

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ECE 213		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Neurodiversity and Development																	
<b>Course Short Title:</b> (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> CYFS															
<b>Calendar Description:</b> An introduction to the development of children with diverse abilities. A variety of diverse abilities will be examined in depth, with consideration on how the emotional, social, cognitive, motor, and communication development are affected by the specific neurodiversity.																	
<b>Prerequisites (or NONE):</b>		Admission to the Early Childhood Education diploma.															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Special Topics</b> (Double-click on boxes to select.) This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If yes, topic will be recorded when offered.)															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> Transfer credit already exists: (See <a href="#">bctransferguide.ca.</a> ) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If yes, fill in transfer credit form.)	
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		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Maximum enrolment (for information only): 18</b> <b>Expected Frequency of Course Offerings:</b> annually (Every semester, Fall only, annually, etc.)															
<b>Department / Program Head or Director:</b> Christine Slavik		<b>Date approved:</b> January 26, 2021															
<b>Faculty Council approval</b>		<b>Date approved:</b> March 12, 2021															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> October 1, 2021															

**Learning Outcomes:**

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

1. Observe and record stages, milestones, and individual variations in the development process of children.
2. Ensure programming and curriculum is based on each child's unique needs, development, and learning style.
3. Implement programs that promote social, emotional, cognitive, physical, communicative, and language development.
4. Develop a program and curriculum that reflects and respects the diversity and culture of the children and families in a program.
5. Describe the current theories and research as it relates to diverse abilities.
6. Compile a resource on a variety of diverse abilities that can be shared with parents and colleagues.
7. Implement strategies for the inclusion of all children.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lecture, small groups, guest speakers, videos.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Allen, K.E. et al.	Inclusion in Early Childhood Programs: Children with Exceptionalities	<input checked="" type="checkbox"/>	Nelson	2014
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)

None.

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio:	25%
Midterm exam:	30%	Project:	%	Practicum:	%	Presentation:	35%
Quizzes/tests:	%	Lab work:	%	Participation	10%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

1. History, issues, and trends in Canada's acceptance of those with diverse abilities
2. Prevalence, causes, characteristics and developmental consequences for specific disabilities:
  - Mental health
  - Fetal alcohol spectrum
  - Autism spectrum
  - Communication
  - Vision
  - Hearing
  - Abuse and neglect
  - Learning
  - Behaviour
  - Neurological
  - Trauma
3. Designing, planning, and implementing programming for inclusion within a family-centred practice