ECED-250 – Supporting Inclusion in Early Childhood Settings

Health and Human Services

Effective Term & Year: Fall 2025
Course Outline Review Date: 2030-04-01

Program Area: Child Youth and Family Studies

Description:

This course equips students with the knowledge and practical skills needed to support children with diverse abilities in inclusive early childhood settings. Students will explore various developmental delays, disabilities, and exceptionalities, while learning strategies to create welcoming, responsive, and adaptive learning environments. Key topics include individualized care plans, collaboration with families and specialists, and strategies for promoting social-emotional development. By the end of the course, students will be prepared to foster a sense of belonging and ensure all children thrive in inclusive settings.

Program Information:

This is a required course for the Early Childhood Education Diploma: Special Needs Specialty.

Delivery Methods: Online

Credit Type: College of the Rockies Credits

Credits: 4

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	60
Seminar/Tutorials	
Laboratory/Studio	

Practicum/Field Experience	
Co-op/Work Experience	
Other	
Total	60

Course Requisites:

- Complete all of the following
  - Earned a minimum grade of C+ (65%) in at least 1 of the following:
    - ENST 12 – English Studies 12
    - ENFP 12 – English First Peoples 12
    - ENGL090 – English – Provincial Level
  - Child, Youth and Family Studies Program: Early Childhood Education Certificate or a Certificate in Early Childhood Education from another accredited institution.

Prior Learning and Recognition: Yes

Students are able to request formal recognition of their prior learning or experience outside the classroom. Challenge examination, portfolio-assisted assessment, work-based assessment or a combination of assessments that is appropriate to identify, assess, and recognize prior skills, competencies, and knowledge to achieve course credit. Tuition fees apply, refer to Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR) or contact an education advisor for more information.

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see https://www.bctransferguide.ca/ or https://transferalberta.alberta.ca . For more transfer credit information, please visit https://www.cotr.bc.ca/Transfer

All requests for course transfer credit from institutions in British Columba or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Beloglovsky, M. (2022). *Loose parts for children with diverse abilities*. Red Leaf Press.

Langford, R., Nolan, K., Cipparrone, B., Pighini, M., Ineese-Nash, N., Allen, K., Cowdery, G. (2024). *Inclusion in early childhood programs* (8th Canadian Ed.). Cengage Learning Canada, Inc.

Please see the instructor's syllabus or check COTR's online text calculator https://textbook.cotr.bc.ca/ for a complete list of the currently required textbooks.

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

- incorporate historical and cultural perspectives on child development to enhance current and future early childhood philosophies and inclusive program models;
- design inclusive early childhood environments that use observation and assessment skills to support the diverse learning needs of children;
- apply a variety of strategies that enhance children's communication skills;
- apply a variety of supportive strategies to effectively communicate with families regarding their child's individual needs;
- develop an individualized care plan that reflects each child's strengths, development, and required supports;
- integrate Indigenous Peoples' perspectives, knowledge, cultural values, and practices into inclusive early learning settings; and
- apply the First Peoples' Principles of Learning and the BC Early Learning Framework Principles to enhance and guide professional practice.

Course Topics:

- Inclusive Care in Canada
- Individual Care Plans
- Developmental Domains
- Communication Strategies
- Inclusive Indoor and Outdoor Learning Environments
- Inclusive Play Experiences
- Indigenous Peoples' Perspectives
- Collaborative Relationships with Children's Families and Team Members

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

Evaluation and Assessments

Assessment Type: Online

Assessment Type	% of Total Grade
Weekly Discussion Activities	30%
Assignment #1	20%
Assignment #2	20%
Assignment #3	30%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=90	89-85	84-80	79-76	75-72	71-68	67-64	63-60			<60

Pass requirements:

An overall average of C (60%) or higher is required to pass this course.

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a “0” on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at https://cotr.bc.ca/about-us/college-policies/ and include the following:

- Policy 2.1.4 Course Audit
- Policy 2.4.1 Credential Framework
- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Rights, Responsibilities and Conduct
- Policy 2.4.8 Academic Performance
- Policy 2.4.9 Student Feedback and Concerns
- Policy 2.4.11 Storage of Academic Works
- Policy 2.5.3 Student Appeal
- Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.