

DIVISION OF APPLIED ARTS
School of Health, Education & Human Services
Early Childhood Development Program
Fall 2011



COURSE OUTLINE

ECD 222
EXCEPTIONAL INDIVIDUALS

45 HOURS
3 CREDIT COURSE

APPROVED BY: _____
Dr. Deborah Bartlette, Dean

DATE: _____

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Course Outline revised July 2011.

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ECD 222, EXCEPTIONAL INDIVIDUALS

INSTRUCTOR:	Jan Wood
OFFICE HOURS:	By Appointment
OFFICE LOCATION:	Upon Request
HE&HS PHONE:	668-8781 or 668-8845
HE&HS E-MAIL:	hehs@yukoncollege.yk.ca
FAX:	668-8805

COURSE OFFERING

DAYS & TIMES: September 7th to December 14th, 2011
When: Wednesday Evenings
Time: 6:30 to 9:30 pm
Classroom: A2103

COURSE DESCRIPTION

Students consider the exceptional child, first with respect to his/her basic needs as an individual and, second, as the exceptionality influences his/her development and behaviour. Exceptionality is considered with the context of the entire family constellation and attention is focused on the most enabling environment in which the individual's personal and educational needs can be met. This course is an introduction to exceptionality and is not intended to train specialists in the field.

PREREQUISITES: Completion of first year of ECD Program.

LEARNING OUTCOMES:

1. Upon successful completion of the course, the student will be able to define exceptional children.

2. Upon successful completion of the course, the student will have an increased awareness of personal and societal attitudes towards exceptional individuals and the attitudes and implications of these.
3. Upon successful completion of the course, the student will have an increased awareness of issues concerning exceptional individuals.
4. Upon successful completion of the course, the student will have developed a relationship with an exceptional child.
5. Upon successful completion of the course, the student will have observed and recorded the skills and behaviours of an exceptional child, focusing on his/her achievements.
6. Upon successful completion of the course, the student will have planned, implemented, and evaluated play experiences for a child in consultation with a supervisor.
7. Upon successful completion of the course, the student will be able to demonstrate an understanding of the impact of exceptionality within a family.
8. Upon successful completion of the course, the student will recognize the need for early identification and intervention.
9. Upon successful completion of the course, the student will show skill in acquiring information concerning a type of exceptionality.
10. Upon successful completion of the course, the student will know what constitutes the most enabling environment for the care and education of the exceptional individual and be aware of the historical origins of services.
11. Upon successful completion of the course, the student will be familiar with various facets of an integrated preschool setting.
12. Upon successful completion of the course, the student will be able to identify how the needs of an exceptional child are being met, considering first the child's basic needs and, secondary, those associated with the type of exceptionality.

13. Upon successful completion of the course, the student will demonstrate an ability to locate and describe the services of a community agency relevant to exceptional individuals.
14. Upon successful completion of the course, the student will have assessed personal strengths and weaknesses in relation to work with exceptional individuals, and define personal goals related to acquiring further training.

DELIVERY METHODS/FORMAT

This 45-hour course will be delivered in the classroom setting by the instructor. The presentation of information will be primarily delivered by the instructor, and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and student's individual assignments.

COURSE REQUIREMENTS AND EVALUATION

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor. Therefore, attendance and appropriate participation is essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. The students own personal experience and thoughts will provide much of the material for discussion. Therefore it is expected that students are prepared for classes by having completed the requiring readings, assignments and other assigned work. The emphasis will be placed on learning by doing, and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Attendance is mandatory. A student may be dismissed from a course or program if more than ten percent (10%) of the scheduled contact hours are missed in any one course." Therefore the maximum absence time acceptable for this 45-hour course equates to 4.5 total hours.

It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected and if a class should be missed, the student will communicate with their instructor ahead of time and at least upon their return to class.

Note: If a student becomes absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and if undertaken, will be accompanied with an assignment contract.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Please note that **ALL** assignments must be completed in a satisfactory manner (over 50% grade) to receive a passing grade for the course.

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Observing A Child with Exceptionality	25 %
Assignment #2	Learning About a Specific Disability	25 %
Assignment #3	Summary Review	25 %
Assignment #4	Participation in Virtual Classroom Chat	15 %
Assignment #5	Sign Language	10 %

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress.

ALL assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late. Remember that a passing grade must be achieved on all assignments. Therefore if an assignment is handed in more than 10 days late, it will result in a failing grade for the course.

After grading an assignment, the instructor may at his/her discretion ask a student to re-write an assignment if additional improvement is required.

Please see additional comments about assignments in the assignment package.

Evaluation

Credit will be based on level of participation in the classes, attendance, quality of effort and work seen in assignments, and demonstrated understanding of the course learning outcomes.

The final mark for this course will be at the discretion of the instructor and will be based on all components of this course.

Students will have the opportunity to formally evaluate the course and instructor at midterm and at the end of the course.

Plagiarism

Plagiarism involves representing the words of someone else as your own, without citing the source from which the material is taken. If the words of others are directly quoted or paraphrased, they must be documented according to standard procedures (APA). The resubmission of a paper for which you have previously received credit is considered a form of plagiarism.

Plagiarism is academic dishonesty, a serious academic offence, and will result in you receiving a mark of zero (F) on the assignment or the course. In certain cases, it can also result in dismissal from the college. And do not underestimate the impact such a situation will have on your reputation.

STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

REQUIRED TEXTBOOKS/MATERIALS

Allen, K.; Paasche, Carol L.; Langford, Rachel; and Nolan, Karen. (2011). Inclusion in Early Childhood Programs: Children With Exceptionalities (5th Canadian ed.) Toronto, Ontario: Nelson Education Ltd.

Revised SYLLABUS: September 2011

“Individuals with Exceptionalities”

Please allow flexibility with the syllabus to accommodate the availability of guest speakers.

Date	Topic
Class #1 September 7 th .	Introductions, guidelines, review of course, web site and assignments and overview of exceptional individuals
Class #2 September 14 th .	History and Attitudes towards individuals with exceptionalities
Class # 3 September 21 st .	Observing, reporting, assessments and individual education/program plans
Class # 4 September 28 th .	Managing challenging behaviour in the classroom and childcare setting
Class # 5 October 5 th .	Managing challenging behaviour continued and Learning Disabilities
Class # 6 October 12 th .	Children at Risk, Early Intervention and The Child Development Centre
Class # 7 October 19 th .	Parents and siblings with children with Exceptionalities
Class # 8 October 26 th .	Parents and siblings with children with Exceptionalities continued
Class # 9 November 2 rd .	Health Issues, Brain Injuries and Individuals with Orthopaedic Issues
Class # 10 November 9 th .	Speech and Language Development (guest speaker) Hearing and Visually Impaired
Class # 11 November 16 th .	Guest Speaker: TBA: Be prepared to ask questions
Class # 12 November 23 th .	Segregation, integration, inclusion, play programming for kids with exceptionalities
Class # 13 November 30 th .	<i>Guest Speaker:</i> TBA: Be prepared to ask questions
Class # 14 December 7 th .	People with intellectual disabilities, gifted children
Class # 15 December 14 th .	Celebrating your Gifts, Self Care, Summary of Course and Final Evaluation