

COURSE IMPLEMENTATION DATE: { September-1993 }
 COURSE REVISED IMPLEMENTATION DATE: { Fall, 2001 }
 COURSE TO BE REVIEWED: { Fall 2005 }
 (FOUR (4) YEARS AFTER IMPLEMENTATION DATE) Fall 2005

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:

ECE 242

ECE 442

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COURSE NAME/NUMBER
FORMER COURSE NUMBER
UCFV CREDITS

Practicum: Special Needs

COURSE DESCRIPTIVE TITLE
CALENDAR DESCRIPTION:

This course allows students to work directly with exceptional children in a variety of settings that promote skill acquisition and integration of theory into practice.

PREREQUISITES:

Completion of the ECE Certificate Program or License to Practice from Ministry of Community, Aboriginal and Women's Services

COREQUISITES:

ECE 281 (formerly 481)

SYNONYMOUS COURSE(S)

 (a) Replaces: 481
(Course #)

 (b) Cannot take: _____ for further credit
(Course #)

SERVICE COURSE TO:

(Department / Program)

(Department / Program)

TOTAL HOURS PER TERM: **230**
STRUCTURE OF HOURS:

Lectures: _____ hrs.
 Seminar: 30 hrs.
 Laboratory: _____ hrs.
 Field Experience: 200 hrs.
 Student Directed Learning: _____ hrs.
 Other (Specify): _____ hrs.

Combination of Lecture and Lab Hours: no YES/NO

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: N/A
HOURS PER DAY: N/A

Creating literature props

MAXIMUM ENROLMENT: **14**
EXPECTED FREQUENCY OF COURSE OFFERING: one section once a year
WILL TRANSFER CREDIT BE REQUESTED?: (Lower-level courses only)

 YES _____ NO x
WILL TRANSFER CREDIT BE REQUESTED?: (Upper-level requested by departr

 YES _____ NO x
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

 YES _____ NO x
AUTHORIZATION SIGNATURES:

 Course designer(s): Lou Schroeder

 Chairperson: _____
(type name in this field)
(Curriculum Committee)

 Course reviewed by: _____
(type name in this field)

 Department Head: Christine Puder

 Dean: Jackie Snodgrass

 PAC Approval in Principle: _____
(type date in this field)

 PAC Final Approval: January 31, 2001

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students who are working in settings that include young children with disabilities are expected to demonstrate beginning ability to:

1. Describe an individual child's level of functioning and to program effectively;
2. Use one-to-one interaction as an effective teaching method as well as group activities that enhance inclusion;
3. Be open to models of Early Childhood special education practice which may differ from their usual orientation; possess a willingness to suspend judgement and to explore new methods;
4. Articulate theoretical concepts related to early childhood special education;
5. Relate effectively and sensitively to parents and other professionals in this setting;
6. Focus on educational/developmental goals for children rather than on the diagnosis of pathology;
7. Participate, if possible, as an early childhood educator on a multi-disciplinary team addressing the needs of the child and his/her family.

METHODS:

1. Orientation to practicum
2. Observations of Centres
3. Centre Experience of understanding and applying competencies in practicum booklet
4. Seminar of applied skills

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

METHODS OF OBTAINING PLAR:

Portfolio

TEXTBOOKS, REFERENCES, MATERIALS:

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

Special Needs Practicum Guidelines

REFERENCES:

SUPPLIES / MATERIALS:

ECE 242

COURSE NAME / NUMBER

STUDENT EVALUATION:

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

To support your learning, keep a record of practicum procedures and progress and document your observational visits completion of the following is necessary:

Practicum Journal

Sponsor Teacher Evaluation

Observation sheets and * Recording Scales

Self-Evaluation

Grade is either CR or NC

COURSE CONTENT:

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

Assigned Fraser Valley Practicum Centres

Observations - Your choice of settings

Ratio of Time:

1. Practicum experiences will be arranged in a manner which allows for greatest learning potential for the students.
2. 30 hours of observation in a variety of settings will be an important component of the Practicum experience . . . To be arranged on an individual basis by student. A portion of this time may be spent observing specific behaviours, individual education plans for children at the student's own centre, or an entire program.
3. Seminar time (2 hours per week for 14 weeks + 2 hour exam time) will be the second component of the practicum experience for a total of 30 hours.
4. The remaining 140 hours will be spent in the students' assigned practicum setting. (140 hours over a period of 14 weeks is a quite manageable 10 hours per week). The student is responsible to negotiating a schedule with the practicum sponsor teacher which is mutually convenient.