

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

CALENDAR DESCRIPTION:

This course utilizes a solution-focused approach. It addresses programming needs of exceptional children in preschools, daycare centers, kindergartens, and after-school programs.

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: 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: 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): Lou Schroeder

Department Head: Maple Melder Crozier

Date approved: November 2013

Campus-Wide Consultation (CWC)

Date of meeting: n/a

Curriculum Committee chair: Maple Melder Crozier

Date approved: December 13, 2013

Dean/Associate VP: Rosetta Khalideen

Date approved: December 13, 2013

Undergraduate Education Committee (UEC) approval

Date of meeting: March 28, 2014

LEARNING OUTCOMES:

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

- Engage in planning developmentally-appropriate learning experiences for children with exceptionalities in all of the major domains
- Plan appropriate routines and transitions for children with exceptionalities
- Articulate the developmental differences of exceptional children with the typically developing child
- Incorporate therapy objectives into the experiences planned for children with exceptionalities
- Identify and use appropriate teaching approaches, techniques, and strategies for children with exceptionalities
- Plan an individual education plan with goals, objectives, and evaluation
- Design a responsive, supportive, and 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 children with exceptionalities moving from preschool to primary school and
- Demonstrate 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 might be:]*

Deiner, P., (2004). Resources for Educating Young Children with Diverse Abilities. Belmont, CA: Wadsworth Publishing.

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 an inclusive 3 to 5 center	15%
Policies for health, safety, nutrition, and transition	25%

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 children with exceptionalities
- Practical application of language, play, emotional and social skills in planning IEPs for the exceptional child
- Adaptation of environments for the children with exceptionalities
- Adaptation of theories and practical applications to the needs of children with exceptionalities
- Practice the process of program evaluation
- Incorporating language and early literacy into programming for the children with exceptionalities