

**GRANDE PRAIRIE REGIONAL COLLEGE  
EARLY CHILDHOOD DEVELOPMENT DEPARTMENT**

**COURSE SYLLABUS  
CD2100 INDIVIDUALS WITH EXCEPTIONALITIES**

**DATES:** Fall, 2002 September 4, 2002 to December 11, 2002

**HOURS:** 45

**CREDITS:** 3

**LOCATION:** D208

**CLASS TIMES:** Mondays and Wednesdays 1:00 to 3:30

**INSTRUCTOR:** Jane Friesen, ECD Diploma, B.A., M.D.E.

**OFFICE:** H210

**OFFICE HOURS:** TBA

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**COURSE DESCRIPTION:** Various areas of exceptionality are examined in the course. Resources, developmental inventories, assessment and referral procedures, and individualized programming are covered. Issues relevant to families and the practice of inclusion in early childhood, educational and other community programmes are explored.

**PREREQUISITES:** Eight (8) credits of recognized Child Development courses or consent of department.

**REQUIRED TEXTS:** Winzer, M. (2002). Individuals with exceptionalities. (6th ed.). Toronto: Pearson Education Canada Inc.

A good quality (preferably Canadian) dictionary

**CLASS FORMAT:** Classes will be comprised of lectures, independent and small group tasks, class discussion, field trips and professional development activities.

**COURSE OBJECTIVES:**

1. The learner will demonstrate an awareness of language, physical and attitudinal barriers encountered by individuals with exceptionalities and their families.
2. The learner will demonstrate an understanding of the uses and abuses of labeling.

3. The learner will demonstrate an awareness of major categories of exceptionalities of individuals.
4. The learner will be able to identify the resources for individuals with exceptional needs and abilities, and their families.
5. The learner will demonstrate an understanding of the roles of professionals and programme options for individuals with exceptional needs and abilities.
6. The learner will be introduced to some common assessment and screening instruments.
7. The learner will be able to demonstrate an understanding of the unique needs of families of individuals with exceptional needs and abilities.
8. The learner will demonstrate an ability to develop an Individual Programme Plan for an individual who may be considered to have exceptional needs and abilities.
9. The learner will demonstrate an awareness of programme and environmental implications in serving those with exceptional needs and abilities.

#### **GRADING POLICIES:**

1. The following stanine system is used to determine the final course grade:

<b>9</b>	90% to 100%	<b>4</b>	50% to 56%
<b>8</b>	80% to 89%	<b>3</b>	45% to 49%
<b>7</b>	72% to 79%	<b>2</b>	26% to 44%
<b>6</b>	65% to 71%	<b>1</b>	0% to 25%
<b>5</b>	57% to 64%		

2. Assignments are worth 100% of the student's total grade as follows:

Assignment I	In-Class Assignment	30%
Assignment II	Poster Session	30%
Assignment III	In-Class Assignment	40%

Specific grading criteria for each assignment is supplied in the Course Assignments Package.

3. Due Dates:

Due dates are specified in the course schedule. Assignments must be completed on the due date unless unique circumstances prevent this. Verification of circumstances (e.g. medical note) may be required.

#### 4. Assignment Standards:

The student is required to be familiar with and actively apply the guidelines for assignments as outlined in the ECD Department student manual. Students are expected to submit assignments that are professional in appearance and thorough in content.

#### **CLASS CONDUCT:**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and of the instructor to engage in appropriate adult behaviour that positively supports learning. This includes, but is not limited to, treating others with dignity and being punctual.

#### **COURSE SCHEDULE:**

The following course schedule is tentative and subject to revision:

<b>DATE</b>	<b>TOPIC</b>	<b>READING(S)</b>	<b>ASSIGNMENT</b>
September 4	Overview; Language, Physical and Attitudinal Barriers	Autistic Children Are Breaking Through	
September 9	Inclusion; Labeling; Typical and Atypical Development	Section 1 Overview (pp.1–2) Chapters 1, 2 and 3	
September 11 and 16	Categories of Exceptionality	Chapter 4 (pp. 101- 102, 124-131) Chapter 5 (pp. 136- 148, 161-168) Chapter 6 (pp. 173- 174, 181-191) Section 3 Overview (pp. 215-217) Chapter 7 (pp. 219- 269) Chapter 8 (pp. 275- 291)  Chapter 9 (pp. 321- 323, 333-340) Chapter 10 (pp.	

		386-394) Chapter 11 (pp. 402-414) Chapter 12 (pp. 428-429, 460-461) Chapter 13 (pp. 463-467, 490-491) Chapter 14 (pp. 492-494, 503-517)	
September 16 and 18	Early Intervention; Transitions for Serving Adolescents and Young Adults	Chapter 15 (pp. 523-526, 539-546) Chapter 16 (pp. 555-581)	
October 16 and 21	Funding; Resources; Types of Programmes; Roles and Functions of Professionals	What's Wrong With The Resource Room Anyways?	
October 23	Open		In-Class Assignment I
October 28	Common Assessment Tools	Appendix (skim)	
October 30	Family Impacts; Partnerships with Families	Chapter 15 (pp. 526-539)	
November 25	Family Services Plan; Individual Programme Plan		
November 27	IPP (continued)		
December 2	Open		Poster Sessions
December 4	Environmental and Programme Adjustments		
December 9	Review/Open		
December 11	In-Class Assignment II		In-Class Assignment II