

	CAPILANO UNIVERSITY		
	COURSE OUTLINE		
	Course Title	Working with Young Children in Inclusive Group Settings	
Course Number	EDUC 159	Credits	3.0
Section Number		Instructor	
Term	Fall 2016	Office	
Phone		Local	

COURSE FORMAT

Three hours offered by lecture, online or mixed mode plus additional fourth hour activities each week over 15 weeks. Fourth hour activities will be delivered in a variety of ways. Instructions for fourth hour activities will be distributed during the first class.

COURSE PREREQUISITE

none

Note: This course is equivalent to EDUC 256. Duplicate credit will not be granted for this course and EDUC 256

EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

LEARNING OUTCOMES

Students who successfully complete this course should be able to:

1. Discuss the history and philosophy of the concepts of difference, diversity and inclusion.
2. Students will be introduced to theories such as post colonialism, queer theory and post feminism that speak to issues of difference, diversity and inclusion
3. Understand that all children reach their potential through curriculum and assessment which is both developmentally and individually appropriate, and promotes social equity and justice;
4. Consider how issues such as race, disability, sexuality, culture, class and gender contribute to social inequities and injustices in early years settings, policy and society.
5. Explore the limits and abilities of the role of the Early Childhood Educator as a member of the trans-disciplinary team collaborating in a family-centred approach;

REQUIRED TEXTS

Gordon-Burns, et al. (2012). *Te Aoturoa Tataki: Inclusive Early Childhood Education: Perspectives on inclusion, social justice and equity from Aotearoa New Zealand*. New Zealand: NZCER Press.

Coupe, R., et al. (2013). *The Capilano guide to writing assignments*. North Vancouver, BC: Capilano University.

RECOMMENDED TEXTS

Allen, et al. (2006). *Inclusion in early childhood programs: children with exceptionalities*. Toronto: Nelson Publishers.

Robinson, K. and Jones Diaz, C. (2006). *Diversity and difference in early childhood education: issues for theory and practice*. Berkshire, UK: Open University Press.

Chapman, L. (2010). *A different perspective on disability equality: A practical handbook*. Huddersfield, UK: Enterprise Print.

COURSE CONTENT

- Disrupting assumptions around the concepts of difference, inclusion, social justice and equity
- Family-centre practice and pedagogical relationship: engagement between families and early childhood educators
- Inclusive settings – implications for practice (Thinking with the notions of disability, class, culture, race and gender)
- Hierarchies of difference and discourses of deficit
- Children’s perceptions of difference
- Fostering children’s critical thinking around diversity and difference
- Developing inclusive policies and procedures around diversity and difference

EVALUATION PROFILE

Readings, Reflections and Responses	30%
Term Paper	35%
Critical response to readings, speakers and/or films	<u>35%</u>
Total	100%

GRADING PROFILE

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

ASSIGNMENTS

Details of assignments will be provided by the instructor at the start of the course.

OPERATIONAL DETAILS

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.

Attendance

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.

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.

*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Punctuality

Punctuality is essential given the professional nature of this program.

Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review.

*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

Academic Responsibility

Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met

Professionalism

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course.

Missed presentations, exams, quizzes

Students will be allowed to make up in-class assignments, presentations, projects, exams, and quizzes under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Late Assignments

All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue.

Incomplete Grades

"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.

English Usage and Writing Style

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C". All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

Cheating & Plagiarism

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences

The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" / No Credit on the course.

Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.

Emergency Procedures

Please read the emergency procedures posted on the wall of the classroom.