

6GRANDE PRAIRIE REGIONAL COLLEGE

**COURSE SYLLABUS
CD2100 INDIVIDUALS WITH EXCEPTIONALITIES**

DATES: Fall, 2003 September 3, 2003 to December 17, 2003

HOURS: 45

CREDITS: 3

LOCATION: TBA

CLASS TIMES: Monday and Wednesdays 8:30 am to 9:50 am

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: CD1130 or consent of department.

REQUIRED RESOURCES: Course pack
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 identify 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 demonstrate an understanding of the unique qualities, needs and concerns 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 AND ASSIGNMENTS:

1. The following alpha grade 4 point is used to determine the final course grade:

A+	4.0	90 – 100%
A	4.0	85 – 89%
A-	3.7	80 – 84%
B+	3.3	76 – 79%
B	3.0	73 – 75%
B-	2.7	70 – 72%
C+	2.3	67 – 69%
C	2.0	64 – 66%
C-	1.7	60 – 63%
D+	1.3	55 – 59%
D	1.0	50 – 54%
F	0.0	0 – 49%

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

Assignment I	Annotated Resource	10%
Assignment II	In-Class Assignment	25%
Assignment III	Poster Presentation	30%
Assignment IV	In-Class Assignment	25%
Attendance		10%

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 which 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:

DATE	TOPIC	READING(S)	ASSIGNMENT
September 3	Course Overview	Label Jars...Not People	
September 8	Language, Physical and Attitudinal Barriers	Identification of Possible High-Risk Children	
September 10	Inclusion; Labelling;		Assignment I due
September 15	Typical and Atypical Development; Categories of Exceptionality	What Early Childhood Educators and Caregivers Need to Know About Fetal Alcohol Syndrome; Definitions of Pervasive Developmental Disorders; Autistic Children are Breaking Through;	

		Some Common Characteristics of Gifted, Creative and Talented Children; Responding to Child Abuse: A Handbook	
September 17	Categories of Exceptionality (con't)		
September 22	Categories of Exceptionality (con't)		
September 24	Categories of Exceptionality (con't)		
September 29	Open		Assignment II: In-Class Assignment
October 1	Funding; Resources		
October 6	Open		Poster Sessions
October 8	Open		Poster Sessions
October 15	Types of Programmes; Roles and Functions of Professionals	What's Wrong with the Resource Room, Anyway?; Research Notes: Resource Rooms	
October 22	Field Trip to Crystal Park School		
October 27	Common Assessment Tools;		
October 29	Open		Poster Sessions
November 3	Family Impacts	Family Functions Should Latimer Go Free?; Welcome to Holland	
November 5	Partnerships with Families		
November 10	Individual Programme Plan IPP	Individualized Program Plans: Programming for Students with	

		Special Needs	
November 12	IPP (con't);		
November 17	IPP (con't);		
November 19			Poster Sessions
November 24			Poster Sessions
November 26	Family Services Plan		
December 1	Open		
December 3	Environmental and Programme Adjustments	Classroom Modifications; Adaptive Equipment; Can I Play Too?	
December 8	Environmental and Programme Adjustments		
December 10	Environmental and Programme Adjustments (con't)		
December 15	Review/Open		
December 17	In-Class Assignment II		Assignment IV: In-Class Assignment