

COURSE IMPLEMENTATION DATE: September 1993
 COURSE REVISED IMPLEMENTATION DATE: January 2009
 COURSE TO BE REVIEWED: January 2013
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

ECE 242	ECE/CYC	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Practicum: Special Needs		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This practicum will allow students to work directly with children who require extra support, in a variety of settings that promote skill acquisition and integration of theory into practice. Students must be prepared to be available regular daytime work hours for practicum.

PREREQUISITES: Admission to ECE diploma program, ECE 213, and 260 or Permission of the department head

COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 226

STRUCTURE OF HOURS:

Lectures: _____ Hrs
 Seminar: 26 Hrs
 Laboratory: _____ Hrs
 Field experience: 200 Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: 13 weeks
 Hours per day: _____

OTHER:

Maximum enrolment: 16
 Expected frequency of course offerings: annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): Lou Schroeder

Department Head: Christine Puder

Date approved: November 2008

Supporting area consultation (UPACA1)

Date of meeting: November 14, 2008

Curriculum Committee chair: Gwen Clarke

Date approved: December 2008

Dean/Associate VP: Rosetta Kalideen

Date approved: December 10, 2008

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: January 30, 2009

LEARNING OUTCOMES:

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

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

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include orientation to practicum, observation of centres, seminar, field experience, on-line communication

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): Students must demonstrate their practical ability to graduate from UCFV.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Coursepack

SUPPLIES / MATERIALS:

Car to get to practicum site.

STUDENT EVALUATION:

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

- Performance at the practicum site
[measured by the assessment grid in the handbook]:
 - ~ Sponsor teacher evaluation
 - ~ Instructor evaluation based on two visits and weekly communication
 - ~ Self evaluation70%
- Professional portfolio 10%
- 3 site visits 20%
- Total 100% **

** Grade is either CR or NC

COURSE CONTENT:

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

- Practicum experiences will be arranged in a manner which allows for the greatest learning potential for the students;
- Twenty 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 the student. A portion of this time may be spent observing specific behaviours, individual education plans for children, or an entire program.
- Seminar time – used to discuss relevant and contemporary issues surrounding early childhood special needs education