ECCS – EARLY CHILDHOOD CURRICULUM STUDIES

ECCS 101
Healthy Environments for Early Childhood
3 Credits   Weekly (3-0-0)
In this introductory course, students explore the components of quality early childhood settings. Attention is paid to relevant legislation, regulation, standards and appropriate practices in environments for young children. Selected types of early learning programs are reviewed. The role of the early childhood educator in creating healthy safe environments for children and their families is discussed. Students reflect on the personal attributes of the early childhood professional.

ECCS 102
Languages of Expression: Well-Being
3 Credits   Total (45-10-0)
In this curriculum course, students explore creative arts in early childhood. Students plan and create materials and spaces to support the development of literacy, art, music, and dramatic play. Students plan for children's engagement with art and sensory materials and begin to enact the role of the educator as a co-learner. Students select and evaluate resources and materials to support children's languages of expression.

ECCS 110
Children's Development I
3 Credits   Weekly (3-0-0)
This course provides students with a basic understanding of the theories regarding growth and development of children. The focus is on developing a sensitivity to children and the world in which they live, based on historical and current perspectives and emerging child development theories for understanding the study of children. The impact of diversity, culture, and lifestyle on children's development and identity formation is discussed. Students learn about and use methods for observing children and documenting developmental outcomes. Note: Students can receive credit for only one of ECDV 110 and ECCS 110.

ECCS 115
Communication within a Practice of Relationships
3 Credits   Weekly (3-0-0)
This communications course introduces a theoretical base to support students' personal and professional development. Focus is on identity formation as influenced by socialization processes and the socio-cultural context of children, families and educators. An introduction to team processes with a view to developing communication skills for nurturing positive interactions with colleagues is considered. The image of the child is examined and emphasis is placed on developing safe, supportive verbal and emotional environments for positive interactions with children and families - the basis of reciprocal and responsive relationships.

ECCS 120
Field Placement I: Well-Being
3 Credits   Total (0-0-200)
This is the first of four field placement courses designed to support the student's progressive development of applied skills in practice. Field placement provides students with the opportunity to blend theory from classes with practice in early childhood settings. Students are mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. The focus of this first field placement is children's well-being, one of the four holistic play-based goals as described in Alberta's Early Learning and Care Framework. Students will develop beginning skills in planning, and begin to demonstrate professional attitudes by being responsible, cooperative, and thoughtful. As ECCS 120 reflects the curriculum of term one courses, the program recommends concurrent enrollment in or previous completion of ECCS 101, ECCS 102, ECCS 110, and ECCS 115.
Co-requisites: ECCS 125.

ECCS 125
Integration Seminar I: Well-Being
1 Credit   Weekly (0-0-1)
This course provides an opportunity to reflect on professional practice with peers under the guidance of an instructor. Field placement issues are discussed and class learning in Term I is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. Seminar discussions and assignments provide an opportunity to discuss issues and explore topics in early learning and care. As ECCS 125 reflects the curriculum of term one courses, the program recommends concurrent enrollment in or previous completion of ECCS 101, ECCS 102, ECCS 110, and ECCS 115.
Co-requisites: ECCS 120.

ECCS 155
Curriculum II: Languages of Play
3 Credits   Total (45-10-0)
In this curriculum course, students explore the nature and development of play in the lives of children. Students learn how to research, plan and prepare meaningful and aesthetic play possibilities. Through active exploration, students gain an understanding of the value of play, the importance of the educator role in planning for play, and the role of the playful educator.
Prerequisites: A minimum grade of C in ECCS 102.

ECCS 160
Children's Development II
3 Credits   Weekly (3-0-0)
Building upon ECCS 110, this course further explores the growth and development of children, offering students a deeper understanding of foundational concepts and theories. The focus is on recognizing patterns across developmental domains and building on theories of development presented in ECCS 110. Students observe children's play and development toward making recommendations for curriculum planning and nurturing their development further. Students discuss how diversity and cultural values impact children's development.
Prerequisites: ECCS 110.

ECCS 170
Field Placement II: Play and Playfulness
3 Credits   Total (0-0-200)
This is the second of four field placement courses designed to support the student's progressive development of applied skills in practice. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. The focus of this second field placement is Play and Playfulness, one of the four holistic play-based goals described in Alberta's Early Learning and Care framework. Students will plan safe and interest-based play experiences for individual children and groups of children while continuing to develop skills for observing children and a sensitive approach for supporting families. As ECCS 170 reflects the curriculum of first-year courses, the program recommends concurrent enrollment in or previous completion of ECCS 101, ECCS 110, ECCS 115, ECCS 155, ECCS 160, and ECCS 180.
Prerequisites: ECCS 102, plus a minimum grade of C in ECCS 120.
Co-requisites: ECCS 175.

ECCS 175
Integration Seminar II: Play and Playfulness
1 Credit   Weekly (0-0-1)
This course provides an opportunity to reflect with peers on professional practice in early learning settings under the guidance of an instructor. Field placement issues are discussed and class learning in Term II is integrated with practical field experiences. Seminar focuses on recognized early learning and care practices across a broad range of early childhood programs. Seminar discussions and assignments provide an opportunity to discuss issues and explore topics in early learning and care. As ECCS 175 reflects the curriculum of first-year courses, the program recommends concurrent enrollment in or previous completion of ECCS 101, ECCS 110, ECCS 115, ECCS 155, ECCS 160, and ECCS 180.
Prerequisites: ECCS 102, plus a minimum grade of C in ECCS 120.
Co-requisites: ECCS 170.

ECCS 180
Family-Centred Practice
3 Credits   Weekly (3-0-0)
Students learn to understand and support the diverse range of families. Beginning with their own family experiences, students are encouraged to explore their image of the family, for understanding the diversity of family structures, values, beliefs, lifestyles, and needs. Students will also examine the role of the educator in creating a sense of belonging for families through a practice of relationships. The course draws on knowledge and theories of family systems, processes, stages, and communication. Students will develop strategies and resources to support a variety of families in early childhood settings. As ECCS 180 reflects the curriculum of first-year term one courses, the program recommends concurrent or previous completion of ECCS 101, ECCS 102, ECCS 110, ECCS 115, ECCS 120, and ECCS 125.

ECCS 201
Languages of Exploration: Curriculum for Communication and Literacies
3 Credits   Total (45-10-0)
This curriculum course introduces the principles of constructivism, emerging curriculum, integrated planning, and the co-inquiry process. Students gain an understanding of, and practice in using a planning cycle for holistic play-based early learning possibilities. Pedagogical documentation is introduced as a way to make children's learning visible.
Prerequisites: A minimum grade of C in ECCS 155.

ECCS 202
Expressions of Citizenship: Curriculum for Diversity and Social Responsibility
3 Credits   Weekly (3-0-0)
This curriculum course focuses on planning, preparing and interacting in early learning environments that foster citizenship, democratic practice, diversity and inclusion in early childhood. Planning considerations for infant/toddlers and school-age children, using the co-inquiry model, will be explored as well as integrating social studies, music, and story into an early learning curriculum. The role of free play, both indoors and outdoors, in early learning settings will also be examined.
Prerequisites: ECCS 201.

ECCS 220
Field Placement III: Communication and Literacy
3 Credits   Total (0-0-200)
This is the third of four field placement courses designed to support the student's progressive development of applied skills in practice. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation and performance, and play and curriculum experiences. The focus of the third field placement is communication and literacies, one of the four holistic play based goals as described in Alberta's Early Learning and Care framework. Students will take on an increased responsibility for the daily functioning of the program. Students will also continue to develop relationships with families and demonstrate effective communication skills and guidance strategies with young children. As ECCS 220 reflects the curriculum of first-year and term one of second-year courses, the program recommends concurrent enrollment in or previous completion of ECCS 160, ECCS 175, ECCS 180, ECCS 201, ECCS 260, and ECCS 265.
Prerequisites: ECCS 155, plus a minimum grade of C in ECCS 170.
Co-requisites: ECCS 225.

ECCS 225
Integration Seminar III: Communication and Literacy
1 Credit   Weekly (0-0-1)
This course provides an opportunity to reflect with peers on professional practice in early learning settings under the guidance of an instructor. Field placement issues are discussed and class learning in Term III is integrated with practical field experiences. Seminar focuses on recognized early learning and care practice across a broad range of early childhood programs with a particular focus on communicative practices, multimodal literacies, and literate identities within early learning communities. It also provides an opportunity to discuss issues and explore topics in early learning and care. Seminar discussions and assignments provide further opportunities to discuss issues and explore topics in early learning and care. As ECCS 225 reflects the curriculum of first-year 260 and second-year courses, the program recommends concurrent enrollment in or previous completion of ECCS 160, ECCS 175, ECCS 180, ECCS 201, ECCS 260, and ECCS 265.
Prerequisites: ECCS 155, plus a minimum grade of C in ECCS 170.
Co-requisites: ECCS 220.

ECCS 250
Foundations of Early Childhood
3 Credits   Weekly (3-0-0)
Students look at current issues in the field of early childhood development from the view of a reflective educator. The course focuses on selected historical philosophers and educators who have shaped present early childhood theory, practice, materials/equipment, and who raised issues still relevant. Contemporary models of early childhood programs and the role of research are examined. Students consider professional ethics and apply it to their practice with families and children. Professional resources, opportunities for further education and professional associations are presented.
Prerequisites: ECCS 220, ECCS 225.

ECCS 255
Inclusive Environments and Practice in Early Childhood
3 Credits   Weekly (3-0-0)
This course extends the principles of Children's Development I and II providing students with opportunities to identify and examine the needs of children in relation to inclusive principles and practices. Students will examine advocacy in the context of identifying and providing supports to enhance children's right to access the early learning environment, including individualized plans and specialists. Students explore a range of early learning assessments and screening tools, strategies, and practices with a focus on pedagogical narrations.
Prerequisites: ECCS 160.

ECCS 260
Family and Community Issues
3 Credits   Weekly (3-0-0)
This course looks at the family from a societal perspective, with the intention of deepening participants' understanding of the families with whom they will be working and their awareness of issues concerning families. The focus is on the ecology of the family with particular emphasis on family policy, economic issues, the social safety net, power and violence, children's rights, and advocacy. Capacity-building and strengths-based approaches are presented as strategies to support families.
Prerequisites: ECCS 180 or a current BA or BSc student with a minimum grade of C- in an ANTH *(https://calendar.macewan.ca/course-descriptions/ anth/),* POLS *(https://calendar.macewan.ca/course-descriptions/pols/),* PSYC *(https://calendar.macewan.ca/course-descriptions/psyc/), or* SOCI *(https://calendar.macewan.ca/course-descriptions/soci/) course and second-year standing.*

ECCS 265
Supporting Social and Emotional Well-Being within a Practice of Relationships
3 Credits   Weekly (3-0-0)
This communications course supports students' personal and professional development. Recognizing children as citizens and respecting and honouring children's behaviour as a means of communicating, educators learn principles, skills and strategies to support young children's social and emotional well-being. There is focus on guiding children's behaviour in responsive and supportive ways. Knowledge of child development assists students in understanding the importance of fostering a child's strong sense of self and identity. Students have opportunities to apply communication principles, skills and strategies that support relationships with children.
Prerequisites: ECCS 110,ECCS 115, ECCS 160, ECCS 170, and ECCS 175.

ECCS 270
Field Placement IV: Diversity and Social Responsibility
3 Credits   Total (0-0-200)
This is the fourth of four field placement courses designed to support the student's progressive development of skills. Field placement provides the student with the opportunity to blend theory from classes with practice in early childhood settings. The student is mentored by a university field placement coordinator. Students are assessed in the following categories: professional suitability, participation, and performance, and play and curriculum experiences. The focus of this final field placement is diversity and social responsibility, one of the four holistic play-based goals as described in Alberta's Early Learning and Care framework. In this final field placement, students will apply early childhood practice and theory to support children's care, play, learning, and development and will demonstrate a commitment to professional growth. As ECCS 270 reflects the curriculum of second-year courses, the program recommends concurrent enrollment in or previous completion of ECCS 202, ECCS 250, ECCS 255, ECCS 260, and ECCS 265.
Prerequisites: A minimum grade of C in ECCS 201 & 220.
Co-requisites: ECCS 275.

ECCS 275
Integration Seminar IV: Diversity and Social Responsibility
1 Credit   Weekly (0-0-1)
This course provides an opportunity to reflect with peers on professional practice in early learning settings under the guidance of an instructor. Students bring experience in different field placement settings to group discussions in seminar. Field placement issues are discussed and class learning in Term IV is integrated with practical field experiences. The seminar focuses on recognized early learning and care practice across a broad range of early childhood programs. Seminar discussions and assignments provide an opportunity to discuss issues and explore topics in early learning and care and, in particular, to consider inclusion, equity, democratic practices, and sustainable futures. As ECCS 275 reflects the curriculum of second-year courses, the program recommends concurrent enrollment in or previous completion of ECCS 202, ECCS 250, ECCS 255, ECCS 260, and ECCS 265.
Prerequisites: A minimum grade of C in ECCS 201 & 220.
Co-requisites: ECCS 270.

ECCS 301
Designing Emerging Curriculum
3 Credits   Weekly (3-0-0)
In this course, students will design localized holistic, inquiry-based early childhood curriculum drawing on theories arising from sociocultural perspectives of learning. Students will further explore a co-inquiry cycle that makes visible educator curriculum decisions. A focus on researching and gathering curriculum resources will support student's understanding of the multimodality of play through inquiry-based curriculum design.
Prerequisites: ECCS 201.

ECCS 302
Landscapes for Learning
3 Credits   Weekly (3-0-0)
In this curriculum course, students will continue to theorize early childhood practice through a constructivist and socio-cultural lens applying the values, principles, concepts, goals and dispositions of Alberta's Early Learning and Care Framework. Integrating the various domains of learning and subject content areas, students will explore a broad range of literacy practices deepening their understanding of multimodal literacies and how literacies develop in early childhood.
Prerequisites: ECCS 201.

ECCS 310
Images of Children in Society
3 Credits　　Weekly (3-0-0)
Every society, culture, and family imagines children and childhood in its own way. In Alberta's Early Learning and Care framework the image of a child is strong, resourceful, capable - a mighty learner and citizen. In this course students will explore societal images of children and childhood across time, place and culture and how these images influence early childhood education, practice, curriculum, and policy.
Prerequisites: ECCS 250 or a current BA or BSc student with a minimum grade of C- in an ANTH *(https://calendar.macewan.ca/course-descriptions/ anth/),* POLS *(https://calendar.macewan.ca/course-descriptions/pols/),* PSYC *(https://calendar.macewan.ca/course-descriptions/psyc/), or* SOCI *(https://calendar.macewan.ca/course-descriptions/soci/) course and second-year standing.*

ECCS 355
Inclusion and Equity in Early Childhood
3 Credits　　Weekly (3-0-0)
In this course, students will explore inclusion and equity in early childhood with a socio-cultural lens and in relation to their practice as early childhood educators. Topics of discussion will include barriers to inclusion, cultivating belonging, reframing assessment, proactive systems of support, gender issues, social justice, and critical reflection.
Prerequisites: ECCS 255 or a current BA or BSc student with a minimum grade of C- in an ANTH *(https://calendar.macewan.ca/course-descriptions/ anth/),* POLS *(https://calendar.macewan.ca/course-descriptions/pols/),* PSYC *(https://calendar.macewan.ca/course-descriptions/psyc/), or* SOCI *(https://calendar.macewan.ca/course-descriptions/soci/) course and second-year standing.*

ECCS 360
Families in Global Context
3 Credits　　Weekly (3-0-0)
This course examines family diversities from a global perspective through a socio-cultural lens. Students will engage in a cross-cultural consideration of the ecology of the family with particular emphasis on race, ethnicity and culture, Indigenous peoples, individualistic and collectivist approaches, immigration, refugees, and settlement in the context of globalization.
Prerequisites: ECCS 260 or a current BA or BSc student with a minimum grade of C- in an ANTH *(https://calendar.macewan.ca/course-descriptions/ anth/),* POLS *(https://calendar.macewan.ca/course-descriptions/pols/),* PSYC *(https://calendar.macewan.ca/course-descriptions/psyc/), or* SOCI *(https://calendar.macewan.ca/course-descriptions/soci/) course and second-year standing.*

ECCS 380
Working in Professional Teams within a Practice of Relationships
3 Credits　　Weekly (3-0-0)
This course is designed to support professional communication principles, skills, and strategies. Students gain a deeper understanding of the nature of professional teams and the skills required for successful practice in teams. Context based learning assists the student to apply theory, and develop skills and strategies in working with families and in interdisciplinary and workplace teams. A focus on values, ethics and diversity in the field of early childhood guides discussion.
Prerequisites: ECCS 270, ECCS 275, Minimum grade of C in INTD 105, ECCS 265 or with consent of the department.

ECCS 401
Theories of Curriculum in Early Childhood
3 Credits　　Weekly (3-0-0)
Building on previous curriculum courses, this course complexifies the connection between theory and early childhood practices. Students explore evolving early childhood theories of learning and responsive notions of curriculum. Reflective practice extends the understanding of the educator's role in curriculum decision-making informed by theoretical perspectives. Students grow in their ability to articulate a theory-practice relationship.
Prerequisites: ECCS 301 and 302.

ECCS 402
Leadership through Pedagogical Documentation
3 Credits　　Weekly (3-0-0)
Building on the previous early childhood curriculum courses, students in this course exercise critical reflection of early childhood theories and approaches. Students will also deepen their understanding of pedagogical documentation for making learning visible, for growing curriculum, and for growing one's own professional practice. Through this course, students will practice using their pedagogical voices and facilitate curriculum conversations in pursuit of further developing pedagogical leadership competencies.
Prerequisites: ECCS 415.

ECCS 410
Understanding Research in Early Childhood
3 Credits　　Weekly (3-0-0)
In this course, students will examine and apply research methodologies such as community-engaged and action-based approaches for understanding early childhood. Students will read, evaluate, and organize information/data from discipline-specific research. Particular attention will be paid to practice-based research methods, principles, and ethics. Students will gain experience with research dissemination and knowledge mobilization.
Prerequisites: HSAD 325.

ECCS 415
Pedagogical Leadership
3 Credits　　Weekly (3-0-0)
This course is an introduction to pedagogical leadership and what it means to lead educators and guide practice in the field of early childhood. Students will examine leadership, organizational, and management theories and models in relation to pedagogical leadership. Examples of pedagogical leadership and communities of practice will be introduced. Themes of advocacy and change will also be explored.
Prerequisites: ECCS 380.

ECCS 425
Advanced Practice in Early Learning and Indigenous Families
3 Credits   Weekly (3-0-0)

In this course, students explore how the field of early childhood might support the well-being of Indigenous children and their families, communities, and nations. Students recognize the complex social and environmental factors influencing the lives of children and families and consider how historical and contemporary expressions of colonialism add to the complexities for Indigenous children and families. Throughout the course, students enhance their awareness and investigate how their values, beliefs, and experiences impact their direct and indirect practice with Indigenous children and families.

Prerequisites: ECCS 360 and INTD 250 or a current BA or BSc student with a minimum grade of C- in an ANTH *(https://calendar.macewan.ca/course-descriptions/anth/),* POLS *(https://calendar.macewan.ca/course-descriptions/pols/),* PSYC *(https://calendar.macewan.ca/course-descriptions/psyc/), or* SOCI *(https://calendar.macewan.ca/course-descriptions/soci/) course and second-year standing.*

ECCS 440
Professional Practices: Ethics, Caring and Social Activism
3 Credits   Weekly (3-0-0)

In this course, students will explore questions such as: What does caring work entail? What is an ethic of care? What does ethical practice look like when one regularly makes contextually-based decisions for children and families? What does it mean to be professional in the field of early childhood? How does one advance social justice for young children and their families and influence public policy?.

Prerequisites: ECCS 415 or a current BA or BSc student with a minimum grade of C- in an ANTH *(https://calendar.macewan.ca/course-descriptions/anth/),* POLS *(https://calendar.macewan.ca/course-descriptions/pols/),* PSYC *(https://calendar.macewan.ca/course-descriptions/psyc/), or* SOCI *(https://calendar.macewan.ca/course-descriptions/soci/) course and second-year standing.*

ECCS 450
Capstone Course in Research and Practice
3 Credits   Weekly (0-0-3)

Building upon ECCS 410 and in conjunction with ECCS 455, this seminar supports students' capstone project, a research project in the field of early childhood. Students will receive guidance and support from a faculty and will receive critical feedback on their project. Guest presenters will share their discipline-specific research. Upon completion, students will showcase their capstone projects.

Prerequisites: ECCS 410.
Co-requisites: ECCS 455.

ECCS 455
Senior Internship in Research, Policy, and Practice
3 Credits   Total (0-0-150)

This course provides students with the opportunity to use theory to inform their practice in early childhood settings. Senior internship placements will provide experiences in early childhood policy, leadership, and/or research. Students are mentored by a university faculty member. They may practice pedagogical mentorship with junior-level students or in partnering organizations.

Prerequisites: ECCS 270 and ECCS 275 (or consent of the department), ECCS 401 and ECCS 415.
Co-requisites: ECCS 450.