | ECE 313 | ECE 413 |
| Foundations of Pedagogy and Care | Observation and Documentation of Children's Development | Pedagogy and Care: Infant and Toddler Focus | Pedagogy and Care: School Age Focus |
| | Pre-req: ECE114 | Pre-req: ECE112, ECE113, ECE213 | Pre-req: ECE213, ECE313 Co-req: ECE416 |
| ECE 114 | ECE215 | ECE 314 | FCF 414 |
| Introduction to Childhood Development | Responsive Interpersonal Relationships | Observation and Development: Birth to 3 Years Pre-reg: ECE114. ECE214 | Critical Perspectives of Childhood Disablement Pre-req: ECE214, ECE314 |
| ECE106 | ECE 216 | ECE 315 | ECE 415 |
| Preparation for Early Learning and Care Practice | Field Placement: Preschool Environments Pre-req: ECE113, ECE106 Co-req: ECE213 | Child, Family and Community Pre-req: ECE215, ECE209, ECE216 | Ethics, Professional Practice and Leadership Pre-req: ECE215, ECE312 |
| COM 101/COM 111 | · | ECE 316 | ECE 416 |
| Communicating Across Contexts | | Field Placement: Infant and Toddler Environments Pre-reg: ECE216. ECE112 | Field Placement: School Age Environments Pre-reg: ECE216, ECE316 |
| | | Co-reg: ECE313 | Co-reg: ECE413 |
| General Education Course | General Education Course | General Education Course | |

Prerequisites (Pre-req): A course that must be completed before taking a course.

Corequisites (Co-req): A course that must be taken at the same time as, or prior to, another course.

Course Outlines

Every Seneca Polytechnic course has an outline, available online, which describes the content, methods, and weighting of evaluations. These are legal documents, and any changes made to them during the delivery of the course must be agreed upon by students and the professor and require approval by the Chair of the School of ECE.

Subject outlines are important documents. Refer to them during the semester and save them digitally. If you continue your studies at any other post-secondary institutions or post diploma programs, these will be essential documents.

ECE Academic Policies

DUE DATES, EXTENSIONS AND ASSESSMENT POLICIES

- Due dates for the assignments and other evaluation procedures for each subject are set in class.
- Requests for extensions must be made to the professor before the due date. Many professors require written requests and approval forms for
 extensions.
- If an assessment is late, 10% may be deducted the first day. 20% may be deducted day eight, etc. Once an assessment is three weeks late without a negotiated extension, a **final** grade of 0 will be automatically applied.
- Unless an extension has already been approved by the professor, the last day to submit any *ungraded* coursework is the last class for that subject. As of this date, any work not submitted will be given a 0.
- When an assessment grade has been reduced to an "F" because of late submission, the "F" grade will be used to calculate the final subject grade.
- If an F is received on two or more assessments weighted 10% or higher, the student will receive an F in the course regardless of the final weighted grade.

Field Placement

This program has a field placement component in second, third, and fourth semester.

Students are required to have completed necessary field placement documents prior to the start of the field placement semester.

Seneca Academic Policies

Academic Appeal Policy

- Academic Integrity Policy and Academic Integrity Badges
- Discrimination and Harassment Policy
- Recording Lectures and Educational Activities Policy
- Student Code of Conduct
- Student Progression and Promotion Policy
- Tuition Fee and Refund Policy

Visit our Policies page for a full list of Seneca's policies.

LIBRARY RESOURCES

This guide was created to support **Early Childhood Education** students and faculty at Seneca. It showcases articles, documents, websites, and other resources of interest to the program.

Early Childhood Education - LibGuides at Seneca Libraries

Academic Integrity | School of Early Childhood Education

What is APA Citation Style?

APA Style is a set of rules for research papers. You must cite sources with an in-text citation in the body of your paper and in a full citation in the Reference List at the end of your paper.

Welcome - APA Citation Guide (APA 7th Edition) - LibGuides at Seneca Libraries (senecapolytechnic.ca)

APA Citation FAQs - APA Citation Guide (APA 7th Edition) - LibGuides at Seneca Libraries (senecapolytechnic.ca)



Student Resource Guide - School of Early Childhood Education, Faculty of Community & Health