BACHELOR OF EARLY CHILDHOOD CURRICULUM STUDIES

Overview

(with diploma exit)

The Bachelor of Early Childhood Curriculum Studies (BECCS) is designed as a professional degree and is a unique educational credential focused on early learning. The degree provides for advanced learning in curriculum development and early childhood learning and care and focuses on equity, social justice, and advocacy. The degree includes opportunities for interprofessional learning and practicum experiences. It prepares students for advanced practice and pedagogical leadership skills for working with children, families, and interdisciplinary teams. The flexible design allows the opportunity to complete a four-year degree specializing in Curriculum Studies or for a diploma exit in Early Learning and Child Care (with eligibility to apply for Child Development Supervisor Certification from Alberta Children's Services).

A degree focused on early childhood curriculum is timely and important to advance the professionalization of the field. Early childhood educators work with children between the ages of 0 and 12 years in a variety of settings and organizations. The field of early childhood is emerging as a distinct and separate field of academic study – unique from elementary education. Mounting evidence of the significance of children's early experience has led to profound and ongoing policy changes in the provision of early learning and child care at the federal, provincial, and municipal level. Degree-prepared early childhood educators are urgently required to provide pedagogical leadership and to advance the public agenda around early childhood education in Alberta and across Canada.

Contact Information

T: 780-497-5229
E: earlylearning@macewan.ca

PROGRAM OFFICE

Room 7-154, 10700 - 104 Avenue
Edmonton, AB T5J 4S2
T: 780-497-5157

Program Requirements

The following program requirements are needed to complete the credential. Refer to the Student Plan as this plan identifies the usual course schedule.

Code	Title	Credits
Year 1		
ECCS 101	Healthy Environments for Early Childhood	3
ECCS 102	Languages of Expression: Well-Being	3
ECCS 110	Children's Development I	3
ECCS 115	Communication within a Practice of Relationships	3
ECCS 120	Field Placement I: Well-Being	3
ECCS 125	Integration Seminar I: Well-Being	1
ECCS 155	Curriculum II: Languages of Play	3
ECCS 160	Children's Development II	3
ECCS 170	Field Placement II: Play and Playfulness	3
ECCS 175	Integration Seminar II: Play and Playfulness	1
ECCS 180	Family-Centred Practice	3
University-level English (includes WRIT 101)		3
Year 2		
ECCS 201	Languages of Exploration: Curriculum for Communication and Literacies	3
ECCS 202	Expressions of Citizenship: Curriculum for Diversity and Social Responsibility	3
ECCS 220	Field Placement III: Communication and Literacy	3
ECCS 225	Integration Seminar III: Communication and Literacy	1
ECCS 250	Foundations of Early Childhood	3
ECCS 255	Inclusive Environments and Practice in Early Childhood	3
ECCS 260	Family and Community Issues	3
ECCS 265	Supporting Social and Emotional Well-Being within a Practice of Relationships	3
ECCS 270	Field Placement IV: Diversity and Social Responsibility	3
ECCS 275	Integration Seminar IV: Diversity and Social Responsibility	1
INTD 105	Interpersonal Communication	3
INTD 250	Introduction to Indigenous Perspectives	3
Year 3		
ECCS 301	Designing Emerging Curriculum	3
ECCS 302	Landscapes for Learning	3
ECCS 310	Images of Children in Society	3
ECCS 355	Inclusion and Equity in Early Childhood	3
ECCS 360	Families in Global Context	3
ECCS 380	Working in Professional Teams within a Practice of Relationships	3
HSAD 325	Research Practices in Human Service	3
University electives		6
University-level English		3
Year 4		
ECCS 401	Theories of Curriculum in Early Childhood	3
ECCS 402	Leadership through Pedagogical Documentation	3
ECCS 410	Understanding Research in Early Childhood	3
ECCS 415	Pedagogical Leadership	3
ECCS 425	Advanced Practice in Early Learning and Indigenous Families	3
ECCS 440	Professional Practices: Ethics, Caring and Social Activism	3
ECCS 450	Capstone Course in Research and Practice	3
ECCS 455	Senior Internship in Research, Policy, and Practice	3
University electives		6
Total Credits		**124**

Student Plan

Students must follow the Student Plan (listed below) to complete this credential in the year(s) indicated by the plan. Students must consult with a program Academic Advisor regarding any deviation from the Student

Plan, as this may extend the time it takes to complete the program. The student plan may be subject to change.

Year 1

Term 1	Credits	Term 2	Credits	
ECCS 101		3 ECCS 155		3
ECCS 102		3 ECCS 160		3
ECCS 110		3 ECCS 170		3
ECCS 115		3 ECCS 175		1
ECCS 120		3 ECCS 180		3
ECCS 125		1 University-level English (includes WRIT 101)		3
		16		**16**

Year 2

Term 1	Credits	Term 2	Credits	
ECCS 201		3 ECCS 202		3
ECCS 220		3 ECCS 250		3
ECCS 225		1 ECCS 255		3
ECCS 260		3 ECCS 270		3
ECCS 265		3 ECCS 275		1
INTD 105		3 INTD 250		3
		16		**16**

Year 3

Term 1	Credits	Term 2	Credits	
ECCS 301		3 ECCS 302		3
ECCS 310		3 ECCS 355		3
ECCS 360		3 ECCS 380		3
University elective		3 HSAD 325		3
University-level English		3 University elective		3
		15		**15**

Year 4

Term 1	Credits	Term 2	Credits	
ECCS 401		3 ECCS 402		3
ECCS 410		3 ECCS 440		3
ECCS 415		3 ECCS 450		3
ECCS 425		3 ECCS 455		3
University elective		3 University elective		3
		15		**15**

Total Credits 124

Admission Requirements
Categories of Admission

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Social Studies 30-1 or 30-2
3. Three subjects from Group A, B, C or D

Applicants with nine or more university level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Social Studies 30-1 or 30-2

Applicants with nine or more university level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Previous Post-Secondary Admission

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must have successfully completed the following from a recognized institution:

- Early Learning and Child Care Diploma or equivalent

OR

- A minimum of 24 post-secondary level credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Additional Admission Criteria

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to all admission categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's full-time calendar or online at MacEwan.ca/ELP.

2. Other Admission Criteria

To be evaluated through the Program

Applicable to all admission categories

Applicants offered admission are required to submit the following:

- A clear Police Information Check (or equivalent from another policing agency) that includes a Vulnerable Sector Search. The Police Information Check must be submitted by the published document deadline and have been issued within three months of the start of the program intake term.

Program Regulations
Diploma Exit Option

Students are eligible for a diploma in Early Learning and Child Care after the successful completion of Year 2 of the Bachelor of Early Childhood Curriculum Studies. Students who have obtained the diploma, or are eligible to do so, are not required to exit the degree program. However, any student who discontinues registration in degree courses for twelve months will be required to re-apply for admission.

Regulations Governing Work Integrated Learning Activities

Completion of four Field Placement courses and a Senior Internship is required. Learners must comply with the Work Integrated Learning policy and other applicable policies and regulations of the university and host organization. In accordance with the Work Integrated Learning policy, the university reserves the right to remove a learner, at any point during the field placement course, from the field placement for serious performance issues (i.e., engaging in behaviour that places the client(s) and/or others at risk or that is contrary to the professional or safety requirements of the placement). In such cases, the Chair in consultation with the Dean, will assign a grade of F in the course. For further information, refer to the Work Integrated Learning policy.

Host organizations may specify additional prerequisite requirements for work integrated learning experiential activities, for example, a current, clear Police Information Check, current Intervention Record Check or currency of immunization. Any costs incurred to meet these requirements are the student's responsibility.

Students acknowledge that, during scheduled course periods, they are expected to attend field placement/Senior Internship eight hours per day with appropriate breaks. Shifts will be scheduled between 7 a.m. and 6 p.m. Students will be notified of their particular hours prior to the

start of the placement. Hours of attendance will vary between host organizations.

Students are to arrange their own transportation for required program activities and any costs incurred for meals, travel and accommodation are the student's responsibility.

In accordance with the Academic Standing policy, the performance of a Student in a clinical, field placement, ensemble setting, or equivalent learning activity may be reviewed at any time. If the student's performance is inadequate relative to the standards required in the student's program, the student may be placed on probation or required to withdraw from the program. For further information, refer to the Academic Standing policy.

Police Information Check

A student must meet the specific Police Information Check (PIC) requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.

Students are responsible for obtaining Police Information Checks annually or at intervals specific to their field placement agency or senior internship placement and for making these available upon request. Students may also be required to obtain an Intervention Record Check for some field placements. Students must be able to satisfy agency requirements prior to the start of each field placement. Any costs incurred are the student's responsibility.

Students whose PIC status changes or who lack other specified additional requirements compromise their ability to complete the program requirements as they may be denied work integrated learning experiences and, therefore, be unable to meet graduation requirements.

First Aid in Child Care

A student must meet the specific First Aid in Child Care requirements as set out in the admission criteria for the duration of the program or they may be required to withdraw from the program.

Program Learning Outcomes

Graduates of this program will be able to:

1. Apply and evaluate theory, principles, practices, and pedagogy of early learning to early childhood education and care.
2. Articulate and advocate for the advancement of the complex and changing professional role of the early childhood educator.
3. Work inclusively and with respect for the diverse and complex characteristics of children and families.
4. Apply research methodologies to investigate questions generated from early childhood education and care practice.
5. Evaluate curriculum decisions using theory and curriculum frameworks to enhance early learning opportunities.
6. Select and utilize effective communication and problem-solving strategies with children, families, and other professionals within a practice of relationships.
7. Create, use, and evaluate documentation consistent with early learning pedagogy.
8. Lead a collaborative curriculum creation process that supports children's play, learning, and development using sociocultural theory and post-foundational perspectives.

9. Understand the implications of legislation, policy, and regulation related to early childhood education and care.
10. Demonstrate the capacity for pedagogical leadership skills to work collaboratively with children, families, communities, and other professionals.
11. Advocate, individually and systemically, for social change and social justice for all children and families at both an individual and systemic level.
12. Practice professionally and ethically, drawing on theoretical and practice-based knowledge informed by local, provincial, national, and international models and approaches.
13. Analyze how values and beliefs about children shape pedagogical relationships with children as they learn, play, and grow.
14. Demonstrate skills and knowledge of resources and technology to engage in ongoing learning, reflection, and research in early childhood education and care.