

COURSE IMPLEMENTATION DATE:	October 1990
COURSE REVISED IMPLEMENTATION DATE:	September 2007
COURSE TO BE REVIEWED:	March 2010
(Four years after UPAC final approval date)	(MONTH YEAR)

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 the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	School of Social Work and Human Services	
HSER 192	HSER 192	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Supporting Learner Development	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course provides an overview of information related to teaching students with special needs in today's classroom, with particular emphasis on the concept of inclusive education. Topics such as professional and paraprofessional roles in the classroom, adapting and modifying curriculum, characteristics and program requirements of a variety of special needs students, using and developing a variety of teaching and recording aides, using positive behavior support strategies, using augmentative communication devices, and using task analysis in the classroom, will be explored.

PREREQUISITES: HSER 190
 PRE or COREQUISITES: SOWK 225 or PSYC 250 or EDUC 290, or permission of the Director.

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: HSER 192 (Course #)	Community Support Worker (Department/Program)
(b) Cannot take: EDUC 292 for further credit. (Course #)	Aboriginal Language and Culture Worker (Department/Program)

TOTAL HOURS PER TERM:	45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: N/A
Lectures: 25 Hrs		HOURS PER DAY: N/A
Seminar: 20 Hrs		
Laboratory: Hrs		
Field Experience: Hrs		
Student Directed Learning: Hrs		
Other (Specify): Hrs		

MAXIMUM ENROLLMENT:	30
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Once per year
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Dr. Gloria Wolfson	Chairperson: _____
Department Head: _____ Allan McNeill	Dean: _____ Dr. Wayne Welsh
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: Oct. 27, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. Understand the roles of professionals and para-professionals in the delivery of service to special needs students.
2. Demonstrate the effective use of basic skills and instructional strategies relevant to supporting mainstreamed special needs students.
3. Demonstrate a knowledge of the ways curricula can be modified or adapted.
4. Identify the characteristics and program requirements of a variety of special needs students.
5. Identify, use and develop a variety of teaching and recording aides.
6. Comprehend and apply multiple intelligences theory
7. Discuss and demonstrate Positive Behaviour Support Strategies
8. Practice developing augmentative communication devices and learning adaptations
9. Plan, construct and evaluate a task analysis

METHODS:

The course will be conducted in a lecture/discussion format supplemented by guest speakers and a/v material.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

Examination and portfolio

TEXTBOOKS, REFERENCES, MATERIALS:

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

Winzer, Margret (2001). Children with exceptionalities in Canadian classrooms. Scarborough:Prentice-Hall

Falvey, Mary A., ed. (1995). Inclusive and Heterogeneous Schooling: Assessment, Curriculum and Instruction. Baltimore: Paul H. Publishing.

Hingsburger, Dave (1998). Do? Be? Do? What to teach and how to teach people with developmental disabilities. Richmond Hill: Diverse Press.

Course pack prepared by instructor

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Credit may be withheld from students who miss more than 2 classes

Assignments 30%

Mid-term 25%

Portfolio 20%

Exam 25%

COURSE CONTENT:

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

1. Introduction and Expectations
2. Historical Perspective of Special Education
3. Children with Speech and Language Differences
4. Role of Speech Pathologist and Teaching Assistant
5. Children with Disabilities

6. Children with Intellectual Disabilities, Social Disabilities, Behavioural Consideration
7. Children with Special Health Care Needs, Children with Severe and Multiple Disabilities
8. Children with Pervasive Developmental Disorders, Autism, Sensory Issues, Learning Expectations
9. Mid-Term Exam
10. Children with Neurological Disabilities, Cerebral Palsy, Spinabifida, Epilepsy
11. Children with Multiple Disabilities, Considerations in Programming
12. Children with Behavioural Disorders, Functions of Behaviour, Record Keeping
13. Children with Sensory Impairments, Social and Emotional Development
14. Review and Discussion