



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: **H, I**
Date Last Revised: **5 January 1998**

C: **ECED 483** **D:** **Demonstration Laboratory:** **E:** **5**
Special Needs Project Practicum

| Subject & Course No. | Descriptive Title | Semester Credits |
|---|--|------------------|
| F: Calendar Description: This laboratory course is a preceptorship or practicum experience, with placement in integrated special needs centres. This course provides opportunities for the development and implementation of comprehensive projects that demonstrate advanced professional knowledge and practice. | | |
| G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Seminar 10 hours Practicum 100hours Unsupervised Prac. 90 hours Number of Contact Hours: (per semester for each descriptor) 200 total hours Number of Weeks per Semester: 5 weeks | H: Course Prerequisites: ECED 401 and ECED 450 (can also be a corequisite) | |
| | I: Course Corequisites: ECED 401 and ECED 450 (can also be a prerequisite) | |
| | J: Course for which this Course is a Prerequisite: Nil | |
| | K: Maximum Class Size: 12 Practicum 24 Preceptorship | |
| L: PLEASE INDICATE: Block Transfer Credit to UVIC, UCFV, Malaspina College <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

1. Learning from experience is a characteristic of exceptional early childhood educators. Learning in a practicum setting provides opportunities to examine assumptions and explore creative modes of inquiry that are not available in classroom settings.
2. Quality practice in inclusive early childhood programs grows out of reflective and interpretive understanding of the connection between research and practice in key developmental areas, such as communication, social competence and peer relationships, play skills and temperament.
3. The family centred care approach drives the individualized program for each child in the early childhood program. Families are involved as the initiators, primary decision makers, and information providers in all aspects of screening, assessment and goal setting regarding their child. This collaborative relationship depends upon effective communication skills, both oral and written; creativity, and flexibility on the part of the early childhood educator.
4. A major priority for early childhood programs is the inclusion of all children. Early childhood educators assess the philosophy and practice of neighbourhood centres in terms of the principles of inclusion, and advocate effectively for children's rights to be educated and cared for in a normalized environment.
5. The effective early childhood educator has positive personal attitudes toward diversity in ethnicity, class, age, race, ability, temperament and culture. A continuing examination of one's developing attitudinal competence is required.
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. The early childhood educator observes and assesses children using dynamic assessment methods which emphasize the child's skills and interests as shown in play and social situations. Regular observation, documentation and information from which the curriculum is planned is shared with the family. These reports are presented in a positive way which emphasizes the child's abilities.
8. The early childhood educator works collaboratively to design, implement and evaluate programming that is integrated. Parents and teachers share practical information on ways to meet the child's individual needs within group situations. Curriculum is based on the child's demonstrated interests, information from the family and support for mutually agreed upon goals.
9. The early childhood educator evaluates best practices for high quality service delivery in inclusive early childhood settings through the use of current developmentally appropriate evaluation tools.
10. The early childhood educator develops opportunities for the centre staff to establish relationships, to resolve conflicts, to share information on children and families, to set goals, to evaluate, and to share resources. Mutual support is given to team members in all aspects of service delivery to children who require extra support and their families.

N: Course Content

O: Methods of Instruction

P: Textbooks and Materials to be Purchased by Students:

T.B.A.

Q: Means of Assessment

Selection of evaluation and assessment tools for this course will be based on:

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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

T.B.A.

Dean

Registrar:

© Douglas College. All Rights Reserved.