

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: March 2020  
*(six years after UEC 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	Professional Studies / ECE/CYC	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Practicum: Special Needs		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

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

PREREQUISITES: ECE 213, ECE 260, and admission to the Early Childhood Education diploma; or department head's permission.

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: \_\_\_\_\_  
 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): <u>Lou Schroeder</u>	Date approved: <u>November 2013</u>
Department Head: <u>Maple Melder Crozier</u>	Date of meeting: <u>n/a</u>
Campus-Wide Consultation ( CWC)	Date approved: <u>December 13, 2013</u>
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>December 13, 2013</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>March 28, 2014</u>
Undergraduate Education Committee ( UEC) approval	

**LEARNING OUTCOMES:**

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

- Describe an individual child's level of functioning;
- Program effectively for each 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 centers, 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 UFV.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Coursepack

**SUPPLIES / MATERIALS:**

Vehicle to get to practicum site.

**STUDENT EVALUATION:**

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

Sponsor teacher evaluation

Instructor evaluation based on two visits and weekly communication

Self-evaluation

Professional portfolio

Grade is either CR or NCR

**COURSE CONTENT:**

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

- Practicum experiences are arranged in a manner which allows for the greatest learning potential for the students.
- Twenty hours of observation in a variety of settings are an important component of the practicum experience. This will 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 will be used to discuss relevant and contemporary issues surrounding early childhood special needs education.