



Program Outline

Interpersonal Communication

Brief Program Description

This course develops the communication skills and professional interpersonal abilities that are essential for working in early childhood settings. Students will learn about the communication process—including verbal and non-verbal techniques, active listening, professional writing, and cross-cultural sensitivity—and apply them to real-world childcare contexts. By the end, students will be confident in building collaborative relationships with children, families, and coworkers.

NOC Code

42202 – Early childhood educators assistants

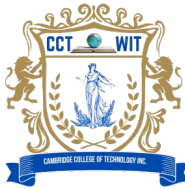
Career Opportunities

Upon completion of the program, graduates may find employment in roles such as:

- Early Childhood Assistant
- Preschool Assistant
- Early Childhood Assistant
- Daycare Worker (Preschool/School-Age)
- Childcare Program Assistant
- Out-of-School Care Facilitator
- Inclusion Support Worker
- Behaviour Support Assistant

Admission Requirements

- High school diploma or equivalent, grade 12 English—minimum grade of C, mature student status (19 years or older).
- Criminal record check.
- Immunization report.
- Meet minimum English language proficiency requirements.
 - Evidence that 3 years of full-time secondary education (Grades 8-12) have been successfully completed in the program's language of instruction in a country where the language of instruction is one of the principal languages. Grade 12 English with minimum grade of C. This may include successful completion of a BC Adult Graduation program. **OR**
 - Completion of 2 years of full-time post-secondary education at an accredited institution where English is the principal language of instruction **OR**



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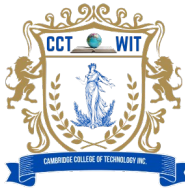
- Provide verified results for one of the English language proficiency tests listed below.
Test results must be dated no more than two years before the start date of the program.
 - International English Language Testing System (IELTS) Academic: overall score of 5.5 or higher.
 - Canadian Academic English Language (CAEL) Test: overall score of 40 or higher
 - Duolingo English Test: overall score of 95 or higher
 - Test of English as a Foreign Language (TOEFL) IBT: overall score of 46 higher
 - Canadian English Language Proficiency Index Program (CELPIP): Listening 6, Speaking 6, Reading 5, and Writing 5.
 - Pearson Test of English (PTE) Academic: overall score of 43 or higher

Learning Objectives/Outcomes Upon successful completion of Child Growth and Development II, students will be able to:

- Describe developmental milestones (ages 3–12) across physical, cognitive, and emotional domains
- Apply developmental theories to analyze child behaviour
- Explain the role of play in learning and curriculum planning
- Observe and document child behaviour objectively
- Use positive guidance strategies for behaviour management
- Recognize cultural and individual developmental variations
- Understand health, safety, and well-being practices for group settings

Student Progress/
Assessment Methods A final grade of 60% is required to pass each course unless otherwise indicated on a course outline. Generally, course assessment consists of quizzes, exams, and project-based assignments.

Attendance
Expectations 85% of classes must be attended to achieve competency for this qualification



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Graduation
Requirements

Minimum C grade average is required for graduation

Program Duration

45 hours

Homework Hours

2-3 hrs. This is only an approximate figure and is dependent upon how much time the student can dedicate to the studies and how well he/she grasps the learning concepts in the course material.

Delivery Methods

Indicate how the program is delivered.



On-site delivery.



Distance delivery.



Combined delivery (50% of combined program will be provided by distance (online) delivery.)



Synchronous.



Asynchronous.



Combination of both synchronous and asynchronous.

Instructional
Methods

**Method of Delivery
(reflect all methods used)**

Contact Hours

Classroom (Instructor Led)

45 hrs

Computer Based Training

0 hrs

Distance Education

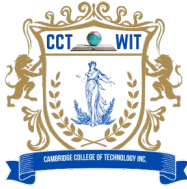
0 hrs

TOTAL

45 hrs

Required Textbooks

- Looking Out, Looking In (5th Canadian Edition), Adler, Rolls & Proctor
- Instructor-provided case studies and scenarios
- Selected handouts and articles from ECE and BC Early Learning Framework



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Equipment/ Course material required for this Program

- Desktop or laptop computer (Windows, Chromebook or MacOS) capable of running video conferencing sessions and basic applications (Word, Excel, PowerPoint).
- Fast, stable wired internet connection
- White board,
- Overhead projector,
- Lecture notes,
- Computers,
- Chairs,
- Desks,
- Garbage bins,
- A4 folders
- Notepads
- Pencils/Pens



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Program Organization:

S. No.	Topics & Objectives	Hours	Assessment
1	Foundations of Communication + Verbal/Non-Verbal Skills	5 hrs	Participation, Quiz
2	Active Listening + Child Communication	5 hrs	Reflection, Observation log
3	Parent Communication + Conflict Resolution	5 hrs	Newsletter assignment, Scenario sheet
4	Team Communication + Cultural Awareness	5 hrs	Peer feedback, Worksheet
5	Confidentiality & Ethics + Written Communication	5 hrs	Quiz, Submission
6	Difficult Conversations + Stress & Regulation	5 hrs	Grading rubric, Self-eval
7	Emergencies & Alerts + Parent Meeting Simulations	5 hrs	Checklist, Final role-play
8	Practicum Prep & Review + Review Activity	5 hrs	Exit ticket, Participation
9	Make-up Day / Project Support / Reflection	5 hrs	Project consultation (optional)
	Total Hours	45	