

COURSE OUTLINE		
TERM: FALL 2024	COURSE NO: EDUC 244	
INSTRUCTOR:	COURSE TITLE: Theoretical Perspectives	
OFFICE: LOCAL:	SECTION NO(S):	CREDITS: 3.0
E-MAIL: @capilanou.ca		
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Liłwat7úl (Lil'wat), x^wməθk^wəyəm (Musqueam), shíshálh (Sechelt), Sk̓wxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours offered by lecture, online or mixed mode plus additional fourth hour activities each week for a 15-week semester, which includes two weeks for final exams. The fourth hour (total of 15 hours over the semester) will be delivered in a variety of ways. Instructions for fourth hour activities will be posted on the course eLearn site.

COURSE PREREQUISITE

EDUC 178

CALENDAR DESCRIPTION

To provide an introduction to the history of and philosophies that guides the practice of Early Childhood Care and Education. To critically reflect upon the roles and responsibilities of the Early Childhood Educator in the reconceptualized framework.

COURSE NOTE

EDUC 244 is equivalent to EDUC 144. Duplicate credit will not be granted for this course and EDUC 144.

REQUIRED TEXTS AND/OR RESOURCES

Text/Readings: The Capilano Bookstore has instructions on how to purchase these materials online or in-person <https://www.capilanou.ca/student-life/campuscommunity/bookstore/>

American Psychological Association (2019). *Concise Rules of APA Style: The Official Pocket Style Guide*. (7th Edition)

Early Childhood Educators of British Columbia (2021). *Code of ethics: Early childhood educators of British Columbia* (7th ed.). Author.

ECEBC Student Membership in order to access ECEBC and Canadian Child Care Federation annual journals used in this course. To purchase membership and access texts:

<https://www.ecebc.ca/membership/students>

Jagger, S. (2019). *Early Years education and care in Canada: a historical and philosophical overview*. Canadian Scholars

Ministry of Education; Ministry of Health; Ministry of Children and Family Development (2019). *British Columbia early learning framework*. Queen's Printer.

Minister of Families; Minister of Children and Social Development (2018). *Indigenous early learning and child care framework*. Her Majesty the Queen in Right of Canada.

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html>

The Truth and Reconciliation Commission's Calls to Action:

http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

United Nations Declaration on the Rights of Indigenous Peoples (2007):

https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

UN Convention on the Rights of the Child (1989):

<https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

Recommended Readings (Syllabus Specific Readings)

****Additional required readings will be posted on the course eLearn site.****

Recommended Textbooks

Pacini-Ketchbaw, V., Nxumalo, F., Kocker, L., Elliot, E. & Sanchez, A. (2014). *Journeys: Reconceptualizing practices through pedagogical narrations*. Toronto: University of Toronto Press.

MacNaughton, G. (2005). *Doing Foucault in early childhood studies: Applying poststructural ideas*. New York, NY: Routledge.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Critically reflect on the contributions of both historical and current theorists, philosophers, and researchers to the practice of early childhood education
2. Recognize how societal values and beliefs (e.g., gender, race and culture) effect educational philosophy and practice in order to work towards equity and social justice within early childhood education;
3. Critically reflect upon current trends and issues in Early Childhood Education;
4. Critically reflect upon contemporary program models and theories and recognize the connection between theory and practice;

5. Demonstrate an awareness of early childhood education programs within a global context;
6. Trace and critically reflect the history of ECE in Canada and B.C., including local professional associations;
7. Engage with the Code of Ethics to begin to make ethical decisions to promote equity and social justice in early childhood care and education; and
8. To begin to construct a philosophy of education that reflects current research and writing in early childhood education.

COURSE CONTENT

- Introduction and course outline and assignments
- Early Childhood Education: Canada and BC
- An overview of historical factors that influence Early Childhood Care and Education (particular focus on recognizing how societal values and beliefs produce particular beliefs and practices)
- Early Childhood Education and Ethics: ECEBC Code of Ethics
- Child Development and Early Childhood Education
- Traditional Conceptualizations of Early Childhood Education
- Theoretical implications on the image of the educator/ image of the child
- Early Childhood Care and Education in British Columbia (particular emphasis on BC ELF)
- Indigenous Knowledge, Frameworks and TRC calls to Action
- Reconceptualist movement in Early Childhood Education
- Poststructuralist theories

EVALUATION PROFILE

Written Assignments	20 – 50%
Tests and Quizzes	0 – 20%
Participation	0 – 10%
Presentations	10 – 35%
Final Exam/Evaluation	10 – 35%
Total	100%

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

All assignments must be submitted in order to complete the course and receive credit.

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.

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%	

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 beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue. In an online class, late assignments will not be marked after 7 days.

Missed Exams/Quizzes/Labs etc.

Make-up 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

Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. Students are expected to attend all classes and associated activities. In the event of an absence from class, the student will inform their course instructor. Punctuality will be assessed in the same way as attendance. 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.

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. 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".

Electronic Devices:

Students may use electronic devices during class only if requested by instructor.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

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: <https://www.capilanou.ca/student-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, Academic Integrity, 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 and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/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 other 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 (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

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

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

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.

The CAPU Early Childhood Care and Education program stands in partnership with Early Childhood Educators of British Columbia (ECEBC; see <https://www.ecebc.ca/>) in promoting early childhood education as a profession. The department is committed to working towards the professionalization of early childhood educators in a universal, accessible, inclusive early childhood system that views early childhood education as the right of the child as a citizen.

We stand as allies of the BC Aboriginal Child Care Society (BCACCS; see <https://www.acc-society.bc.ca/>) working in all ways toward truth and reconciliation in ensuring our practice honours the Indigenous Early Learning and Care Framework and UNDRIP. We are resolute in supporting the self-governance of Indigenous Peoples in creating an Indigenous early years system.

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/practicum.

Final Exams/Assignments Period

Students must remain available throughout the full exam period; either for final exams or assignments. Students who are in courses that do not have final exams scheduled will have classes until the last day of the exam period. In rare circumstances, exams may need to be rescheduled due to harsh weather conditions or other unforeseen factors. Travel plans must be made outside of the exam schedule.