



EFFECTIVE: SEPTEMBER 2009 CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **September 2009**

B. Department / Program Area: **Faculty of Child, Family and Community Studies/Early Childhood Education** Revision New Course

If Revision, Section(s) Revised: **F, L, M, N**

Date of Previous Revision: **October 2004**

Date of Current Revision: **April 2009**

C: **ECED 2450** D: **Inclusion in Early Childhood Settings** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course explores the selection and use of appropriate assessment materials and intervention techniques for working with children who have special needs. A family-centred approach, which focuses on promoting social interactions among children, will be taken. A variety of developmental characteristics of exceptionalities and perspectives regarding disabilities will be explored. Classroom and Community Support students who complete ECED 2450 will not receive additional credit for CCSD 1170 Exploring Exceptionalities or CCSD 1270 Perspectives on Disability.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks Day time classes will be 10 weeks Night time classes will be 15 weeks	H: Course Prerequisites: ECED 2320 I: Course Corequisites: None J: Course for which this Course is a Prerequisite: None K: Maximum Class Size: 30	
L: PLEASE INDICATE: Part of Block Transfer to Schools of Child and Youth Care at UVIC, UFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary, Bachelor of General Studies (Education) at Simon Fraser University. <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

M: Course Objectives / Learning Outcomes:

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

1. **Familiarize students with the history, philosophy and practice of inclusion and the role of supported child development programs.**
2. **Understand the significance of the principles of Supported Child Development and Inclusive Classroom environments.**
3. **Identify community based resources available to support children and families.**
4. **Understand the coordination of roles involved in transdisciplinary planning.**
5. **Understand the role of an advocate, observer, member of a planning team, and in the development and implementation of curriculum to support the individual needs of children.**
6. **Understand the causes and classifications of a range of developmental disabilities that may require a child to receive additional support.**
7. **Identify sources of information (including parents) when researching the needs of a particular child with a developmental disability.**
8. **Understand the benefits of early and ongoing intervention, assessment, identification, diagnosis, evaluation and goal planning used to assist the child in reaching his or her full potential.**
9. **Describe characteristics of exceptionalities including prevalence and incidence.**
10. **Examine how cultural influences shape our view of disabilities.**
11. **Identify opportunities and evaluate content for advocacy and support.**

N: Course Content:

The following global ideas guide the design and delivery of this course:

- **Current practices in the area of supported child development are best understood within the context of the history, philosophy and past practices from which they have evolved.**
- **Supported child development is based on several principles including family centred practice, inclusion, community resources, early intervention, assessment, and individual program planning.**
- **The resources and delivery of Supported Child Development varies across communities.**
- **Role release and coordination of roles is a necessary part of transdisciplinary planning.**
- **The importance of our role in observation, advocacy, contributions to planning and in curriculum implementation and delivery.**
- **Some predictable patterns and support needs can be identified for diagnosed conditions and disabilities.**
- **Individual differences will exist among children diagnosed with the same conditions or disabilities as a function of other biological factors, including the timing of growth and development, personality, interests, skills, and experiences.**
- **Effective program planning incorporates the child's strengths, particular needs and individual differences.**
- **Careful observation under a variety of conditions is essential to accurate assessment and planning.**
- **Parents are the best source of information about their child's strengths, condition and particular needs.**
- **The child's potential can be maximized when individual plans are effectively implemented and continually re-assessed and revised in consultation with the family and other professionals.**

O: Methods of Instruction:

- **Lecture**
- **Discussions**
- **Observations of Children**

P:	Textbooks and Materials to be Purchased by Students: T.B.A.
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ul style="list-style-type: none"> • Observations • Research Assignment • Reports • Presentations • Examinations • Participation and Attendance
R:	Prior Learning Assessment and Recognition: This course is available for PLAR.

Course Designer: **Kathleen Price**

Education Council / Curriculum Committee Representative

Dean: **Jan K. Carrie**

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