OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	May 2007
COURSE REVISED IMPLEMENTATION DATE:	September 2011
COURSE TO BE REVIEWED: *(six years after UPAC approval)*	March 2017 *(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

COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
EDUC 412	Professional Studies/Education	3

Introduction to Development and Special Learning Needs
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course reviews the main models and theories associated with learning and development and their implications for understanding the learning needs of children in schools. Relevant issues in child development and educational practice will be reviewed and critiqued regarding their implications on children's physical, cognitive, and socio-emotional development. The model of Universal Design for Learning (UDL) and differentiating instruction to promote access to the curriculum is reviewed. The impact of educational legislation regarding the inclusion of students with special learning needs is discussed. The process of the identification of a child with special needs and working in a collaborative school-based team is reviewed. An overview of the educational, psychological, behavioral, and social needs of students with high incidence special needs, including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders will be reviewed. The course will also address examples of adaptations to support these students in the classroom.

PREREQUISITES: Admission to the Teacher Education Program (TEP)
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:	39	Hrs
Seminar:	6	Hrs
Laboratory:		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: Once per year
(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):	**Dr. Shirley Lister**		
Department Head:	**Awneet Sivia**	Date approved:	**February 2011**
Supporting area consultation (Pre-UPAC)		Date of meeting:	**February 25, 2011**
Curriculum Committee chair:	**Awneet Sivia**	Date approved:	**February 2011**
Dean/Associate VP:	**Dr. Rosetta Khalideen**	Date approved:	**March 18, 2011**
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	**March 25, 2011**

LEARNING OUTCOMES:

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

- Articulate the implications of models and theories associated with learning and development with regards to the development of lesson content and teaching methods for differing grade levels.
- Illustrate how they will be following the Universal Design for Learning Model (UDL) in their planning for teaching.
- Critique possible dilemmas of practice as an inclusive educator in the province of British Columbia and provide examples of decisions of how to teach and how to vary aspects of teaching, e.g pacing.
- Describe the process of the identification of a child with special needs, and the role of a classroom teacher in a collaborative school based team.
- Describe and demonstrate the educational, psychological, behavioral, and social needs of students with learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorder and provide examples of possible adaptations to meet the learning needs of these students.

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

Lectures, seminars, guest speakers, use of: Case studies, oral presentations, role playing, group work

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): This course is connected to and integrated with school practica and other courses in the program. Students cannot audit or challenge this course.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

McDevitt, T., and Ormrod, J.E. (2010). *Child development and education, 4th ed.* USA: Pearson Education Inc.

Wood, C. (2007). *Yardsticks—Children in the classroom: Ages 4-14. USA: Northeast Foundation for Children, Inc.*

Hutchinson, Nancy, N. (2010). *Inclusion of exceptional learners in Canadian schools: A practical handbook for teachers. 3rd ed.* Canada: Pearson Canada

SUPPLIES / MATERIALS:

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

- Class Participation: 10%
  To include attendance and effective participation in class with regards to discussions, small group work, completion of readings, and in-class assignments that may require additional time outside of class to complete.

- Human Developmental Theory Review: Group Mini Project and Presentation: 10%

- 'Educational Psychology in the Classroom' Written Assignment: 40%
  Written paper discussing 'typical' physical, cognitive and socio-emotional characteristics of children in students' practicum classroom, discussion and examples regarding actual developmental levels of children in practicum classroom. Reflection of schools' and classroom's schedules and routines and whether or not they meet the needs of students in the classroom. Discussion of the application and relevance of two human development theories in development and teaching of connected lessons to children in practicum classroom.

- 'Education for All' Written Assignment: 40%
  Written paper discussing how principles of UDL were incorporated in development of lessons and activities for children in practicum classroom. Description of how instructional techniques and expectations were differentiated to meet the needs of all students in practicum classroom. Documentation of specific adaptations made for learners with special needs in practicum classroom.

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

- Review of models and theories associated with child development and their implications for teaching—
- e.g. Developmental systems Theories (Bronfenbrenner), Cognitive Development Theories (Piaget, Kohlberg, etc).
- Philosophical orientations to teaching
- Teaching with an inclusive perspective, perspectives from a global, national, provincial and local level.
- Understanding and Application of the Universal Design for Learning Model, UDL
- Differentiation of Instruction
- Introduction to Individual Education Plans and the process of identifying a child with special needs.
- Working in a collaborative manner with parents and members of a school based team
- Understanding the needs of students with learning disabilities
- Understanding the needs of students with attention deficit hyperactivity disorder (ADHD]
- Understanding the needs of students with autism spectrum disorder
- Understanding the needs of students with fetal alcohol spectrum disorder.