

**GRANDE PRAIRIE REGIONAL COLLEGE**

**COURSE SYLLABUS  
HS2100 INDIVIDUALS WITH EXCEPTIONALITIES**

**DATES:** Fall, 2004 September 6, 2004 to December 15, 2004

**HOURS:** 45

**CREDITS:** 3

**LOCATION:** H135

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

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

**OFFICE:** H210

**OFFICE HOURS:** TBA

**PHONE/E-MAIL:** 539-2041 (office)/ friesen@gprc.ab.ca

**COURSE DESCRIPTION:** Various areas of exceptionality are examined in the course. Resources, 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:** HS1130 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 understanding of the roles of professionals and programme options and identify resources for individuals with exceptional needs and abilities.
4. The learner will demonstrate an understanding of the unique qualities, needs and concerns of families of individuals with exceptional needs and abilities.
5. The learner will demonstrate an awareness of major categories of exceptionalities of individuals.
6. 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.

### **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	In-Class Assignment	30%
Assignment II	Poster Presentation	30%
Assignment III	In-Class Assignment	30%
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:

<b>DATE</b>	<b>TOPIC</b>	<b>READING(S)</b>	<b>ASSIGNMENT</b>
September 6	Course Overview		
September 8	Language, Physical and Attitudinal Barriers; Poster Presentation on Autism	Autistic Children are Breaking Through; Life Beyond the Label	
September 13	Inclusion; Labelling;	Integration and Inclusion; Key Terms: Alliance for Inclusive Education; Research Notes: Resource Rooms What's Wrong with the Resource Room, Anyway?	
September 15	Helen Moore – FASD Presentation	Not Worth the Risk: Fetal Alcohol Spectrum Disorder	
September 20	Types of Programmes;		

	Roles and Functions of Professionals		
September 22	Roles and Functions of Professionals (con't); Funding; Resources		Poster Sessions
September 27	Family Impacts;	Should Latimer Go Free? Cruel & Unusual: The Law and Latimer Family Functions	
September 29	Family Impacts (con't) ; Partnerships with Families		
October 4	Field Trip to Crystal Park School		
October 6			Assignment I: In-Class Assignment
October 8	Typical and Atypical Development		
October 13			Poster Sessions
October 18			Poster Sessions
October 20	Categories of Exceptionality	Will I Grow Out of It?: Milestones and Warning Signs for Speech and Language Development; When are Speech Sounds Learned?; Some Common Characteristics of Gifted, Creative and Talented Children; Sensory -Motor Preference Checklist for Adults; Responding to Child	

		Abuse: A Handbook; Abuse of Persons with Disabilities	
October 25	Categories of Exceptionality (con't)		
October 27	Categories of Exceptionality (con't)		
November 1	Categories of Exceptionality (con't)		
November 3			Poster Sessions
November 8	Individual Programme Plan	Individualized Program Plans: Programming for Students with Special Needs (skim only)	
November 10	IPP (con't)		
November 15	IPP (con't)		
November 17			Poster Sessions
November 22			Poster Sessions
November 24	Family Services Plan		
December 1			Poster Sessions
December 6			Poster Sessions
December 8	Review/Open		
December 13			Assignment III: In- Class Assignment
December 15	Review/Open		