



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – FALL 2020

TA 2100 A2 Individuals with Exceptionalities –

3(5.5-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: Valerie Ostara **PHONE:** 780 539-2041
OFFICE: H203 **E-MAIL:** vostara@gprc.ab.ca
OFFICE HOURS: Email to schedule an appointment (via Zoom or phone)

FALL 2020 DELIVERY: Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca

CALENDAR DESCRIPTION: This course is an introduction to the characteristics of school-age exceptional learners and their education. Emphasis will be placed on the Educational Assistant's role in supporting the student with an exceptionality within the classroom. Specifically, the following exceptionalities will be covered: learning disabilities, attention deficit hyperactivity disorder, emotional or behavioral disorders, communication disorders, auditory and visual impairments, low-incidence, multiple and severe disabilities, physical disabilities, and giftedness.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Margret Winzer, Children With Exceptionalities in Canadian Classrooms, 8th Ed. Toronto: Pearson / Prentice Hall.

DELIVERY MODE(S): Classes will be comprised of lecture, independent and small group tasks and class discussions.

COURSE OBJECTIVES: The course introduces students to:

- the historical background of society’s treatment of individuals with exceptionalities.
- the etiology of a variety of exceptionalities and disabling conditions.
- signs and symptoms of various exceptionalities.
- best practices when supporting children with exceptionalities in the classroom.
- familial issues when a child presents with an exceptionality.

LEARNING OUTCOMES: Upon completion of the course learners will be able to:

- Describe the language, physical and attitudinal barriers encountered by individuals with exceptionalities and their families.
- Compare and contrast the uses and abuses of labeling individuals with exceptionalities.
- Describe the roles of professionals supporting individuals with exceptionalities.
- Identify resources and program options for individuals who require additional supports.
- Identify the unique qualities, needs and concerns of families of individuals with exceptional needs and abilities.
- Describe the major categories of exceptionalities of individuals.

GRADING CRITERIA: A minimum grade of C- is required to pass this course.

EVALUATIONS:

In Class Assignments	15%
Participation	10%
Research Project	25%
Quiz 1	25%
Quiz 2	25%

Assignments are to be submitted by midnight on the due date unless otherwise indicated by your instructor.

- 1) Any assignment turned in and considered not to be your own work will result in the assignment being graded "0" and no opportunity to make up the assignment or missed points.
- 2) All assignments must be completed in order to pass this course.
- 3) Keep an electronic copy of all assignments.

Grande Prairie Regional College uses the **ALPHA** grading system. This system is described in the table below.

Alpha Grade	4-point Equivalence	Percentage
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
F	0.0	0-59

TRANSFERABILITY: Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

STUDENT RESPONSIBILITIES:

College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the GPRC College calendar regarding rights and responsibilities, online or on pages 45-47 in the physical calendar.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE

Please NOTE that this schedule is tentative and subject to change

Date	Topic	Notes
Sept. 3	Welcome to TA 2100: Course Outline, text, schedule, assignments, etc.	Chapter 1: Introduction to Children Who Are Exceptional
Sept. 8	Intro to Exceptionalities, Historical Overview	
Sept. 10	People First Language	
Sept. 15	Sterilization of Leilani Muir	Chapter 2: Issues and Trends in Canadian Special Education
Sept. 17	Inclusion	
Sept. 22	“	
Sept. 24	Etiology and Risk Factors	Chapter 3: Risk Factors and Children at Risk
Sept. 29	“ “	
Oct. 1	Family/Mild Communication Disorders	Chapter 4: Children with Speech and Language Differences
Oct. 6	“ “ “ “	
Oct. 8	Learning Disabilities	Chapter 5: Children With Learning Disabilities
Oct 12-16	Fall Break	No Classes

Oct. 20	Guest Speaker: Laura Gerow-Burrin, Inclusion Alberta	
Oct. 22	Learning Disabilities (Richard Lavoie video)	Chapter 6: Children with Intellectual Disabilities
Oct. 27	Intellectual Disabilities	
Oct. 29	Quiz	MID TERM QUIZ
Nov. 3	Behaviour	
Nov. 5	Behaviour/ADHD	
Nov. 10	Gifted	Research projects due
Nov. 12	Children with Sensory Impairments: Hearing	
Nov. 17	Children with Sensory Impairments: Visual	
Nov. 19	Presentations	
Nov. 24	Presentations	
Nov. 26	Children who have Special Health Care Needs	
Dec. 1	Pervasive Developmental Disorders	
Dec. 3	Children with Severe and Multiple Disabilities	
Dec. 8	Review	
Dec. 10	Final Quiz	Final Quiz