



A: Division: **Instruction** Date: **27 November 2000**
B: Department/ **Faculty of Child, Family and** New Course Revision
 Program Area: **Community Studies: Early Childhood**
Education
 If Revision, Section(s) Revised: **J**
 Date Last Revised: **6 October 1993**

C: ECED 450 D: Mainstreaming in Early Childhood Education 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 centered approach, which focuses on promoting social interactions among children, will be taken.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture 60 hours Number of Contact Hours: (per semester for each descriptor) 60 total hours Number of Weeks per Semester: 15 weeks	H: Course Prerequisites: ECED 320	
	I: Course Corequisites: Nil	
	J: Course for which this Course is a Prerequisite or Corequisite: ECED 483	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: Block Transfer Credit to UVIC, UCFV, Malaspina College, Requested - Pacific Oaks <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes

A. Knowledge of Mainstreaming in Early Childhood Education Settings

1. Normalization/Inclusion - demonstrates an understanding of the principles of normalization and inclusion.
2. “Least Restrictive Environment” - understands the knowledge base of traditional early childhood education (DAP - Developmentally Appropriate Practice) and early childhood special education (ECSE).
3. Family Centered Approach - demonstrates an understanding of the principles of a family centered approach to care and education, i.e. families are involved as initiators, information providers and primary decision makers.
4. Lifelong learning - recognizes the need for ongoing professional development in the field of mainstreaming.
5. Assessment - identifies dynamic assessments that can be completed in the play setting that make use of parent reports and child demonstrated interests and needs.
6. Cultural Diversity - recognizes that effective curriculum is developmentally and individually appropriate, based on assessments that are free of cultural, language, gender and ability bias.
7. Teamwork - understands the roles and responsibilities of being a member of a transdisciplinary team.

B. Skills in Mainstreaming in Early Childhood Education Settings

1. Practices inclusive principles with children and families;
2. Employs special educational strategies within a developmentally appropriate practice framework;
3. Applies the principles of family centered approaches;
4. Utilizes and programs from dynamic assessment that can be completed in the play setting and that make use of parent reports and child demonstrated interests and needs;
5. Implements culturally diverse programming;
6. Participates as a member of a transdisciplinary team.

C. Attitudes Around Mainstreaming in Early Childhood Education Settings

1. Demonstrates an attitude that incorporates the principles of inclusion;
2. Believes in the “marriage” of developmentally appropriate practice (DAP) and early childhood special education (ECSE) strategies;
3. acknowledges that families are of central importance in children’s lives and works towards building a close relationship between home and the early childhood setting;
4. demonstrates an open attitude to learning from experience and from others, including children, families and co-workers.
5. Believes in programming built from the information obtained in dynamic assessments that can be completed in the play setting and that also make use of parent information;
6. Believes in culturally diverse approach to programming;
7. Demonstrates an openness to work as a team member of a transdisciplinary team.

N: Course Content

1. Mainstreaming in early childhood programs presumes that all children have the right to inclusion in neighbourhood centres which meet the needs of the child and family
2. Early childhood educators learn to understand and explain the history and philosophy of mainstreaming and inclusion in order to advocate effectively for children's rights to be educated and cared for in a normalized environment.
3. Inclusive early childhood programs provide family centered care which encourages families to meet their goals using family supports and networks.
4. Families are involved as the initiators, primary decision makers and information providers in all aspects of screening and assessment of their child.
5. Ongoing training and practice is necessary to develop advanced skills in observing and assessing relevant developmental levels of children. Early childhood educators demonstrate their awareness of the need for ongoing professional development by organizing and attending courses and workshops to enhance their knowledge on all topics relevant to inclusion.
6. Social competence and peer relationships are central features of inclusive programs which aim at helping all children gain the skills they need to make friends.
7. Early childhood educators select dynamic assessment methods which emphasize the child's skills and interests as shown in play and social situations.
8. Assessment and programming are carefully integrated and provide parents and teachers with specific practical information on ways to meet the child's individual needs within group situations. Proposed interventions are based on the child's demonstrated interests and information from the family.
9. Reports are presented in a positive way which emphasizes the child's abilities.
10. To be successful in helping families who are seeking information and support, early childhood educators must understand the limits of their professional roles, and know when and how to refer parents to appropriate community resources.

<p>O: Methods of Instruction</p> <p>Lecture</p>
<p>P: Textbooks and Materials to be Purchased by Students:</p> <p>T.B.A.</p>
<p>Q: Means of Assessment</p> <p>Selection of evaluation and assessment tools for this course will be based on:</p> <ol style="list-style-type: none"> 1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations. 2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research. 3. A developmental approach to evaluation that is sequenced and progressive. 4. Evaluation being used as a teaching and learning tool for both students and instructors. 5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>T.B.A.</p>

(Pat Brown) Course Designer

Education Council/Curriculum Committee
Representative

Dean

Registrar

© Douglas College. All Rights Reserved.