



**Adapting Early Childhood Settings - ECED 250**  
Child, Youth and Family Studies Program/  
Early Childhood Education Diploma Program

**Course Outline**

**COURSE IMPLEMENTATION DATE:** Pre 1998  
**OUTLINE EFFECTIVE DATE:** September 2020  
**COURSE OUTLINE REVIEW DATE:** April 2025

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**GENERAL COURSE DESCRIPTION:**

Adapting Early Childhood Settings invites participants to consider historical and cultural perspectives on atypical and typical development and its relationship to inclusion in the past and present. It uses theory and personal experience to explore connections between observation, diagnosis, assessment, and the planning and adaptation of inclusive early childhood programs. It includes an exploration of systems and structures that support and/or hinder children, parents, families and service providers in terms of development, functioning, and relations in early childhood settings.

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

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**Delivery:** This course is delivered online.

**COTR Credits:** 4

**Hours for this course:** 60 hours

**Typical Structure of Instructional Hours:**

Instructional Activity	Duration
Lecture Hours	60
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	60

**Practicum Hours (if applicable):**

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	

**Course Outline Author or Contact:**

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Signature**APPROVAL SIGNATURES:**

Department Head  
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Department Head Signature

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Dean Signature

EDCO

Valid from: September 2020 – April 2025

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Education Council Approval Date**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website)

Child, Youth and Family Studies Program: Early Childhood Education Specialty Certificate or a Certificate in Early Childhood Education from another accredited institution.

**Corequisites:** None

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA

 Yes  No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** N/A

## Textbooks and Required 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:

Allen, K.E., Condery, G.E., Paasche, C.L., Langford R., Nolan, K., Cipparrone, B. (2015). *Inclusion in early childhood programs, children with exceptionalities*. (6<sup>th</sup> Canadian Ed.). Toronto, Ontario: Nelson Education.

Bonell, K. (2016). *Observing and recording across the lifespan*. (2<sup>nd</sup> ed; T. Ramdin Ed.) Cranbrook BC: College of the Rockies. (Original work published in 2009).

Haig, J., MacMillan, V. (2018). *Cites & sources: An APA documentation guide* (5<sup>th</sup> ed). Toronto, Ontario: Nelson Publishing Ltd.

*Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.*

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## LEARNING OUTCOMES:

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

- speak to the connections between historical and cultural perspectives on typical and atypical development that underline early childhood philosophies and program models of practice, including Supported Child Care;
  - demonstrate how observation, diagnosis and assessment guide early childhood practice, specifically in relation to planning, creating, adapting and sustaining inclusive early childhood settings;
  - demonstrate the capacity to create and use communication systems in practice to enhance mutual understanding between children and adults;
  - speak to the significance of communication systems and schedules in guiding children's learning;
  - demonstrate an effective use of observing and recording tools to document and reflect on progress;
  - analyze systems and structures in early childhood settings that support and hinder development and functioning, including space, resources and relations; and
  - build connections to the Early Learning Framework.
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## COURSE TOPICS:

- Inclusive Care in Canada
- Individual Program Planning
- Developmental Domains
- Communication Strategies
- Inclusive Learning Environment
- Play in Inclusive Settings

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

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## EVALUATION AND ASSESSMENT:

Assignments	% Of Total Grade
Online Discussions	25%
Individual Program Plan	40%
Research Summary	15%
Communication System Exploration	<u>20%</u>
Total	100%

*Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.*

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## EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

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## COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

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## ACADEMIC POLICIES:

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

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**COURSE CHANGES:**

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.