



Early Childhood Education Diploma



New Brunswick Indigenous Career College

75 Melissa Street Unit 1

Richibucto Rd. NB E3A 6V9



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75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9

Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

HISTORY OF NEW BRUNSWICK INDIGENOUS CAREER COLLEGE

The Union of New Brunswick Indians Board of Directors approved the establishment of the Training Institute in 1994. The purpose is to provide post-secondary and other educational opportunities for First Nations communities. In May 2009, NBICC became a non-profit organization. The Training Institute operates with a committee consisting of a Board of Directors, the Principal, and also a Chief Financial Officer.

All programs and workshops are open to all including any non-First Nation people. All curriculums are designed to ensure the students can have the option to work on or off-reserve. Professional Development Workshops are also offered on a regular basis. These workshops, as with all programs, are open to anyone who wishes to take them. Currently, we offer the following programs:

- Diploma in Addictions Services with Mental Health Specialty Counsellor
- Diploma in Early Childhood Education
- Diploma in Personal Support Worker
- Diploma in Human Services Counsellor
- Diploma in Hospitality & Tourism Management
- Diploma in Indigenous Social Services Community Worker

New Brunswick Indigenous Career College is registered with Canada and New Brunswick Student Loans, along with the Department of Indian Affairs for funding purposes. We are also registered under the New Brunswick Association of Career Colleges and also a member of the National Association of Career Colleges.



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Starla McDougall

Principal and Director, New Brunswick Indigenous Career College (NBICC)

Educator | Program Developer | Community Leader

Starla McDougall is the Principal and Director of the New Brunswick Indigenous Career College, bringing over 25 years of dedicated service to First Nations education and community development. Her career reflects a lifelong commitment to empowering Indigenous learners and integrating culturally relevant practices across all levels of education and training. Holding diplomas in Human Service Counselling and Early Childhood Education from NBICC, Starla has also completed extensive professional training in Fetal Alcohol Spectrum Disorder (FASD), autism, and working with high-risk youth. Her professional path includes leadership in child and family services, mentorship, and program design rooted in Indigenous worldviews and values.

At NBICC, Starla oversees academic programming, partnerships, and student success initiatives across multiple disciplines, including Early Childhood Education, Human Services, Personal Support Work, and Social Services. She has been instrumental in developing pathways for students through partnerships with universities, industry leaders, and community organizations. Starla's leadership style emphasizes cultural pride, inclusivity, and holistic wellness. Her dedication to land-based learning and intergenerational knowledge-sharing continues to shape NBICC's mission of building strong, self-determined Indigenous communities through education.



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Karen Hardy

Educator and Mental Wellness Specialist

B.A., Dip. Comm. Corr., Addiction Careworker (McMaster)

Karen Hardy is an experienced educator and community wellness professional with over 20 years of service in education, counseling, and restorative justice. She holds a Bachelor of Arts (Honours) in Criminology and Sociology from St. Thomas University, a Diploma in Community Corrections from St. Stephen University, and has completed the Addiction Careworker Diploma program through McMaster University.

Karen's career includes roles as Community Chaplain for Female Offenders, NNADAP Worker with Oromocto First Nation, and Executive Director of the Sarah Tracy Treatment Centre for Women. She currently serves as an Educational Assistant with the Anglophone Southwest District, supporting student growth, inclusion, and mental health. Her specialized training includes Critical Incident Stress Management (CISM), ASIST Suicide Intervention, Mental Health First Aid, Autism Awareness, and Addiction and Trauma Support.

Karen has also contributed extensively through volunteer leadership, serving on the Coverdale Centre for Women Board, the Maliseet Nations Mental Wellness Team, and the NB First Nations Suicide Prevention Task Force. Her work reflects a lifelong commitment to compassion, healing, and the empowerment of individuals through education and community connection.



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Samantha Ratti

Instructor, New Brunswick Indigenous Career College (NBICC)

Early Learning Specialist | Educator | Mentor

Samantha Ratti is a valued instructor at the New Brunswick Indigenous Career College, known for her compassion, leadership, and deep understanding of early learning and human services education. She is a graduate of NBICC's Early Childhood Education and Human Service Counsellor diploma programs and brings firsthand classroom experience as a former early childhood educator within the province.

Samantha's teaching philosophy centers on kindness, relationship-building, and respect for each learner's unique path. She fosters inclusive, hands-on learning environments that prepare students for real-world careers in education and care work. Her approach encourages emotional intelligence, empathy, and cultural awareness—key qualities in today's educators and support workers. Beyond her teaching role, Samantha contributes to curriculum enhancement and student mentorship, helping guide learners through their practicum experiences and personal growth. Her commitment to student success and culturally grounded education makes her a respected and inspiring member of the NBICC faculty.



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Todd McDougall

Instructor, New Brunswick Indigenous Career College (NBICC)

Health and Safety Specialist | Firefighter | Certified Personal Trainer

Todd McDougall is an accomplished instructor at the New Brunswick Indigenous Career College whose multidisciplinary expertise bridges healthcare, fitness, and emergency response. A FitPro Certified Personal Trainer, firefighter with the Oromocto Fire Department, and former medical sales representative, Todd brings a wealth of practical experience to NBICC's Personal Support Worker program. His background in health, safety, and crisis management allows him to teach students not only technical care skills but also the confidence and professionalism needed to respond effectively in emergency and healthcare settings. Todd's years in medical equipment sales provided him with in-depth knowledge of modern healthcare tools and technologies—expertise he now passes on to his students through practical demonstrations and safety instruction.

In addition to his instructional role, Todd's 25 years as a business owner in the automotive technology sector strengthened his leadership, organization, and problem-solving skills. He emphasizes resilience, teamwork, and accountability in the classroom, ensuring students graduate ready for both professional and personal success. Todd's commitment to education and community well-being reflects NBICC's core mission of preparing skilled, compassionate, and confident graduates to serve across diverse healthcare and community settings.

Reporting to Funding Agent

Marks and information will be released to the student's funding agent only if the student signs a release of marks/information form. Funding agents have asked for marks to be sent to them at the end of every course. Some also ask for attendance reports to be sent on a weekly basis. Disclosure to I.R.C.C. (Immigration Refugee Citizen Canada) on a quarterly basis.

Winter & March Break

Winter & March Breaks for all students will coincide with the public school (Anglophone West); the Principal notifies students otherwise.

Storm Closures

Classes may be cancelled due to weather. School is closed if Anglophone West (Zone 6) is closed. Please check the website: www.nbed.nb.ca

Program Length/Day

The number of days in each program is determined by the curriculum. A calendar is designed and attached for the program you are registered in. The length of day for each program will be determined by the Principal. All full-time programs run Monday to Thursday from 9:30 AM to 3:30 PM. You are expected to arrive 15 minutes early prior to class starting so you are ready to start class when class begins.

Library Service

New Brunswick Indigenous Career College has a library that is accessible to all students in all programs. Students are also encouraged to make use of the UNB's Harriet Irving Library, as well as the York Public Library downtown. Extra-mural cards are available at UNB for a cost.

Environment Safety

There are students and staff at NBICC with a variety of allergies to food and scents. Please DO NOT use any scented products. Please ASK before bringing food into the building to ensure that no one has bad allergies to food. This is a good practice to get into regardless of where you are.

Lost & Stolen Items

New Brunswick Indigenous Career College is not responsible for lost or stolen items. Please keep any valuables on you or in your car.

Confidentiality

- Students are required to sign a confidentiality agreement.
- Students will not disclose information to any unauthorized person.
- Confidentiality is to be maintained at all times.
- Failure to keep information confidential will result in the student being placed on probation or will be asked to withdraw from the program.

Attendance

- All students are expected to show up for classes 15 minutes early.
- Attendance during guest speakers and field trips are required.
- Statistics have proven that those with higher percentage attendance tend to have higher course marks.
- It is extremely important to attend class as this is where discussion and clarification takes place. This will help you to understand the material of the course.
- All students must attend classes alcohol and drug-free.

Attendance Marks

Attendance/Percent earned for final mark

100% = 10%

97-99% = 9%

91-93% = 8%

88-90% = 7%

85-87% = 6%

82-84% = 5%

79-81% = 4%

76-78% = 3%

75% = 1%

Anything less than 75% will result in 0%

Please note passing grade for all courses is 60%.

Progressive Guidance Policy

A 4-step policy will be followed, with an exception of a situation which may require an entry into an advanced step. All discussions will be noted on the student's file or on audio file.

1. The student will be counseled by the Instructor that a behavior and/or action needs modification. Together with the Instructor, the student will be told what is acceptable and what is not.
2. The student will be counseled if the unacceptable behavior or action persists and then the student will be notified that it will be recorded. This intervention will be done with another NBICC staff person present.
3. The failure of the above two steps to bring about a change in the unacceptable behavior or action will result in the student being given a written warning that the student has been placed on probation. The student will be counseled and notified that this has been recorded and put on their file. This intervention will be done with another NBICC staff present.
4. The failure of the above steps bringing about change in behavior or actions will result in the student being asked to withdraw from their program. This will take place with another NBICC staff member present.

Use of Alcohol or Drugs

All students are required to attend class alcohol and drug-free. Students who arrive under the influence of either substance or smelling will be immediately asked to leave for the day and upon returning to class the next day, the student and their Instructors will have to meet with the Principal and it will be documented and put in the student's file.

Computer Usage & Guidelines

- Food or beverages are permitted on the large group tables where there are no computers. Students will be given one warning and then the computer privileges will be suspended. Repeating incidents will result in permanent loss of computer privileges.
- Please remember that this is not for your exclusive use. Other classes use the space too.
- The classroom has to be left at the end of the day in the shape that you found it or better. This means all garbage is to be put in the garbage and taken out at the end of the week, and all books and notes put away.
- No computer belongs to any particular student--you may be asked to change computers from time to time.
- Material may be stored on a USB stick with these computers. You may also send documents to your email and retrieve it from this computer.
- Please do not personalize the computer with pictures or screensavers.
- Students are not allowed to print offensive material, for example, jokes or pictures.
- The use of the Internet is closely monitored and if the privilege is being abused, the student will lose their college computer privileges.
- You are responsible for the computer you use. Bring any problem to your Instructor's or Principal's attention immediately.

Academic Standing

A student may fail up to four courses over the time they are enrolled in the program. Keep in mind that there are certain courses you cannot fail in order to obtain your diploma.

A student shall be notified by their instructor if they have failed a course. Should a student fail their third course, they shall be placed on academic probation and at this time the student's funding agent will also be notified. Any other subsequent failure and the student will be required to withdraw from the course.

Test

A test may be administered at the end of each course module.

Test Reviews

A rewrite may be permitted for a student that did a final test and did not receive a passing grade of 60%. Please note that the rewrites are scheduled by the Instructor. If the student does not attend when the rewrite is scheduled, no further opportunities will be given and the student will remain with the original mark.

Final Course Marks

A student's final mark will be based on the following mark system, otherwise determined by the Instructor:

Test	40%
Assignments	50%
<u>Attendance</u>	<u>10%</u>
Total	100%

Students will receive a breakdown of each course marks within five days of course completion.

Please note the passing grade for each course is 60%.

Practicum

Students in the beginning of their program will be advised on the importance of their practicum during their course. Practicums are required of all students enrolled in the program to graduate. Students must pass all practicums in order to be eligible to graduate. Any practicum that a student may have failed may be redone which may mean the student will not graduate with her classmates.

Practicum Placements

- Only facilities that have completed their orientation process may host a student for the practicum.
- All hours for any practicum need to be approved by instructors in conjunction with the principal before the beginning of the practicum.
- The instructors will provide any new facilities with an orientation.
- Each practicum must be completed before the next practicum can begin.
- All practicums for the first year must be completed before the next year begins.
- Practicum orientation for the students will be held four weeks before their first day of practicum and the hours will be counted towards a total of practicum hours.
- Practicum debriefing will be held on the first day back from the practicum and will also count toward the total of practicum hours.
- Once a practicum site is chosen and practicum has begun, the student will remain at the site until the practicum is completed, unless otherwise directed by the Instructor in consultation with the Principal.

Reporting Suspected Elder or Child Abuse

In keeping with elder abuse and child abuse protocols, any student doing a practicum placement and suspecting abuse will report it to the Department of Social Development Child/Adult Protection (1-866-444-8838 or 1-866-444-8868), as they are required by law to report any form of abuse and as well, to report it to any police agency that is located in the area (RCMP, City Police, or Band Police). Also, if any students have concerns about whether something is abuse, then they should contact the practicum supervisor and/or the Principal immediately.

Practicum Evaluation

Students must pass all practicums to be eligible to graduate. Students will be evaluated by the instructor and by the cooperating facility staff. There are separate evaluations for each practicum program.

Criteria for passing the Practicums:

1. Required hours are complete, documented, and signed by the facility staff.
2. Practicum assignments are successfully completed and passed in at the end of each practicum.
3. Students must complete orientation before end of debriefing session after each practicum is completed to meet all requirements.
4. The recommendation of the instructor for a pass or fail will be based on evaluations of the students.
5. Students must complete practicum within the determined dates and times set out by the New Brunswick Indigenous Career College.
6. If these requirements are not met, then the student will be required to redo the practicum which may mean that they will graduate with the next graduating class.

Dress Code

All students are expected to dress in appropriate clothing. Students will not wear clothing during class hours that is not appropriate to wear in their field of work including the following:

- Clothing that is torn
- Clothing that is dirty
- Clothing that is advertising drugs or alcohol
- Clothing that has sayings which may be offensive to anyone
- Clothing that reveals body parts which normally cover body parts
- Clothing that is worn in leisure (cropped shorts/shirts)

The New Brunswick Indigenous Career College staff will ask any student who arrives wearing inappropriate clothing to go home and change and the time will be deducted for the time they are gone.

Language

We ask that you use appropriate language free of any swear words and vulgarities. Profanity and disrespect will not be tolerated.

Cheating

At the beginning of the year, the instructors will review the no cheating policy. Failure to comply with the requirements will result in the student being placed on probation. For any repeated offences, the student will be asked to withdraw from the program. See Steps 3 and 4 under the Progressive Guidance Policy.

Plagiarism

Plagiarism will be explained to the students at orientation. If the students are found to have plagiarized, Step 2 of the Progressive Guidance Policy will be applied. In the unlikely event that there be a second offence, then Step 3 of the Progressive Guidance Policy will be applied. If the student is being funded by an outside agency, they will be notified. Any subsequent offence will require that the student withdraw from New Brunswick Indigenous Career College.

Smoking

Students are to smoke only in designated areas determined by New Brunswick Indigenous Career College staff. If a student is a smoker, hands are to be washed and teeth are to be brushed before returning to the classroom after breaks—just as you were at your place of employment.

Personal Leave

Students may apply for personal leave by completing their request form. Personal leave may cover situations such as a death in the family, sickness, etc. Students may be required to take any modules they have missed or arrangements may be made for students to catch up on missed work.

Academic Term	One-half of the Academic Year
Personal Hours	Time allotted is 30 hours per year to a full-time student in the program they are enrolled in. This is to be used if the student has a doctor's appointment, etc.

Courses for the Early Childhood Education Diploma or Certificate

COMMUNICATION

103 Personal & Professional (60 hrs) Credit Units: 4

- Students will begin to develop an appreciation of the early childhood educator/caregiver role and how that role can impact Mi'kmaq/Wolastoqey communities in New Brunswick. Teamwork, personal commitment, career goals, communication, confidentiality, law, code of ethics and external resources issues will be stressed.

104 Communication Skills (60 hrs) Credit Units: 4

- Part of the communication process requires that we be effective communicators in writing as well as speaking. This course has been designed to assist students entering our program to develop the writing skills necessary to communicate effectively in writing. All students will take this course that will help them learn to write clearly, persuasively, and correctly.

GROWTH & DEVELOPMENT: INFANT & TODDLER

301 Infant and Toddler Growth & Development Part 1 (40 hrs) Credit Units: 3

- This course focuses on all aspects of infant and toddler growth and development.

302 Infant and Toddler Growth & Development Part 1 (45 hrs) Credit Units: 3

- This course focuses on special issues relating to infants and toddlers growth and development.
Prerequisite 301 Infant and Toddler & Development Part 1, or Instructor's permission.

401 Preschool Growth & Development Part 1 (45 hrs) Credit Units: 3

- This course focuses on all aspects of preschool growth and development.

402 Preschool Growth & Development Part 1 (45 hrs) Credit Units: 3

- This course focuses on special issues relating to preschool growth and development.
Prerequisite 401 Preschool Growth & Development Part 1, or the Instructor's permission.

501 School-Age Growth & Development Part 1 (45 hrs) Credit Units: 3

- This course focuses on all aspects of school-age growth and development.

502 School-Age Growth and Development Part 2 (45 hrs) Credit Units: 3

- This course focuses on special issues relating to school-age growth and development.
Prerequisite 501 Preschool Growth & Development Part 1, or the Instructor's permission.

EDUCATION METHODS & CURRICULUM**601 Curriculum Design & Planning (45 hrs) Credit Units: 3**

- The student will become familiarized with the role of the early childhood educator in planning a curriculum using culturally responsive, developmentally appropriate activities and materials. Students will integrate theory with practice in order to provide meaningful experiences, reflective of their Mi'kmaq/Wolastoqey heritages, to all children. They will examine the issue of "exceptional abilities" and the policy of inclusion for all child care facilities.

602.1 Infant & Toddler: Creating the Environment Part 1 (45 hrs) Credit Units: 3

- Students will examine the interdependency of the social, emotional, intellectual and physical development in infants and toddlers and the implications for programming this interdependency implies. NB Child Day Care Facilities Operator Standards, as well as the NB Curriculum Framework for Early Learning and Child Care as they relate to infants and toddlers, will also be examined.

Prerequisite 601 Curriculum Design and Planning; 301 Infant and Toddler Growth & Development Part 1; 302 Infant and Toddler Growth and Development Part 1; 701 Play: A Child's Business; and 703 Guiding Positive Behavior; or the Instructor's permission.

602.2 Infant & Toddler: Creating the Environment Part 2 (60 hrs) Credit Units: 4

- Student will learn to create environment and enhance development to meet the needs of this age group while considering the Mi'kmaq/Wolastoqey cultural heritage.

Prerequisite 602.1 Infants and Toddlers; Creating the Environment Part 1; 301 Curriculum Design and Planning; 301 Infant and Toddler Growth & Development Part 1; 302 Infant and Toddler Growth and Development Part 1; 701 Play: A Child's Business; and 703 Guiding Positive Behaviour; or the Instructor's permission.

603.1 Preschoolers: Creating the Environment Part 1 (45 hrs) Credit Units: 3

- After a brief review of preschoolers, students will examine the interdependency of all the areas of development in relation to preschoolers. NB Child Day Care Facilities Operator Standards, as well as the NB Curriculum Framework for Early Learning and Child Care as they relate to preschoolers, will also be examined.

Prerequisite 601 Curriculum Design & Planning; 401 Preschool Growth & Development Part 1; 402 Preschool Growth & Development Part 2; Play: A Child's Business; and 703 Guiding Positive Behaviour; or the Instructor's permission.

603.2 Preschoolers: Creating the Environment Part 2 (60 hrs) Credit Units: 4

- Student will learn how to plan a developmentally appropriate and culturally responsive curriculum for children from age three to five while considering the Mi'kmaq/Wolastoqey cultural heritage and the implication this has for the curriculum. The Mi'kmaq/Wolastoqey perspective on "Living in Harmony with Mother Nature" and the Medicine Wheel will be a basis for parts of this course.

Prerequisite 603.1 Preschoolers: Creating the Environment Part 1; 601 Curriculum Design & Planning; 401 Preschool Growth & Development Part 1; 402 Preschool Growth & Development Part 1; 701 Play: A Child's Business; and 703 Guiding Positive Behaviour, or the Instructor's permission.

604.1 School's Out: Creating the Environment for Out of School Care Part 1 (45 hrs) Credit Units: 3

- Student will begin with an overview of the development of school age children and review of children ages birth to 5 yrs. The NB Child Day Care Facilities Operator Standards, as it relates to the care of school age children, will also be examined.

Prerequisite 601 Curriculum Design & Planning; 501 School Age Growth & Development Part 1; 502 School Age Growth & Development Part 1; 701 Play: A Child's Business; and 703 Guiding Positive Behaviour; or the Instructor's permission.

604.2 School's Out: Creating the Environment for Out of School Care Part 2 (60 hrs) Credit Units: 4

- This course focuses on the development of a positive self-esteem in school age children through creating developmentally appropriate as well as culturally responsive programs. Different types of curriculum models will be examined.

Prerequisite 604.1 School's Out: Creating the Environment for Out of School Care Part 1; 601 Curriculum Design & Planning; 501 School Age Growth & Development Part 1; 502 School Age Growth & Development Part 1, 701 Play: A Child's Business; and 703 Guiding Positive Behaviour; or the Instructor's permission.

EARLY CHILDHOOD EDUCATION**701 Play: A Child's Business (60 hrs) Credit Units: 4**

- Students are introduced to play theories and theorists concerning the adult's role in children's play, how play influences the development of the child, and how this applies to programming within a child care facility. The effects of the environment on the child's development, with particular consideration of traditions of Mi'kmaq/Wolastoqey children, will be investigated.

702 Observation & Recording in Early Childhood Education (30 hrs) Credit Units: 2

- Students will gain knowledge on the tools, techniques and methods to understand and implement observation of young children. Students will learn methods of recording and interpreting a child's activities and interactions.

703 Guiding Positive Behaviour (60 hrs) Credit Units: 4

- This course concerns the effective and culturally appropriate techniques for guiding and redirecting a child's behavior. Students will discuss the roles and attitudes of children, families, communities, and early childhood educators.

705 Quality Child Care: Here & There (45 hrs) Credit Units: 3

- This course looks at the history of child care in New Brunswick and within Mi'kmaq/Wolastoqey First Nation communities. Emphasis will be placed on child rearing practice and critical issues relevant to child care within First Nations. Students will examine the types of child care facilities available provincially and nationally and regulations that govern these facilities.

706 Care of the Child in Crisis (45 hrs) Credit Units: 3

- This course will assist the early childhood educator to understand and learn the skills necessary to help the child cope with and overcome traumatic life events such as divorce, death, suicide, chronic illness, hospitalization, earthquakes, floods and bombings, etc. The early childhood educator will learn to listen to, communicate with, and plan an appropriate environment for the child in crisis.

707 Educating Children with Diverse Abilities (60 hrs) Credit Units: 4

- This course is designed to provide the Early Childhood Educator with an understanding of the diversity of children and within a child care environment. Students will analyze the types of adjustments that need to be made to the classroom and the curriculum to promote inclusion.

708 Professional Development (40 hrs) Credit Units: 3

- An effective Early Childhood Educator is one who seeks to stay current in their profession. As such, students will examine how to seek out and develop professional development workshops. Numerous workshops will be presented as an opportunity to gain information on specialized related fields.

PRACTICUM**703P Practicum (60 hrs) Credit Units: 4**

- This course examines the practical aspects of observing and recording children's behavior that can lead to guidance issues in the classroom.
Prerequisites: 702 Observation and Recording in Early Childhood Education, 703 Guiding Positive Behavior, or Instructor's permission. This course is required for all ECE Programs.

602P Practicum (120 hrs) Credit Units: 8

- This course is an opportunity to put theory into practice while working with infants (under 24 months) and toddlers (2's).
Prerequisites: 702 Play: A Child's Business; 702 Observation and Recordings in Early Childhood Education; 703 Guiding Positive Behavior; 301 Infant and Toddler Growth & Development Part 1; 302 Infant and Toddler Growth & Development Part 2; and 602 Creating the Environment for Infants and Toddlers, or Instructor's permission. This course is required for all ECE Programs.

603P Practicum (120 hrs) Credit Units: 8

- This course is an opportunity to put theory into practice while working with preschool age children (3-5 yrs. old).
Prerequisites: 701 Play: A Child's Business; 702 Observation and Recording in Early Childhood Education; 703 Guiding Positive Behavior; 401 Preschool Growth & Development Part 1; 402 Preschool Growth &

Development Part 2; and 603 Creating the Environment for Preschoolers, or the Instructor's permission. This course is required for all ECE Programs.

604P1 Practicum (30 hrs) Credit Units: 2

- This course is an opportunity to learn what the job of a teacher's assistant is.
Prerequisites: 702 Play: A Child's Business; 702 Observation and Recording in Early Childhood Education; and 703 Guiding Positive Behavior; or Instructor's permission. This course is required for all ECE Programs.

604P2 Practicum (90 hrs) Credit Units: 6

- This course is an opportunity to put theory into practice while working with school age children.
Prerequisites: 702 Play: A Child's Business; 702 Observation and Recording in Early Childhood Education; 703 Guiding Positive Behavior; 501 School Age Growth & Development Part 1; 502 School Age Growth & Development Part 2; and 604 Creating the Environment for Out-of-School Care, or the Instructor's permission. This course is required for all ECE Programs.

705P Practicum (30 hrs) Credit Units: 2

- This course is an opportunity to put theory into practice while working with a child care facility. "The end-product" is created to assist that facility to help parents understand what quality child is, as well as the importance of it.
Prerequisite: 705 Quality Child Care or the Instructor's permission. This course is required for all ECE Programs.

Courses Required in Addition to the Courses for Early Childhood Education Certificate to Obtain a Diploma in Early Childhood Education

COMMUNICATION

101 Relating to Self (30 hrs) Credit Units: 2

- Students will enhance self-knowledge as well as gain better **understanding** of Mi'kmaq/Wolastoqey culture. Studies will include working with elders to explore oral traditions (including the spoken language), traditional and contemporary values and cultural preservation through Talking Circles, Medicine Wheel, etc. Students will develop skills for establishing and maintaining effective relationships with others, particularly children in the early childhood setting.

DIRECTING & MANAGING CHILD CARE FACILITIES

- Students will be encouraged to develop resource files for all aspects concerning the operation of a child care facility. Band managers and child care administrators may find certain aspects of these courses useful for their purpose.

801 Starting Up a Child Care Facility (45 hrs) Credit Units: 3

- Students focus on the initial steps involved in the creation of a child care facility.

802 Taking Care of Business: The Finances (60 hrs) Credit Units: 4

- This course provides the skills necessary to financially operate a child care facility.

803 Administration within a Child Care Facility (60 hrs) Credit Units: 4

- This course examines administrative duties and responsibilities necessary to operate a child care facility.

804 Enrolment (30 hrs) Credit Units: 2

- All policies and procedures pertaining to the registration and/or enrolment of a child in a child care facility.

805 Parents (45 hrs) Credit Units: 3

- The successful partnership with parents will be studied to promote the delivery of a high quality program of care for the child. Effective communication and parental program involvement will be discussed.

806 Human Resources (45 hrs) Credit Units: 3

- The student will develop the knowledge of how to manage human resources (including staffing procedures) of a child care facility.

807 Space and Equipment (30 hrs) Credit Units: 2

- Students will develop knowledge about the planning and use of space in a child care facility, including the regulations and guidelines concerning the use and purchase of equipment.

807P Practicum (120 hrs) Credit Units: 8

- This course is an opportunity to put theory of managing and directing a child care facility into practice while working with the manager or director of a child care facility.
Prerequisites: 803 Starting-Up a Child Care Facility; 802 Taking Care of Business: The Finances; 803 Administration of a Child Care Facility; 804 Enrolment; 805 Parents; 806 Human Resources; and 807 Space & Equipment, or the Instructor's permission. This course is required for the Diploma in ECE Program.