

BACHELOR OF EARLY CHILDHOOD EDUCATION (Honours)



Program Guide 2017/18



Faculty of Education
Bachelor of Early Childhood Education

Welcome to the Bachelor of Early Childhood Education (BECE) Community

We wish to begin our welcome by acknowledging that the land on which Brock University is situated is the traditional territory of Anishinaabeg and Haudenosaunee peoples. We also wish to recognize efforts to include Indigenous peoples, cultures, and ways of knowing into our program, courses, and communities. We are mindful that it will take great effort and intentionality to decolonize our programs and institutions, and at Brock University we hope you will join us in pursuit of the goal of equity and justice for all.

Building on your two-year early childhood education diploma, you are taking an important step to deepening your pedagogical understanding, enabling you to better support young children's learning and development. The Brock BECE (Honours) program is unique, designed intentionally to focus on critical perspectives and the connections amongst the practice of teaching, learning, and development. Through understanding and challenging assumptions, you will have the opportunity to enhance your capacity to create empowering, just, and ethical spaces for all early years' stakeholders, including children. Whether you have spent five, ten or thirty years in the field, or just completed your college diploma, the Brock BECE degree will offer you the chance to take your skills and knowledge to the next level, enabling you to intentionally and systematically harness the synergies aligned within your profession and importantly, to create new knowledge about the field of early childhood education.

The Brock BECE program guide is designed to lead you through the many aspects of your program of study. Different sections will be useful to you at different points during your studies. You are advised to consult this guide on a regular basis and you will find it very useful to complete some of the academic tasks embedded within your required courses. In addition to consulting this guide, you are required to attend all orientation and information sessions designed specifically for you to support the successful completion of your studies. You are also required to meet with the Faculty of Education Academic Advisors during each term of your studies so you can be informed of any program changes, professional development opportunities, and make the best course selection to meet your future goals.

Active engagement with the program, peers, instructors, as well as the Brock and Niagara community, will bring you rich opportunities for your professional and personal growth. We are with you each step of the way, and extend our best wishes for your success,

The BROCK BECE Program Committee

SURGITE!

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Disclaimer: Changes to the program can be made when necessary as decided by the BROCK BECE Program Committee and Department of Graduate and Undergraduate Studies in Education. The Calendar at entry point is used to determine the program requirements, along with special consideration to modifications noted by the Office of Registrar’s Records.

Vision of the Brock BECE Program

The Brock BECE program is designed to support the ongoing professionalization, education, and development of early learning educators who are committed to providing holistic, responsive, and developmentally appropriate learning and care environments for young children and their families.

This vision, presented in Figure 1, is integrally linked to the guiding principles of the Brock BECE program in continuing to support the training and education of those who focus on the healthy development, care and education of the whole child – **body, mind, heart, and spirit** through building strong, stable nurturing relations.

Guiding Principles of the Brock BECE Program

Pedagogy of Relationships

- *Relationships* are at the core of early learning and care environments.
- Relationships involve *collaboration, mutuality, equity, and reciprocity* among everyone, including but not exclusive to children, educators, families, school personnel and community members.
- Children’s learning and development are optimized when embedded in *culturally sensitive and diverse learning contexts and communities* and where there are opportunities to form nurturing, reliable relationships (i.e. ethical spaces)
- *Listening* is prioritized as a means of validating the child’s right to participate and inform decisions regarding their learning opportunities and environments.

Listening means giving value to others, being open to them and what they have to say. Listening legitimizes the other person’s point of view, thereby enriching both listener and speaker.

~Carla Rinaldi

Holistic Orientation

- The Brock BECE program is built upon *seeing the child and community as one*, that is children are understood as being part of a whole community that includes their family, culture and their natural environment (Ball, J. (2004). Early childhood care and development programs as hook and hub: Promising practices in First Nations communities).
- Children are complete beings, hence must be worked with in their current capacity and for whom they are at the moment, rather than for whom they will become in the future.

Professional Practice

- The intuitive and intentional educator is thoughtful and purposeful in creating a *caring* environment where *learning* happens.
- The theoretical practitioner is engaged in continuous reflection on both knowledge and the application of research informed practices to provide learning environments that are meaningful, sequenced, and responsive, engaging, balanced, and culturally/contextually relevant.
- The field of early childhood education is guided by the standards of practice as well as the ethical standards of care. You may access the electronic version of the Code of Ethics and Standards of Practice on the College's website at www.collegeofece.on.ca
- Pedagogical practice in the field of education and the ethics of care are informed and transformed by research.

Educators of young children must have presence, which is a "state of alert awareness, receptivity and connectedness to the mental, emotional, and physical workings of both the individual child and the group in the context of their learning environments and the ability to respond with a considered best next step".

Rodgers, C. R., & Raider-Roth, M. B. (2006). Presence in teaching. *Teachers and teaching: Theory & practice* 12(3), 265-287



Success in the program will be enhanced by meeting with those who support the Brock BECE program, such as:

Betty Chambers, Undergraduate
Administrative Coordinator
bchambers@brocku.ca
WH 113
905 688 5550 x3082

Instructional Approach

Instructors delivering the courses restricted to the Brock BECE students are committed to the belief that:

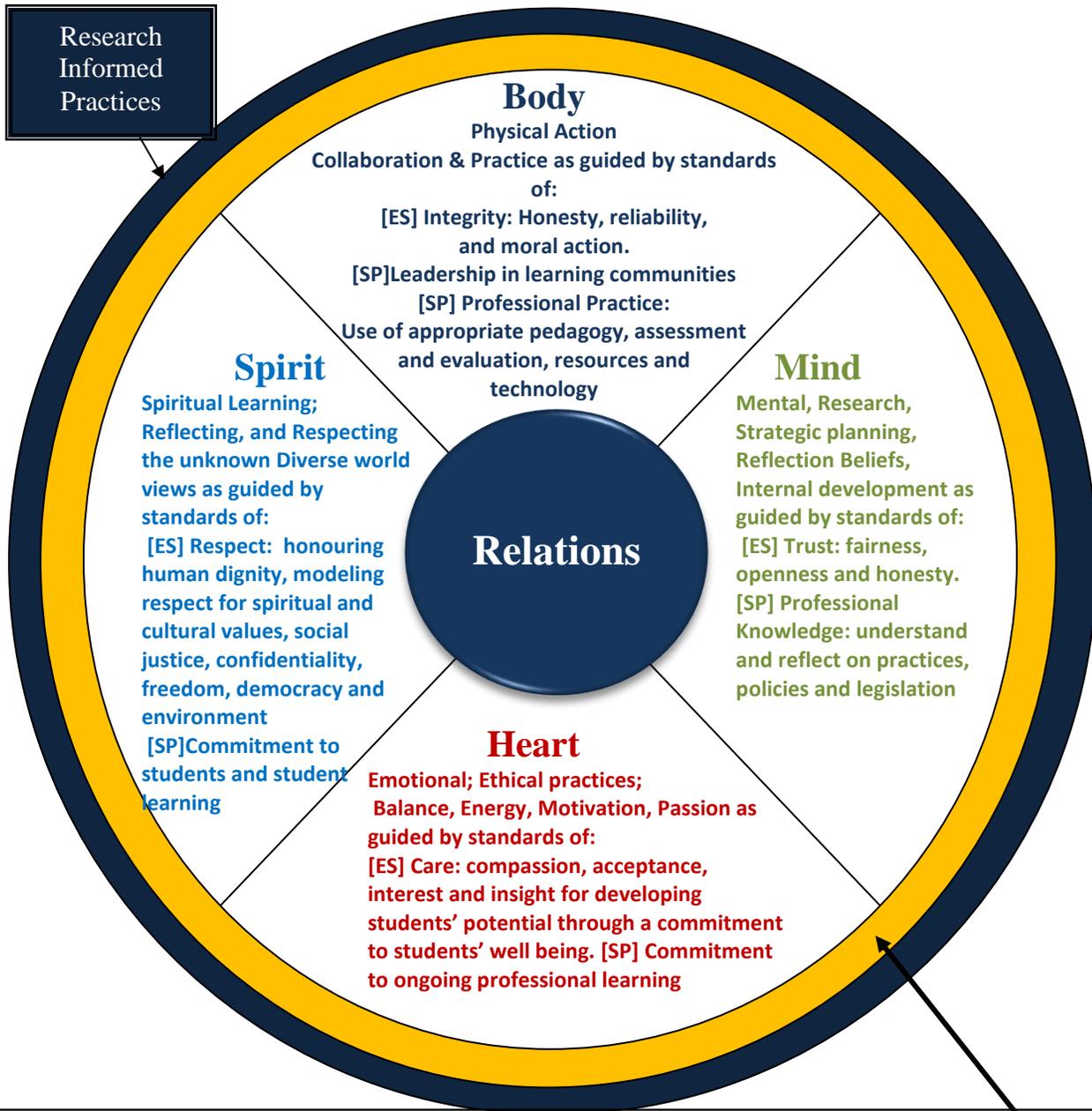
- ✓ During the early years, children develop a foundation upon which subsequent advances in all domains are laid. These early years are crucial to a child's healthy, strong, and stable foundation.
- ✓ Disparities in what children know, do, and understand are evident before they enter the formal school setting and are strongly associated with the context in which they live and develop. Participation in high-quality early childhood education programs can mediate these disparities.
- ✓ Educators need to value cultural diversity and support children's varied ways of knowing, doing, and being.
- ✓ Early childhood education programs that include research-informed practices have been shown to result in positive educational, social, and economic outcomes for children, their families, communities and the greater society.
- ✓ Holistic early childhood education programs reflect the recognition that:
 - Children learn through play and social interactions.
 - Children construct their knowledge through active engagement with people and materials and space.
 - Child development and learning are characterized by individual variation.
 - Family and community partnerships positively impact both child and program outcomes.
- ✓ Comprehensive early childhood education programs explicitly address all developmental domains:
 - physical health and well-being
 - social competence
 - emotional maturity
 - language and cognitive development
 - communication skills

Putting the Pieces Together

To understand how the BROCK BECE program is conceptualized see Figure 1. Figure 2 presents the primary focus of each required course in relation to the program's integrated, dynamic and holistic nature and pedagogy. A tracking form is also provided to help ensure you fulfill the degree requirements. Please consult the Brock Calendar at entry point for official program requirements.

Program Framework

Ethical standards [ES] and standards of practice [SP] for the teaching profession are explicitly and intentionally integrated into the Brock BECE framework



The work of educators is situated in a context of community and includes all partners in children's education, growth and development. These include the families (i.e., parents, siblings, & extended family), schools (i.e., teachers, principals, peers, school staff, custodians, school volunteers, resources teachers), and community (i.e., specialists and supports from community organizations).

Figure 1. BROCK BECE Program Framework.

Courses

Focus of each course in relation to the holistic BROCK BECE program philosophy & pedagogy

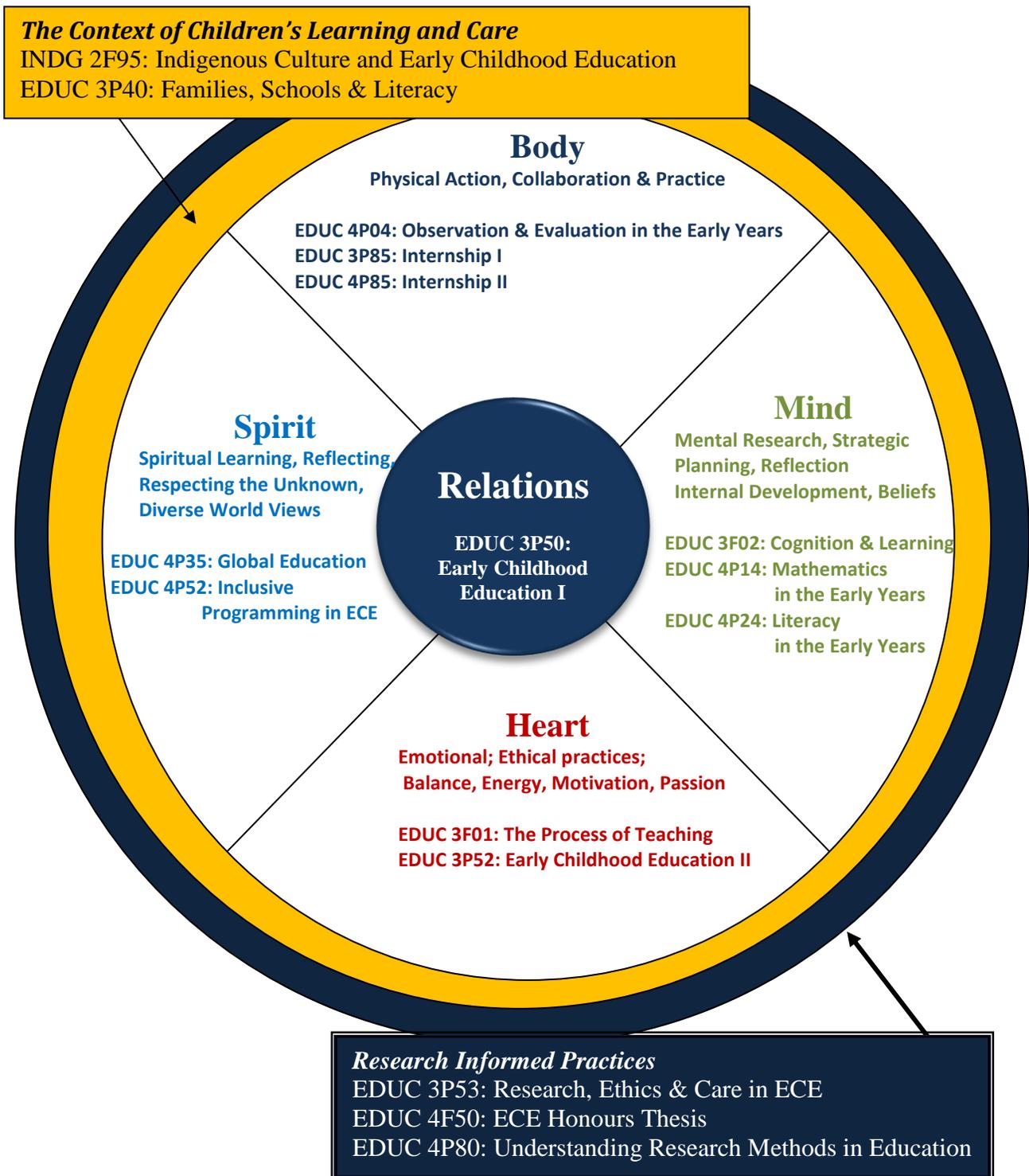


Figure 2. The primary focus of each course in relation to the program philosophy.

Program Information

Academic Requirements

20

credits required
for the BROCK
BECE honours

BROCK BECE students typically receive 7 transfer credits for the completion of their 2 year ECE diploma.

This leaves 13 credits to complete consisting of 10 required course credits, and three non-major credits including two context courses and an elective.

Want an Early Start?
Contact the Registrar's office to request early admission. Take an on-line course during the summer to prepare for success in the fall term.
Recommended course:
ADED 1P31

Context Requirements

Among the first ten credits successfully completed, all Brock students must have taken all three of the required context courses.

All BROCK BECE students are given a SOCIAL SCIENCE context credit as a transfer credit, so all BROCK BECE students need to take a HUMANITY and SCIENCE context credit.

The BROCK BECE Program Committee advises students to take the context requirements during the spring/summer after their first year in the BROCK BECE program.

Meet Regularly with Academic Advisors

BECE students are also advised to consult with the Faculty of Education Academic Advisers so they may guide your selection of context and elective courses to meet your academic requirements. Appointments can be made through the student portal - https://my.brocku.ca/BrockDB/reg_Advising.aspx Under Appointment Bookings, choose Academic Advising and then click on Consecutive and Concurrent Teacher Education/Early Childhood Education

Planning to complete the BECE program by the end of the Year Four Winter term? Students are recommended to request early admission to BECE so they may take a minimum of one half credit before the first fall term at Brock. Successful completion will result a lighter load during the spring/summer session between years one and two.

Recommended electives for those who wish to get a jump start at University success

ADED 1P31: Learning for Success

Self-management, goal setting, study skill and academic integrity, designed to develop the capacity for critical self-reflection about learning.
Facilitated online seminar, 36 hours per term.

ADED 1P33: Scholarly Writing for Adult Learners

Writing fundamentals of grammar conventions, research skills, essay writing, editing skills and APA formatting.
Facilitated online seminar, 36 hours per term.

Minimum Academic Requirements for Continued Registration

For consideration to proceed to year 4 of an honours degree, a student must have obtained a minimum 70 percent *major average* and a minimum 60 percent in the remaining credits (including transfer credits).

Tips for Success

- For every hour in class, schedule 3 hours outside of class to review notes, complete readings, research, assignments and reflections.
- **Part time** students taking 1 course per term will have 3 hours of scheduled class time per week. Thus, part time students should protect an additional 9 hours beyond class time to dedicate to the course.
- **Full time** students taking 5 courses per term will have 15 hours of scheduled time per week in class. Thus, full time students should protect an additional 45 hours beyond class time.
- This is why 5 courses per term is considered to be full time studies.

**Between class and study time, there is approximately 60 hours per week dedicated to full time studies.
If you wish to succeed,
please consider carefully other commitments.**

Student Success Centre

A-Z Learning Services is one of three services provided through the Student Success Centre to help students identify and meet their personal and academic goals while studying at Brock. A-Z Learning Services provides free academic support for all Brock students to help them achieve their full potential in university and beyond. In addition, if you are a Mature student, Transfer student, Aboriginal student, or First Generation student, you have access to social and professional support programs specifically designed by A-Z Learning Services to meet your needs and help you make the most of your university experience. <https://brocku.ca/learning-services>

Financial Support

Students enrolled in the BROCK BECE program may apply for OSAP. Students may also visit the Student Awards and Financial Aid (SAFA) website at Brock - <http://brocku.ca/safa> The SAFA website also has a link for student jobs on and off campus.

Extra Courses

Students wishing to augment the BROCK BECE degree program by taking extra courses because of personal interest may enroll in such courses where they have met the prerequisite and designate them as extra courses not to be used for credit towards that degree. Students must declare a course to be extra prior to the last day for official withdrawal.

Please note: Taking additional credits may extend the duration of your studies at Brock.

Repeating a Failed Course

A student may repeat a failed course, but no course may be repeated more than once. Both grades for a repeated course will remain on the student's transcript but the second grade will be used in the computation of the student's average.

Repeating a Course Where a Passing Grade Has Been Awarded

Students may repeat a course in which they have received a passing grade with the approval of the Office of the Registrar. The grade awarded for a repeated course will supersede the grade from the first attempt at the course regardless of whether it is higher or lower. Both grades will remain on the student's transcript but the second grade, whether higher or lower, will be used in the computation of the student's average. A student will be permitted to repeat passed courses constituting no more than three credits, but no course may be repeated more than once.

First year courses (numbered 1(alpha)00 to 1(alpha)99) and courses listed as prerequisites may not be repeated if credit has been received for higher level courses in the same subject.

Change of Major

BROCK BECE students, who subsequently elect to change their major, may have the applicability of the transfer credits re-evaluated. Please consult with Department Chair prior to applying for a change of major. Students changing degree programs may declare non-applicable passed courses as extra to their degree at the time of the program change. Students may change the designation of passed major courses as extra to their program only with the permission of the Chair.

Applicable Calendar

A student who has maintained enrolment in at least one credit in each calendar year (May to April) may complete the degree program using the "Academic Regulations" section of the Calendar operative in the year in which that program was entered. Students who interrupt their studies for more than one calendar year (by not enrolling in at least one credit), become subject to the Calendar regulations in effect at the time of their re-registration. Students in Bachelors' Degrees are normally expected to complete degree requirements within 10 years of first registration. Students who exceed 10 years may be required to re-take prerequisite courses where the knowledge base in specific disciplines has changed substantially in the intervening period.

Enrolment Status

Full-Time:

A student enrolled in three or more credits over the Fall/Winter Session.

A student enrolled in three credits over the Spring and Summer Sessions.

Part-Time:

A student enrolled in less than three credits over the Fall/Winter Session.

A student enrolled in less than three credits over the Spring and Summer Sessions.

BROCK BECE Policy Regarding Limitations on Enrolment

If you try to register for more than the allotted credit load for a given term, the Brock Registration System will not allow it. We strongly advise you to consider that the purpose of limitations on each term is to better support the likelihood of student success. To increase the limitation of a credit load for a given term, students must have achieved a minimum of 75% average while taking a full course load during the fall/winter term. IF you meet this minimum requirement, and wish to increase the course load limit for the spring/summer term, you then need to contact the Department of Graduate and Undergraduate Studies Undergraduate Administrative Coordinator, *Betty Chambers WH 113, x3082*, Betty.Chambers@brocku.ca. Please note that the Undergraduate Coordinator will review the request, verify your minimum average, and consult with BROCK BECE Program Committee prior to considering the override. When the request is processed, you will receive an email with the outcome of the review. This email will also be copied to the BROCK BECE Program Committee.

Application for Graduation

Application for graduation at Spring Convocation must be received in the Office of the Registrar by *February 1 with the required fee*. Spring Convocation is held in June of each year.

Application for graduation at the Fall Convocation must be received in the Office of the Registrar by *July 1 with the required fee*. Fall Convocation is held in October of each year.

These are fixed dates. If these dates fall on a weekend, the closing is 4:30 p.m. the next working day.

Graduation Standing

First-class Honours degrees are granted to students who have completed a 20 credit honours program with first-class honours standing, which **require a minimum 80 percent average in all major credits and 70 percent in the remaining credits**. A transfer student must have completed a minimum of five credits at Brock, including all departmental honours requirements for year 4 and have maintained a minimum 75 percent overall average and a minimum 80 percent major average (based on Brock courses only).

Second-class Honours degrees are granted to students who have completed a 20 credit honours program with second-class honours standing, which require **a minimum 70 percent average in all major credits and 60 percent in the remaining credits**. A transfer student must have completed a minimum of five credits at Brock, including all departmental honours requirements for year 4 and have maintained a minimum 65 percent overall average and a minimum 70 percent major average (based on Brock courses only).

Use to track your progress through the BROCK BECE program

BROCK BECE (Honours) Degree Requirements

Date: _____ (dd/mm/yyyy) Full-Time Part-Time

Brock Email: _____ Brock Student ID# _____

Full time BROCK BECE students take all of the following courses in their 1st year of studies at Brock
All incoming BROCK BECE Students are considered to be a Year 3 Brock student.

Term (Duration)	COURSE CODE	NAME OF COURSE	Completion term/year:
Fall/Winter (D1)	<input type="checkbox"/> INDG 2F95 ***	Indigenous Culture and Early Childhood Education	
Fall/Winter (D1)	<input type="checkbox"/> EDUC 3F01	The Process of Teaching	
Fall/Winter (D1)	<input type="checkbox"/> EDUC 3F02 **	Cognition & Learning	
Fall (D2)	<input type="checkbox"/> EDUC 3P50*	Early Childhood Education I	
Winter (D3)	<input type="checkbox"/> EDUC 3P52*	Early Childhood Education II	
Fall (D2)	<input type="checkbox"/> EDUC 3P53	Research, Ethics & Care in ECE	
Winter (D3)	<input type="checkbox"/> EDUC 3P85	Internship I	

Record year/term Course is taken	Record Course Code and name of course	Context Credits and/or electives can be taken in Spring/Summer/Fall/Winter
		<input type="checkbox"/> Humanities Context Requirement 1 full-credit or Equivalent (i.e., two half-credits)
		<input type="checkbox"/> Elective (Note: CHYS may not accept your transfer credit as meeting prerequisites' for CHYS upper level courses) 1 full-credit or Equivalent (i.e., two half-credits)
		<input type="checkbox"/> Science Context Requirement 1 full-credit or Equivalent (i.e., two half-credits)

NOTE: Courses meeting context requirements are listed in the chart on following page

Full time BROCK BECE students take all of the following courses in their 2nd year of studies at Brock
All continuing Full-Time BROCK BECE Students are considered to be in year 4

When offered Duration	COURSE CODE	NAME OF COURSE	Completion term/year:
Fall/Winter (D1)	<input type="checkbox"/> EDUC 4F50	ECE honours Thesis	
Fall (D2)	<input type="checkbox"/> EDUC 3P40	Families, Schools & Literacy	
Fall (D2)	<input type="checkbox"/> EDUC 4P04	Observation & Evaluation ECE	
Fall (D2)	<input type="checkbox"/> EDUC 4P14	Mathematics in the Early Years	
Fall (D2)	<input type="checkbox"/> EDUC 4P80	Research Methods in Education	
Winter (D3)	<input type="checkbox"/> EDUC 4P24	Literacy in the Early Years	
Winter (D3)	<input type="checkbox"/> EDUC 4P35	Global Education	
Winter (D3)	<input type="checkbox"/> EDUC 4P52	Inclusive Programming in ECE	
Winter (D3)	<input type="checkbox"/> EDUC 4P85	Internship II	

NOTE: Recommend sequence for part time students indicated with (*) For two full credits in first year, additional recommended course indicated with (). Third course recommended in sequence is indicated with (***)**

Final Words of Advice:

It is **your responsibility** to meet with your BECE Academic Adviser each term or more often as needed.

It is **your responsibility** to make certain you complete the required and elective credits for the BECE degree program as outlined in this guide.

If you have any questions or wish to check on the appropriateness of the course you are considering for an elective, **you are encouraged to connect with a Faculty of Education Program Advisor *prior* to registration** in the course.

If you are planning to apply to a teacher education program after you complete the BECE program, you will need to connect with each university as well as the each Education Application Service (TEAS) website <https://www.ouac.on.ca/teas/> to learn about application requirements, process and timelines. You can find the information for Brock's Consecutive Teacher Education Program by making an appointment with FOE Advising and exploring this website:

<https://brocku.ca/registrar/teacher-education/admission-criteria>

If you wish to succeed, seek out the resources at Brock University to support your success.

