

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 260	Professional Studies / ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Foundations of Working With Exceptional Children		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is designed to help students understand present 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 students to a personal philosophical statement of principles and rights of the exceptional child.

PREREQUISITES: 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: 45

STRUCTURE OF HOURS:

Lectures: 40 Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: 5 Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 36
 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>
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:

- Demonstrate awareness of their own attitudes and feelings towards children with exceptionalities;
- Identify the contributions of recent research and historical evolution of services and programs for young children with exceptionalities;
- Identify the critical issues confronting professionals working with children with exceptionalities;
- Demonstrate an understanding of contemporary program strategies for working with young children who manifest different forms of exceptionality;
- Articulate a philosophy for the care of the exceptional child as a foundational principle;
- Identify the key ingredients in developing an effective advocacy/ partnership role for exceptional children and their families; and
- Identify community resources available in their caregiving environment.

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

Methods include lecture, class discussion, video, on-line materials, centre visits.

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):

TEXTBOOKS, REFERENCES, MATERIALS:

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

Coursepack

SUPPLIES / MATERIALS:

A vehicle to do 3 center visits

STUDENT EVALUATION:

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

Annotated bibliography of current research and theory	30%
Personal philosophy statement	10%
Review of the provincial framework	30%
Three center visits	30%

COURSE CONTENT:

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

- Self-examination of attitudes and feelings about individuals with exceptionalities
- Historical overview of services and programs for young exceptional children
- Identification of critical issues in the field, including early intervention, inclusion, multiculturalism, public policy, funding, and legislation, etc.
- Key principles in designing and delivering programs for young children with special needs
- Examination of strategies for working effectively with parents and the families of children with special needs
- Considering the need for a professional identity and of future trends