UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE:[
COURSE REVISED IMPLEMENTATION DATE:[September 2002
COURSE TO BE REVIEWED:[September 2006
(Four years after implementation date)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: SOCIAL SERVICES & SOCIAL WORK

SSSW 192	HSER 192	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

SUPPORTING SKILL DEVELOPMENT
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course provides an overview of information related to teaching students with special needs in today's classroom, with particular emphasis on the concept of inclusive education. Information presented related to students' learning and behavioural characteristics with an emphasis o the teaching-learning process which greatly influences the quantity and quality of learning.

PREREQUISITES: SSSW 120

COREQUISITES: SSSW 125 or PSYC 250

SYNONYMOUS COURSE(S)
(a) Replaces: HSER 192 *(Course #)*
(b) Cannot take N/A for further credit *(Course #)*

SERVICE COURSE TO:
(Department / Program)
(Department / Program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	25	hrs
Seminar:	20	hrs
Laboratory:		hrs
Field Experience:		hrs
Student Directed Learning:		hrs
Other (Specify):		hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLMENT: 30

EXPECTED FREQUENCY OF COURSE OFFERING: One section per year

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) **YES** _____ **NO** X

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) **YES** **NO**

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: **YES** _____ **NO** X

AUTHORIZATION SIGNATURES:

Course designer(s): Sandy Chinery
Chairperson: *(Curriculum Committee)*
Department Head: Georgina Marsom
Dean: J. Snodgrass
PAC Approval in Principle Date:
PAC Final Approval Date: November 28, 2001

LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:

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

- Understand the professional and para-professional roles in the delivery of service to special needs students.
- Demonstrate an understanding of current service delivery models.
- Demonstrate an ability to effectively implement the basic skills and instructional strategies for working with mainstreamed special needs students.
- Demonstrate a knowledge of the components for adapting or modifying curriculum.
- Identify the characteristics and program requirements of a variety of special needs students.
- Identify, use and develop a variety of teaching and recording aides.

METHODS:

The course will be conducted in lecture/discussion style with exposure to guest speakers, videos, class discussion, and small group activities as indicated.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR YES X NO

METHODS OF OBTAINING PLAR:

All SSSW 1st and 2nd year courses (with the exception of one practicum) are open for PLAR. Follow UCFV and departmental PLAR process.

TEXTBOOKS, REFERENCES, MATERIALS:
[Textbook selection varies by instructor. An example of texts for this course might be:]

Winzer, Margaret (2001). Children with Exceptionalities in Canadian Classrooms. Scarborough: Prentice-Hall.

Course pack prepared by instructor.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]

In order to achieve a grade in this course, students must attend and participate in at least 80% of classes and complete all assignments and course requirements.

Journal	5%
Weekly Assignments	10%
Mid-Term	25%
Portfolio	30%
Exam	30%

A+	= 90 – 100	C+	= 67 – 69
A	= 85 – 89	C	= 63 – 66
A-	= 80 – 84	C-	= 60 – 62
B+	= 77 – 79	P	= 50 – 59
B	= 73 – 76	NC	= 00 – 49
B-	= 70 - 72		

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]

1. Introduction and Expectations
2. Historical Perspective of Special Education
3. Children with Speech and Language Differences
4. Role of Speech Pathologist and Teaching Assistant
5. Children with Disabilities
6. Children with Intellectual Disabilities, Social Implications, Behavioural Consideration
7. Children with Special Health Care Needs, Children with Severe and Multiple Disabilities
8. Children with Pervasive Developmental Disorders, Autism, Sensory Issues, Learning Expectations
9. Mid-Term Exam
10. Children with Neurological Disabilities, Cerebral palsy, Spina Bifida, Epilepsy
11. Children with Behavioural Disorders, Functions of Behaviour, Record Keeping
12. Children with Sensory Impairments, Social and Emotional Development
13. Review and Discussion