

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 281	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Programming for Special Needs	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course utilizes 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 ECE 213 and ECE 260
 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: 25 Hrs
 Seminar: _____ Hrs
 Laboratory: 20 Hrs
 Field experience: _____ 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>May 28, 2008</u>
Department Head: <u>Christine Puder</u>	Date of meeting: <u>February 8, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>May 28, 2008</u>
Curriculum Committee chair: <u>Gwen Clarke</u>	Date approved: <u>December 10, 2008</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>January 30, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

- Engage in planning developmentally-appropriate learning experiences for children with exceptionalities in all of the major domains;
- Plan appropriate routines and transitions for the special needs child;
- Articulate the developmental differences of special needs children with the typically developing child;
- Incorporate therapy objectives into the experiences planned for children with exceptionalities;
- Understand and use appropriate teaching approaches, techniques, and strategies with special needs children;
- Plan an individual education plan with goals, objectives, and evaluation;
- Design a responsive and supportive inclusive environment;
- Define policies which ensure the health, safety, and nutrition of children with exceptionalities, in an inclusive setting;
- Define policies that promote and facilitate the transition process for the special needs child moving from the preschool to primary school; and
- Understand how to evaluate an inclusive program.

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

Methods will include lectures, audio-visual materials, active discussion, and on-line materials

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:]

Resources for Educating Young Children with Diverse Abilities: Birth through Twelve by Deiner, Dyck & Hardacre

SUPPLIES / MATERIALS:

Materials for planned experiences within the child's individual education plan

STUDENT EVALUATION:

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

Cognitive IEP	10%
Sensory IEP	10%
Language / Literacy IEP	10%
Socialization IEP	10%
Behavioural IEP	10%
Fine/Gross Motor IEP	10%
Plan for a Inclusive 3 – 5 Centre	15%
Policies for Health, Safety, Nutrition and Transition	25%
Total	100%

COURSE CONTENT:

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

- Task analysis and chaining in relationship to teaching a new task
- Relation of cognitive assessment to the learning needs of the special needs child
- Practical application of language, play, emotional and social skills in planning IEPs for the exceptional child
- Adaptation of environments for the special needs child
- Adaptation of theories and practical applications to the needs of an exceptional child
- Practice the process of program evaluation
- Incorporating language and early literacy into programming for the special needs child