

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 260
ECE 460
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COURSE NAME/NUMBER
FORMER COURSE NUMBER
UCFV CREDITS
Foundations of Working With Exceptional Children
COURSE DESCRIPTIVE TITLE
CALENDAR DESCRIPTION:

This course allows students to understand practices in early childhood special education, the history of the education and care of exceptional children will be investigated. Definitions of exceptionality will be explored, including giftedness. The intent of this course is to lead the student to a personal philosophical statement of principles and rights of the exceptional child.

PREREQUISITES:
Admission to the ECE Diploma Program
COREQUISITES:
ECE 213formerly 413)
SYNONYMOUS COURSE(S)

(a) Replaces: ECE 460
(Course #)

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

SERVICE COURSE TO:

(Department / Program)

(Department / Program)

TOTAL HOURS PER TERM: 45
STRUCTURE OF HOURS:

Lectures: 30 hrs.
 Seminar: _____ hrs.
 Laboratory: _____ hrs.
 Field Experience: 5 hrs.
 Student Directed Learning: _____ hrs.
 Presentations 10 hrs.

Combination of Lecture and Lab Hours: no YES/NO

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COUR: N/A
HOURS PER DAY: N/A
MAXIMUM ENROLMENT: 36
EXPECTED FREQUENCY OF COURSE OFFERING: 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)

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

(Curriculum Committee)
Department Head: Christine Puder
Dean: Jackie Snodgrass
PAC Approval in Principl _____
(type date in this field)

PAC Final Approva January 31, 2001

ECE 260

COURSE NAME / NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. Examine personal attitudes "Feelings" about people with disabilities
2. Know historical evolution of service delivery
3. Know current program strategies (design and delivery)
4. Identify critical issues
5. Work effectively with parents and families
6. Understand advocacy role and be aware of future trends.

METHODS:

Lectures, exploration of social issues and concerns as presentations and workshops, field experiences, discussions and audio-visual materials.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR

YES x

NO

METHODS OF OBTAINING PLAR:

Portfolios , test, and assignments.

TEXTBOOKS, REFERENCES, MATERIALS:

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

Allen, K. Eileen. (1991) *The Exceptional Child: Mainstreaming in Early Childhood Education*, Albany, New York: Delmar Publishers Inc.

REFERENCES:

(See student course outlines)

SUPPLIES / MATERIALS:

ECE 260

COURSE NAME / NUMBER

STUDENT EVALUATION:

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

Class presentations	25%
Midterm	15%
Laboratory Work	45%
Final Exam	15%
Total	100%

COURSE CONTENT:

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

Self examination of attitudes and feelings about people with disabilities

Historical overview of services and programs for young exceptional children in a Canadian context.

Identification of critical issues in the field of Early Childhood Special education, e.g.. Early intervention, inclusion, multiculturalism, public policy, funding and legislation, etc.

Introduction to the key principles in designing and delivering programs for young children with special needs.

Examination of various strategies for working effectively with the parents and families of young children with special needs.

Development of a professional identity that emphasizes the advocacy and partnership role of the Early Childhood Educator with families and other professional groups.

Projection of future trends impacting on services and programs for exceptional children and their families.

LABORATORY EXPERIMENTS

None.