



School of Academics,
Applied Arts and Tourism

Bachelor of Applied Arts: Early Childhood Education Prior Learning Assessment Recognition (PLAR)

Course Descriptions

EE4005—Play With(in) Nature

Outdoor play is an integral part of early learning programs. Through hands-on experiences and reflective practice students will explore pedagogical approaches to supporting outdoor experiences, such as risky and adventurous play and all-season, all-weather play. Topics will also include examining equity, inclusion, and sustainability in relation to outdoor play, place-based inquiry learning, and the role of documentation in supporting and extending child-nature connections and play.

Major Topics:

- Perspectives of Outdoor Play and Pedagogy
- Characteristics and Logistics
- Equity, Inclusion and Sustainable Practice
- Inquiry-based Learning
- Documentation

EE4010—Social Justice in ECE

This course examines inequity through a social justice framework. Students will be introduced to critical theory, build an understanding of the ways power and privilege create and perpetuate inequality, and examine pedagogical and relational approaches to supporting and examining equity and justice in early childhood education (ECE) curriculum and practice. Ethics in relation to social justice will also be explored.

THIS COURSE CAN NOT BE CHALLENGED

Major Topics:

- Engaging with Critical Theory
- Socialization and Cultural Norms
- Power and Privilege
- Democracy and Rights Based ECE Practice
- Ethics, Care, and Responsibility
- Examining Social Justice with Children, Families, and Colleagues

EE4015—Pedagogical Documentation

This course introduces pedagogical documentation as a tool for critical reflection, supporting intentionality in ECE practice, and making learning visible. Students will examine approaches to analyzing and making meaning of documentation, translating pedagogical documentation into curriculum making with colleagues, children, and families, and explore documentation as a tool for supporting relationship building, advocacy, and innovation in ECE.

Major Topics:

- Observation and Documentation in ECE
- Pedagogical Documentation
- Meaning-making and Analysis
- Curriculum Development
- Advocacy and Innovation
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EE4020—Research in Early Childhood Education

Interpreting, analyzing, and conducting research are integral to being a reflective educator. Through reading and evaluating research in the field of early childhood education, students will gain an understanding of the design and analysis process of research with an emphasis on qualitative methodologies. Validity, reliability, trustworthiness, ethics, and involving children in research will also be covered. Students will begin to frame a research question and proposal.

THIS COURSE CAN NOT BE CHALLENGED

Major Topics:

- Educator as Researcher
- Research Process and Design
- Validity, Reliability, Trustworthiness
- Ethics in Research
- Research and Children

EE4025—Supporting Well-Being and Belonging

Well-being and belonging are essential to social-emotional development in the early years. This course examines factors that contribute to infant and child social-emotional wellness and the significance of using trauma-informed and anti-bias lenses in creating a sense of belonging. Students will gain insight on self-regulation, the relationship between physical literacy and emotional wellness, impacts of adverse experiences on children and families, and the role of responsive relationships. An emphasis is placed on designing, planning, and implementing environments that promote social-emotional wellness and belonging. Students will also develop strengths-based strategies and collaborative teaming practices to support the resilience and well-being of children and families.

Major Topics:

- Contributing Factors
- Strengths-based Care
- Stress and Trauma
- Risk and Resilience
- Creating Supportive Environments
- Collaborative Teaming

EE4030—Policy, Ethics, and Advocacy

This course examines current political and theoretical perspectives in ECE (Early Childhood Education), and their influence on the sector. Topics include exploring global and local narratives in Early Childhood Education; discourses shaping conceptualizations of childhood, family, and ECE pedagogy and practice; and early childhood as spaces for reconceptualizing dominant discourse through the practice of democratic politics and approaches to ethical practice. Advocacy will also be explored as a tool for community dialogue and for highlighting a localized vision of child care based on the values and perspectives of children, families, and early childhood educators.

THIS COURSE CAN NOT BE CHALLENGED

Major Topics:

- Global and Local Narratives of Early Childhood Education
- Perspectives of Children, Pedagogy, and Care
- Ethics and Politics in ECE
- Democratic Practice and Advocacy in ECE

EE4035—Inclusion III

The effectiveness of inclusive early childhood education (ECE) is dependent on building collaborative relationships within a child's community of care. Using principles of familycentered and culturally responsive practice, this course explores multiple perspectives of inclusion, assessment, and intervention in early childhood education. Students will also examine the significance and complexity of building partnerships with children, families, and other professionals to support meaningful participation, equity, and inclusion.

MAJOR TOPICS:

- Inclusion, Assessment, and Intervention
- Family-centered Approach
- Culturally Responsive Practice
- Partnerships
- Inter-professional Collaboration

EE4040—Indigenous Peoples and Education

Framed by the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) this course examines Canada's colonial history and legacy, and approaches to engaging with these documents in early childhood education practice. Indigenous created media and resources will be explored to support educator professional learning and for developing culturally appropriate curriculum and practice. Students will also examine individual and collective responsibility for reconciliation with Indigenous children, families, colleagues, and community.

THIS COURSE CAN NOT BE CHALLENGED

Major Topics:

- The TRC Calls to Action and Indigenous Rights
- Canadian Colonialism History and Legacy
- Reconciliation
- Indigenous knowledge, Language, and Culture
- Indigenous Families and Caregivers as Partners
- Interculturalism

EE4045—Educator as Researcher

In this course students will carry out capstone project that may take the form of (though not limited to) action-based research or a pedagogical inquiry. Classes will be discussion based. Students will share their final project in a public presentation. This course should be completed in the student's final semester. In this course students will carry out capstone project that may take the form of (though not limited to) action-based research or a pedagogical inquiry. Classes will be discussion based. Students will share their final project in a public presentation. This course should be completed in the student's final semester.

THIS COURSE CAN NOT BE CHALLENGED

Major Topics:

- Research Question and Proposal
- Literature Review
- Project Implementation and Reflection
- Project Presentation

EE4050—Multiliteracies in ECE

This course explores literacy beyond reading and writing, and includes the oral/auditory, visual, and gestural ways that meaning is created, communicated, and interpreted through play, the arts, curriculum, and classroom design. Through hands-on experiences and reflective practice, students will critically examine the role of multiple literacies in creating and interpreting meaning through creative expression, experimentation, and literacy-based experiences. Documentation and using Multiliteracies to support inquiry-based learning will also be touched on.

Major Topics:

- Multiple Literacies
- Creating Meaning
- Critical Literacy
- Inquiry and Documentation