

COURSE NAME: ECE212 Special Education

Credit Value: 2
 Total Course Hours: 27
 Prerequisite Course(s): none
 Corequisite Course(s): None

COURSE DESCRIPTION

This course will provide the student with information concerning the varied needs of young children with exceptionalities and how to provide a supportive, appropriate, inclusive environment. Students will become familiar with current trends and issues associated with modification & accommodations of one's learning environment, along with creating flexible strategies for supporting children with special needs in the classroom. A heavy focus will be placed on the view of the child and supporting their strengths and capabilities.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Describe best practices for establishing inclusive environments for children with special needs</p> <p>1.1 Identify current legislation, regulations, standards of practice related to inclusive environments</p> <p>1.2 Compare historical standards to those of current views</p> <p>1.3 Identify special education programs and special education services offered to children with special needs, and their families</p> <p>1.4 Examine the Early Childhood Educators roles and responsibilities in providing an inclusive learning environment</p> <p>2.0 Recognize and understand various forms of special needs within the classroom and how support the individual child's needs</p> <p>2.1 Children with physical needs</p> <p>2.2 Children with cognitive needs</p> <p>2.3 Children with social-emotional needs</p> <p>2.4 Children with learning disabilities</p> <p>2.5 Children with health concerns</p> <p>2.6 Children with mental health needs</p> <p>2.7 Children whose needs are not specified</p> <p>3.0 Identify the developmental progression</p> | <p>along the continuum of development and developmental milestones</p> <p>3.1 Examine how heredity and the environment play a key role in developmental risk</p> <p>3.2 Identify multiple exceptionalities based on physical, cognitive, language, communication, social and emotional factors</p> <p>3.3 Examine assessment tools designed to recognize the specific needs of children: Eg. Nipissing Developmental Screening Tool</p> <p>3.4 Identify programming alternatives and environmental adaptations for children with special needs</p> <p>3.5 Understand the learning differences, learning strengths, and learning difficulties of exceptional children.</p> <p>4.0 Understand the process of early identification and intervention</p> <p>4.1 Examine the means and benefits of early intervention</p> <p>4.2 Define the steps involved in early identification</p> <p>4.3 Identify current services, resources and referral procedures</p> <p>4.4 Examine support strategies for children and</p> |
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families

4.5 Define the role of the family in the process of assessments and special education programming; and communicating effectively with families

5.0 Identify the requirements in designing an inclusive environment in an early learning setting to meet specific developmental needs of individual children.

5.1 Define the role of other professionals and the community in the delivery of special education programs.

5.2 Examine the application of computers and other adaptive and assistive information technology to support the learning needs of children with special needs.

5.3 Identify principles of instructional resources that assist in meeting educational goals

5.4 Display and maintain a positive learning environment

6.0 Consistently demonstrate the ability to meet

course requirements and display

professionalism skills required within the field

6.1 Actively participate in course activities

6.2 Comprehensively complete all tasks assigned in the course, according to the deadlines outlined

6.3 Consistently and punctually attend all classes as scheduled

6.4 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector

6.5 Display the capabilities of safely and competently engaging with young children and their perspective agencies

6.6 Display the ability to work collaboratively and effectively with peer groups and professors

6.7 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

1. design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.
2. establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
3. select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.
4. establish and maintain responsive relationships with individual children, groups of children and families.
5. assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
6. prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
7. identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments.

9. advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.
10. engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignments 45%

Quizzes 20%

Final 35%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required:

Recommended: Textbook: based on Children's Exceptionalities

Additional Resources:

Ministry of Education

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

In class discussion, role play, scenario evaluation

Understanding and practice of assessments geared to children with special needs

Empathizing and understanding those with disabilities

DELIVERY MODE

Lecture and table activities

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops

- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.