

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 281
ECE 481
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COURSE NAME/NUMBER
FORMER COURSE NUMBER
UCFV CREDITS
Programming for Exceptional Children
COURSE DESCRIPTIVE TITLE
CALENDAR DESCRIPTION:

This course takes a problem solving approach to the programming needs of exceptional children in nursery schools, daycare centres, kindergartens and after-school programs.

PREREQUISITES:
Admission to the ECE Diploma Program, and Completion of ECE 213 and 260
COREQUISITES:
ECE 242formerly 442)
SYNONYMOUS COURSE(S)

(a) Replaces: ECE 442
(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 COURSE: 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)
(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

ECE 281

COURSE NAME / NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

To gain practical experience in programming for Special Needs students in all areas of development:

- 1. Fine motor
- 2. Gross Motor
- 3. Perceptual
- 4. Cognitive
- 5. Social and emotional
- 6. Self Help, and
- 7. Language

METHODS:

Classroom instruction will be comprised of theoretical and practical course work. Theory will be presented through lectures, audio-visual aids, active discussion, both theoretical and practical knowledge and skills will be reinforced by on-site practice, field trips, and individual student inquiry into course content.

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:]

Resources for teaching children with diverse abilities - Deiner
Winzer, *Children with Exceptionalities*

REFERENCES:

See student course outline

SUPPLIES / MATERIALS:

ECE 281

COURSE NAME / NUMBER

STUDENT EVALUATION:

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

Assignments	70%
Resource Binder	10%
Final Exam	20%
Total	100%

COURSE CONTENT:

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

To understand the process of evaluation and how the ECE teacher is involved

To review learning theories and how to apply to task learning

To understand the concept of test analysis and chaining in relationship to teaching a new task. To be able to break a task down into small steps.

To understand how language, play, emotional and social skills overlap and interact.

To understand cognition and how this relates to learning with special needs children.

To look at playgrounds and be able to adapt them for special needs children

To understand what skills are required for learning to read. Different types of approaches and programming skills

To understand the relationship between language and reading.