

**APPLIED ARTS DIVISION
ELCC 222
3 Credit Course
Fall, 2018**



COURSE OUTLINE

ELCC 222

EXCEPTIONAL CHILDREN

45 HOURS

3 CREDIT COURSE

PREPARED BY: Brooke Alsbury

DATE: June 2018

APPROVED BY: Andrew Richardson, Dean

DATE: June 2018

APPROVED BY ACADEMIC COUNCIL:

RENEWED BY ACADEMIC COUNCIL:



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EXCEPTIONAL CHILDREN

INSTRUCTOR:	OFFICE HOURS: Upon request
OFFICE LOCATION: None	CLASSROOM: TBA
E-MAIL:	TIME: 6:30 - 9:30pm
TELEPHONE:	DATE: September 6 - December 6; Wednesdays

COURSE DESCRIPTION

Students consider the exceptional child, first with respect to the child's basic needs as an individual and, second, as the exceptionality influences his/her development and behaviour. Exceptionality is considered within the context of the family. Attention is focused on the most inclusive environment in which the child'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 ELCC Program or permission of the instructor.

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Learning and Child Care Development courses.

LEARNING OUTCOMES

Upon successful completion of the course students will be able to:

- Demonstrate an awareness of personal and Northern societal attitudes towards and issues concerning exceptional children

- Describe the possible developmental, behavioural, and health-related challenges experienced by children with exceptionalities
- Recognize the need for early identification and intervention
- Know what constitutes the most inclusive environment for the care and education of children with exceptionalities
- Demonstrate practical knowledge of a child with an exceptionality, learned through observation and interaction, focusing on the child's strengths and achievements
- Describe the impact of exceptionality within a family.

COURSE FORMAT

This 45-hour course will be delivered in the classroom setting or via web-conferencing or a blend of web-conferencing and Learning Management System. The presentation of information will be delivered primarily by the instructor and occasionally by guest speaker.

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

ASSESSMENTS

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 are essential.

Attendance is mandatory. Because experiential exercises and other activities are such an important component, success in the course is dependent on a high level of participation. If you miss classes or experimental activities you may be asked to withdraw or you may not be allowed to return to class.

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. Students' 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 required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." 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. If a class should be missed, the student will communicate with their instructor ahead of time.

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 by 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.

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. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

ALL assignments are expected to be submitted punctually. **Five percent will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

EVALUATION

Assignment	Assignment Name	Grade	Due Date
Assignment #1 Part 1	Observing a Child with an Exceptionality (Part 1)	10%	Class 4
Assignment #1 Part 2	Observing a Child with an Exceptionality (Part 2)	20%	Class 12
Assignment #1 Part 3	Observing a Child with an Exceptionality (Part 3)	5%	Class 12
Assignment #2	Early Identification, Intervention and Inclusion	10%	Class 9
Assignment #3	Book/Movie Review or Study of Famous Person	10%	Class 10
Assignment #4	Research Paper on Specific Disability	25%	Class 11
Assignment #5	Participation in Class Assignments	20%	Class 14

REQUIRED TEXTBOOKS AND MATERIALS

Allen, K.; Paasche, C.L.; Langford, R.; and Nolan, Karen. (2011). *Inclusion in Early Childhood Programs: Children With Exceptionalities* (6th Ed.) Toronto, Ontario: Nelson Education Ltd.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/

Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukoncollege.yk.ca.

TOPIC OUTLINE

CLASS	TOPIC
Class #1	<ul style="list-style-type: none"> • Introductions, guidelines, review of course outline and assignments • Overview of children with exceptionalities
Class #2	<ul style="list-style-type: none"> • History and Attitudes towards children with exceptionalities
Class # 3	<ul style="list-style-type: none"> • Observation, assessments, documentation and Individual Education/Program Plans
Class # 4	<ul style="list-style-type: none"> • Managing challenging behaviour in the classroom and childcare setting
Class # 5	<ul style="list-style-type: none"> • Managing challenging behaviour in the classroom and childcare settings
Class # 6	<ul style="list-style-type: none"> • Children at Risk, Early Intervention and Local Resources • Emotional Literacy
Class # 7	<ul style="list-style-type: none"> • Parents and siblings with children with exceptionalities
Class # 8	<ul style="list-style-type: none"> • Parents and siblings with children with exceptionalities
Class # 9	<ul style="list-style-type: none"> • Health Issues, Obesity and Brain Injuries
Class # 10	<ul style="list-style-type: none"> • Guest speaker: Speech and Language Pathologist • Hearing and Visually Impairments
Class # 11	<ul style="list-style-type: none"> • Segregation, integration, inclusion and play for kids with exceptionalities
Class # 12	<ul style="list-style-type: none"> • Guest Speaker from Autism Yukon • Intellectual Disabilities
Class # 13	<ul style="list-style-type: none"> • Guest Speaker: Learning Disabilities Yukon • Mobility issues • Gifted children

Class # 14	<ul style="list-style-type: none">• Celebrating your Gifts• Self-Care• Summary of Course and Final Evaluation
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