



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2017

Course Code: PSYCH 213R

Course Title: EXCEPTIONAL CHILDREN

Class Times/Location: Wednesdays September 13-October 4, 2017

Friday October 13, 2017

Wednesdays October 18-November 29, 2017

6:30-9:20 REN 1918

Instructor: Virginia Nusca, Ph.D., C.Psych.

Office Phone: 519.570.0003 ext. 4536

Office Hours: by appointment or before/after class

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Course Description

Exceptional Children is an introduction to current practice in understanding and addressing the needs of students who are identified as exceptional learners, that is, students who receive special education services. The course will discuss important physical, cognitive, academic, behavioural, social, and emotional factors associated with a range of exceptionalities as well as evidence-based practices to address the needs of exceptional learners. A particular emphasis will be given to how special education needs

are identified and responded to within the context of the Ontario educational system.

The course integrates a variety of texts, Waterloo Learn modules, and in-class discussions/activities. Students can access important course content and concepts using text and Waterloo Learn resources. In class, important concepts will be reviewed, but the emphasis of each class will be on applying course concepts to graded group activities (e.g., to case studies). In addition, reflective questions will be used to help students critically assess and apply course concepts. Students are encouraged to bring a laptop/tablet/mobile to class so that they can work on graded group activities and refer to online resources as needed.

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Describe the theoretical, research-based, and diagnostic features associated with a range of exceptionalities
 - Understand how exceptional learners are identified in Ontario
 - Understand how exceptionalities affect individuals across the life span
- B. Describe evidence-based practices that address the needs of exceptional learners
 - Identify instructional, environmental, and assessment strategies
 - Use a variety of Ministry of Education and other resources to determine appropriate strategies
- C. Apply knowledge of exceptional learners and accompanying strategies to case studies
 - Apply Universal Design for Learning (UDL) to meet the diverse needs of different exceptionalities within a regular classroom setting
- D. Appreciate the social and educational barriers faced by exceptional learners
 - Critically evaluate educational practices, e.g., inclusion

Required Text

- Hallahan, D. P., Kauffman, J. M., McIntyre, L. J., & Mykota, D. (2010). Exceptional Learners: An Introduction to Special Education – Canadian Edition. Toronto, ON: Pearson Canada.
- Waterloo Learn Modules for Psych 213R

Supplemental Reading

- Effective Educational Practices for Students with Autism Spectrum Disorders: A Resource Guide (2007) Ontario Ministry of Education. www.edu.gov.on.ca.
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2011). Ontario Ministry of Education. www.edu.gov.on.ca. Chapter 4.
- Supporting Minds (2013). Ontario Ministry of Education. www.edu.gov.on.ca.
- Program/Policy Memorandum No. 8. Identification of and Program Planning for Students with Learning Disabilities. (2014). Ontario Ministry of Education. <http://edu.gov.on.ca/extra/eng/ppm/ppm8.pdf>
- Empower Reading (2006). The Hospital for Sick Children.
- Barnes, M.A. & Wade-Woolley, L. (2007). Where there's a will there are ways to close the achievement gap for children with learning difficulties. *Orbit*, 37(1), 9-13.
- Universal Design for Learning Guidelines (2011). CAST.

Suggested Resources

- Special Education: A Guide for Educators (2001). Ontario Ministry of Education. www.edu.gov.on.ca.
- The Individual Education Plan: A Resource Guide (2004). Ontario Ministry of Education. www.edu.gov.on.ca

Course Requirements and Assessment

Consult LEARN for more details

<u>Assessment</u>	<u>Date of Evaluation (if known)</u>	<u>Weighting</u>
Class Group Activity Assignments (7x5 marks each)	Weeks 1, 2, 3, 5, 7, 9, 10, 11	35%

<u>Assessment</u>	<u>Date of Evaluation (if known)</u>	<u>Weighting</u>
Test One	October 4, 2017	15%
Test Two	November 1, 2017	25%
Test Three	November 29, 2017	25%
Total		100%
Notes on the various assessments		

Class Group Activity Assignments

The class will be organized into 8 groups of up to 5 students in each group. There are 8 class group activities, but only the 7 highest grades will be used to calculate the final assignment grade for each student. Class group activities will be handed out during class time, and time will be allocated to discuss and work on the activity during class time. Each group will submit ONE group submission using the LEARN dropbox no later than midnight two days after the class. Although there is only one submission per group, grades will be assigned individually; individual group member grades may vary depending on the degree and quality of individual contributions. The rubric for each group activity assignment is below:

- attendance during group activity (1 mark)
- evidence of participation during group activity and submission (1 mark)
- submission fully addresses all components of the activity (1 mark)
- submission refers to course concepts in a meaningful ways, and contains only relevant information (1mark)
- bonus for exceptional submissions, e.g. comprehensive thoughtful , critical consideration of the topic (1 mark)

Tests One, Two, and Three

Multiple choice tests with questions based on the Hallahan et. al. text. Test One will be based on information covered between September 13 and September 27, 2017. Test Two will be based on information covered between October 4 and October 25, 2017. Test Three will be based on information covered between November 1 and November 22, 2017.

Course Outline

Week	Date	Topic	Assessment	Required Readings
1	Sep 13	Introduction to Exceptional Learners; Instructional Approaches	Group Activity Due Sep 15	Hallahan et. al., Ch. 1 & 2, Modules 1 & 2 Learning for All, Ch. 4
2	Sep 20	Intellectual Disabilities	Group Activity Due Sep 22	Hallahan et. al., Ch. 5, Module 3
3	Sep 27	Learning Disabilities	Group Activity Due Sep 29	Hallahan et. al., Ch.6, Modules 4 &5
4	Oct 4	Attention Deficit Hyperactivity Disorder	Test One	Hallahan et. al., Ch. 7, Module 6
5	Oct 13	Emotional and Behavioural Disorders	Group Activity Due Oct 15	Hallahan et. al., Ch. 8, Module 7, Supporting Minds
6	Oct 18	Communication Disorders		Hallahan et.al., Ch. 9, Module 8
7	Oct 25	Deaf and Hard of Hearing	Group Activity Due Oct 27	Hallahan et. al., Ch. 10, Module 9
8	Nov 1	Autism Spectrum Disorder	Test Two	Hallahan et. al, Ch. 12, Module 10, Effective Practices for Students with Autism Spectrum Disorders
9	Nov 8	Blind and Low Vision	Group Activity Due Nov 10	Hallahan et. al., Ch. 11, Module 11
10	Nov 15	Physical Disabilities, Other Health Problems	Group Activity Due Nov 17	Hallahan et. al., Ch. 14 & 15, Module 12
11	Nov 22	Special Gifts and Talents	Group Activity Due Nov 24	Hallahan et. al., Ch. 15, Module 12
12	Nov 29	Week 12 topics	Test Three	

Late Work

Dr. Nusca will address requests for extensions on a case-by-case basis. Please discuss such requests PRIOR to the assessment deadline.

Electronic Device Policy

Electronic devices are allowed in class, provided they do not disturb teaching or learning.

Attendance Policy

Please bring laptops/tablets/mobiles to class so that online resources can be accessed to support discussions and in-class activities.

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See

http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo):

<http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online

repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Interim Harassment and Discrimination Officer at megan.collings-moore@uwaterloo.ca (519-884-4404, ext. 28604).