

## Course Outline

<b>Course Title:</b>	Building Inclusive Environments		
<b>Course Number:</b>	EDUC140	<b>Approval Date:</b>	2025/8/30
<b>Course Hours:</b>	45 hours	<b>Academic Year:</b>	2025
<b>Academic School:</b>	Health and Community Services		
<b>Program Co-ordinator or Equivalent:</b>	Tanya Pye - Tanya.Pye@flemingcollege.ca		
<b>Dean (or Chair):</b>	Lisa Fenn - Lisa.Fenn@flemingcollege.ca		

## Course Description

This course will enable Early Childhood Educators to use their knowledge of typical child development and the child's background, interests, abilities and needs to design inclusive environments and practices for young children. Students will also explore the various identified special needs and learn strategies to support children's development.

**Prerequisites:** None.

**Corequisites:** None.

## Course Delivery Type

**Face to face.**

All course hours are delivered in person at the delivery location specified on the academic timetable.

## Learning Outcomes

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

1. Reflect on one's own ideas and behaviour in order to promote and create support relationships with and between children and families from diverse communities to create inclusive early learning environments.
2. Use observation strategies and reflection to evaluate Inclusive environments and practices in early learning environments.
3. Co-design inclusive early learning environments to ensure full participation of all children, considering ability, cultural and linguistic diversity, sexual identity, socioeconomic diversity, spirituality, religious affiliation, refugee status or indigenous identity.

4. Apply principles of universal design in learning to the development of learning materials and opportunities.
5. Advocate for quality, inclusive early years and child care programs and services.
6. Communicate professionally both verbally, and in written documentation.

## Learning Resources

There is no text assigned to this course, rather readings will be shared weekly with students as needed.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

## Assessment Summary

Assessment Task	Percentage
In-class activities	80%
Assignments	20%

## Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](#)  
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](#)  
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](#)  
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](#)  
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](#)  
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](#) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

**Alternate accessible formats of learning resources and materials will be provided, on request.**

## Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link ([www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/](http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/)).

## Detail Plan

**Term:** 2025 Fall

**Program Co-ordinator or Equivalent:** Tanya Pye - [Tanya.Pye@flemingcollege.ca](mailto:Tanya.Pye@flemingcollege.ca)

**Dean (or Chair):** Lisa Fenn - [Lisa.Fenn@flemingcollege.ca](mailto:Lisa.Fenn@flemingcollege.ca)

## Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1	Defining inclusive environments Roles and Responsibilities of ECEs in building inclusion The image of the child	1,2	

<b>Wks/Hrs Units</b>	<b>Topics, Resources, Learning, Activities</b>	<b>Learning Outcomes</b>	<b>Assessment</b>
Week 2	Bias. beliefs, personal values and the impact on early learning environments	1, 2, 3, 6	Week #2 In class reflection
Week 3	Elements of an Inclusive Early Childhood Environment	1, 2, 4, 6	Week #3 In class reflection
Week 4	Facilitating culturally responsive pedagogy Diversity in Early Childhood Education	1, 2, 4, 6	Week #4 In class reflection
Week 5	Facilitating responsive pedagogy for 2SLGBTQIA+ children and families	1, 2, 4, 6	Week #5 In class Case Study
Week 6	Inclusive Legislation	1, 2	
Week 7	Facilitating the inclusion of children with diverse learning needs and disabilities	1, 2, 4, 5, 6	Week #7 In class reflection
Week 8	Independent Learning Week		
Week 9	Supporting the diverse needs of Children and Families - socioeconomic diversity -partnership and communication	1, 2, 3, 4, 5, 6	Week #9 Advocacy Assignment
Week 10	Facilitating Cognitive Learning -neurodiversity in young children -Autism Spectrum Disorder (ASD)	1, 2, 3, 4, 6	Week #10 In class Scenario
Week 11	Understanding and facilitating young children's sensory development	1, 2, 6	Week #11 In class reflection
Week 12	Understanding and facilitating young children's speech and language, vision and hearing	1, 2, 4, 6	
Week 13	Understanding and facilitating young children's motor development	1, 2, 3, 4	
Week 14	Understanding and facilitating social interactions and living well with others -mental health and well being	1, 6	Week #14 In class Reflection
Week 15	Cumulative Group Project	1, 2, 3, 4, 5, 6	Cumulative Group Project In Class:

## Assessment Requirements

<b>Assessment Task</b>	<b>Date/Weeks</b>	<b>Course Learning Outcome</b>	<b>Percentage</b>
In class reflection	Week 2	1, 2, 6	5%
In class reflection	Week 3	1, 2, 6	5%
In class reflection	Week 4	1, 2, 6	5%
In class case study	Week 5	1, 2, 6	10%
In class reflection	Week 7	1, 2, 5, 6	5%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Advocacy Assignment	Week 9	1, 2, 5, 6	20%
In class scenario	Week 10	1, 2, 6	10%
In class reflection	Week 11	1, 2, 6	5%
In class reflection	Week 14	1,2,3,4,5,6	10%
Cumulative Group Project In Class:	Week 15	1,2,3,4,5,6	25%

While there are no specific grades for attendance in this class, it should be noted that 80% of the assessments in this class are acquired in class via In Class Engagement Activities, Presentations, reflections thus attendance is strongly recommended to achieve academic success. As per the Class Operating Procedures, there are no 'make up assignments' or 'credit recovery' options for students who are not present for the assessment unless documentation is provided and approved by faculty in advance.

## Artificial Intelligence (AI) Statement

**SOME USE.** Generative AI tools (like ChatGPT) can only be used where directed in this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

## Exemption Contact

Tanya Pye, Program Coordinator Early Childhood Education

## Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

## Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio

development, PLAR and accreditation with professional associations.

**Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at [freedomofinformation@flemingcollege.ca](mailto:freedomofinformation@flemingcollege.ca) or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.**

## **1. TESTS**

All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing. The mark achieved will be recorded in GradeBook in Desire2Learn.

If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class.)

Make-up arrangements for tests are normally not allowed. However, in the event of documented illness, emergency, or death of an immediate family member, which prohibits the student from writing the test, makeup provisions may be provided. Allowance for make-up arrangements will only be provided if the student communicates to the faculty member prior to the time of the scheduled writing. A message may be left on voice mail or e-mail. Failure to do so may result in a mark of zero being given or a maximum mark of 50%. Rescheduled tests must normally be written within a maximum of three school days from the original scheduled date. The rescheduled test may not be the same as the one written by the rest of the class and may have a different format (e.g. oral or short answer).

If the student writes more than 3 calendar days after the other students have written, the maximum mark that may be obtained is 50%. No rescheduled tests will be allowed after tests have been returned to any students.

When long term illness or other circumstances make it impossible for the student to write the test within the time frame, the situation will be dealt with on an individual basis. If there are repetitive absences in writing tests on the scheduled date, the co-ordinator will be notified.

## **2. LATE POLICIES**

**DUE DATES:** All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor PRIOR to the due date. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided. Make-up arrangements will ONLY be provided if the student communicates their circumstances to the faculty member IN ADVANCE of the scheduled completion time or with valid documentation in the case of an emergency.

Late assignments will be penalized 10% a day for the first 3 days, and then a grade of zero will be entered to the gradebook.

**STUDENT LATENESS:** Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry.

Lateness in general is unacceptable and will be dealt with on an individual basis.

### **3. ATTENDANCE**

For adult learners in post secondary education, we cannot stipulate that attendance is mandatory (except for testing purposes). However, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses focus almost exclusively on demonstrated and skill component practice. Attendance in these classes is therefore highly recommended. If classes/labs are missed, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for catching up on course work when absent. This includes collecting course materials (handouts, assignments, etc.) and catching up on missed classroom work. Individual instructors will provide more specific expectations for attendance early in the semester.

### **4. FINAL GRADES**

Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.

### **5. OTHER**

In an effort to promote optimal engagement, no electronic communication devices (cell phones, personal data assistants, etc.) are permitted in class, with the exception of those approved by Academic Education Services or the professor. Laptops may be utilized for the purposes of note taking only and should not be disruptive. Food or drink is not allowed in labs.

The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.

Students have a responsibility to support academic honesty and integrity. Breaches of academic integrity will normally result in a grade of zero for the assessment component involved. All breaches of academic integrity will be reported to the Registrar, Dean and Program Coordinator.

Students and faculty are expected to interact in a professional and positive manner. This includes: 1) be respectful, 2) set high expectations and standards, 3) demonstrate professionalism, 4) be engaged, 5) stay connected, 6) communicate effectively, and 7) be consistent.

Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building.

Correct spelling and grammar are critical skills. Marks will be deducted for mechanical errors on all assignments.