COURSE OUTLINE		
TERM: Fall 2018	**COURSE NO: EDUC 474**	
INSTRUCTOR:	**COURSE TITLE: Social Justice and Ethics in ECCE**	
OFFICE: **LOCAL:** **E-MAIL:**	**SECTION NO(S):**	**CREDITS: 3.0**
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT
Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may be also offered in an online format**.**

COURSE PREREQUISITES/CO-REQUISITES
45 credits of 100 level or higher coursework; and ENGL 100 as a pre- or corequisite

CALENDAR DESCRIPTION
This course will provide students with an understanding of various social justice frameworks and the complexities of translating them into early childhood care and educational practices. Topics include an examination of social justice issues from an ethical perspective; an assessment of power dynamics and privilege in contemporary and historical societies; and a focus on the relationships between ethics, early childhood care and education and human rights at both theoretical and practical levels.

COURSE NOTE
EDUC 474 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES
Dahlberg, G. & Moss, P. (2005). *Ethics and politics in early childhood education*. New York. NY: Routledge Farmer.
Article readings will be distributed both in class and posted on Moodle.
American Psychological Association (2010). *Concise Rules of APA Style: The Official Pocket Style Guide*. (6th Edition)
Early Childhood Educators of British Columbia (2008). *Code of ethics: Early childhood educators of British Columbi*a. Vancouver, BC: Author.
Government of British Columbia. (2008). *British Columbia early learning framework*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development, & British Columbia Early Learning Advisory Group.

COURSE STUDENT LEARNING OUTCOMES
On successful completion of this course, students will be able to do the following:
1. Articulate and identify the early childhood educators professional's responsibilities to support families;
2. Interpret his/her own understanding of identity and culture and understand how these understandings regulate to his/her own practice with families;
3. Use theoretical framework to critically engage with current issues (e.g. legacies of colonization, globalization, climate change, poverty and so forth) about childhood, families and communities as an early childhood educator;
4. Critically analyze and evaluate the hegemonic discourses, practices and policies which impact families and young children; and
5. Demonstrate ethical practice that reflects the intentions of the ECBC Code of Ethics and is in compliance with Child Care Regulations, in all aspects of their practice with children, educators, and instructors.

Students who complete this Self and Society course will be able to do the following:
1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society
3.   Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures
4. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.

COURSE CONTENT

Weeks	Course Content
Week 1	Introduction
Weeks 2 & 3	Context I: Place, inheritance, and ethics
Weeks 4 & 5	Context II: A history of ethics – modernity and education
Week 6	Provocation I: Social justice and ethics
Week 7	Provocation II: What ethics?
Weeks 8 & 9	Developments: Ethics, the contemporary moment and early childhood education
Weeks 10	Extension I: Ethics and childhood. Critique: disciplining bodies/colonizing childhood in neoliberal times
Week 11	Extension II: Ethics and the early childhood teacher as a thinking subject
Weeks 12 &13	Extension III: Ethics and responsibility: A Living Inquiry
Weeks 14 &15	Final Exam Period

EVALUATION PROFILE

Written Assignments	20 – 50 %
Test and quizzes	0 – 25 %
Participation	0 – 10 %
Presentations	0 – 35 %
Final Exam	0 – 25 %
Total	**100%**

NOTE: No single evaluation component will be worth more than 35%.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and Moodle site for a detailed breakdown.

Written Assignments

This course will include a combination of short written assignments (e.g. reading responses, primary source analysis, article review) and/or longer assignments such as a research papers or literature reviews.

Tests and Quizzes

This course will include a combination of in-classs quizzes and tests (e.g. pop quiz, midterm exam). The format of tests and quizzes will be determined by the instructor and may include a combination of true/false, multiple choice, short answer, matching, and essay questions. Detailed instructions will be provided in-class and on Moodle.

Participation

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions, listening attentively during lectures and when other students are speaking, and participating in all activities with an open and inquisitive mind.

Presentations

This course may include a presentation component, which may be an individual or group assignment (e.g. in-class debate, academic poster, research presentation, small group facilitation). Detailed instructions will be provided in class and on Moodle.

Final Exam

The course will include a final exam that may be drawn from all class materials. The final exam may be cumulative (please consult with your instructor). The format of the exam will be shared in the class and details provided on Moodle. The final exam will be scheduled at a date to be determined by the Registrar's Office. Please plan to be available to write the final exam at any point during the final exam period. If you must make travel arrangements, assume that the final exam will be held on the final day of the exam period, and plan accordingly.

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments
All assignments are due at the times specified on the assignment document. Late assignments will receive a 5% deduction in grade for each day they are overdue unless the student is ill and has both notified the instructor ahead of the due date/time and has a doctor's note.

Missed Observations/Exams/Quizzes/Labs etc.
Make-up assignments, exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance
Students are expected to attend all classes and associated activities.
Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. In the event of an absence from class, the student will inform the course instructor and the mentor teacher.
A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.
This pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Punctuality

Punctuality will be assessed in the same way as attendance. A student who is late and/or absent for 10% of practicum time may not receive credit for this course. Students may be requested to supply a medical note for all absences. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. It is expected that APA referencing conventions are used for all ECCE assignments. All assignments are expected to adhere to APA stylistic guidelines for avoiding bias in language use and are to be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework.

Electronic Devices

Students may only use electronic devices when prompted by instructor. Exceptions apply.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only. Instructors will attempt to answer emails within 48 hours, weekends excluded.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: http://www.capilanou.ca/services/

Capilano University Security

Download the CapU Mobile Safety App

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: http://www.capilanou.ca/about/governance/policies/Policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or another students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct
All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure.

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.