

# Course Schedule

**IMPORTANT: ALL TIMES EASTERN-** Please see the [University Policies](#) section of your Syllabus for details

Week	Module	Readings and Other Assigned Material	Activities and Assignments
1	<a href="#">Introduction to Special Education and Exceptionalities</a>	Ch. 1 Exceptionality and Special Education	<a href="#">Introduce Yourself</a>
2	<a href="#">Instructional Approaches</a>	Ch. 2 Current Trends & Issues	
3	<a href="#">Intellectual Disabilities</a>	Ch. 5 Learners with Intellectual Disabilities Bennett & Gallagher (2012)	
4	<a href="#">Learning Disabilities Part 1</a>	Ch. 6 Learners with Learning Disabilities Ontario Ministry of Education (2014)	<a href="#">Quiz One</a>
5	<a href="#">Learning Disabilities Part 2</a>		
<b>Fall Break - Study Days (Tuesday, October 9, 2018 and Wednesday, October 10, 2018)</b>			
6	<a href="#">Attention Deficit Hyperactivity Disorder</a>	Ch. 7 Learners with Attention Deficit Hyperactivity Disorder	
7	<a href="#">Emotional and Behavioural Exceptionalities</a>	Ch. 8 Learners with Emotional or Behavioural Disorders	<a href="#">Assignment One</a>
8	<a href="#">Communication Disorders</a>	Ch. 9 Learners with Communication Disorders	
9	<a href="#">Deaf or Hard of Hearing</a>	Ch. 10 Learners who are Deaf or Hard of Hearing Ch. 4 Parents & Families	<a href="#">Quiz Two</a>
10	<a href="#">Autism Spectrum Disorder</a>	Ch. 12 Learners with Autism Spectrum Disorder CBC The Current (2013)	
11	<a href="#">Blind and Low Vision</a>	Ch. 11 Learners with Blindness or Low Vision	
12	<a href="#">Special Gifts and Talents / Physical Disabilities</a>	Ch. 14 Learners with Physical Disabilities and Other Health Impairments Ch. 15 Learners with Special Gifts and Talents	<a href="#">Case Study</a>
<a href="#">Final Examination</a>			

## Final Examination Arrangements and Schedule

Please carefully review the information about [writing exams](#) for online courses, including dates, locations, how to make examination arrangements, writing with a proctor, and deadlines.

If you are taking **any on-campus courses**, you will automatically be scheduled to write your exam on campus. No action is required.

If you are taking **only online courses**, do one of the following:

- If your address in QUEST is within 100 km of an [examination centre](#), you must choose an exam centre in [Quest](#) by **Sunday, September 16, 2018**. This must be done each term.
- If your address in Quest is **more than 100 km from an exam centre, you must arrange for a proctor**. Please review the guidelines and deadlines for [writing with a proctor](#). This must be done each term.

Your online course exam schedule will be available in Quest approximately four weeks before your exam date(s). Instructions on how to find your schedule are posted on the [Quest Help](#) page.

University of Waterloo Senate-approved [academic regulations related to assignments, tests, and final exams](#) can be found on the Registrar's website.

## Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.

# Contact Information

## Announcements


Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

## Discussions

A **General Discussion** topic\* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

## Contact Us

Who and Why	Contact Details
<b>Instructor</b> <ul style="list-style-type: none"> <li>Course-related questions (e.g., course content, deadlines, assignments, etc.)</li> <li>Questions of a personal nature</li> </ul>	<p><b>Post your course-related questions</b> to the <b>Ask the Instructor</b> discussion topic*. This allows other students to benefit from your question as well.</p> <p><b>Questions of a personal nature</b> can be directed to your instructor.</p> <p>Instructor: Virginia Nusca  <a href="mailto:vmnusca@uwaterloo.ca">vmnusca@uwaterloo.ca</a></p> <p>Your instructor checks email and the <b>Ask the Instructor</b> discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</p>
<b>Technical Support,</b> Centre for Extended Learning <ul style="list-style-type: none"> <li>Technical problems with Waterloo LEARN</li> </ul>	<p><a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a></p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p><a href="#">LEARN Help Student Documentation</a> </p>

**Learner Support Services,**

Centre for Extended Learning

- General inquiries
- WatCards (Student ID Cards)
- Examination information

**[Student Resources](#)** [extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca)

+1 519-888-4002

Include your full name, WatIAM user ID, student number, and course name and number.

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\*Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

## About the Course Author and Instructor

### Course Author and Instructor— Dr. Virginia Nusca

Dr. Virginia Nusca is a Registered Psychologist with the College of Psychologists of Ontario. She obtained her Ph.D. in Psychology at the University of Waterloo where she conducted research in the area of adults with reading disabilities. Dr. Nusca has worked as a school psychologist at both the elementary/secondary and post-secondary levels. For 10 years, she worked as a Learning Disabilities Specialist for Accessibility Services at the University of Waterloo. For 4 years, she worked as both a Learning Disabilities Specialist and Manager of Disability Services at Mohawk College. From 2004 until 2018, Dr. Nusca worked for the Waterloo Region District School Board, first as a Psychological Services Consultant, and later as Chief Psychologist. She has a part-time private practice providing psychological assessments for children, adolescents, and adults.

Dr. Nusca has taught undergraduate and graduate level courses on a sessional or adjunct basis at the University of Waterloo. Courses taught include Educational Psychology, Exceptional Children, Learning Disabilities, and Intellectual Assessment. She has served as an adjunct clinical supervisor to graduate practicum students from the University of Guelph and the Ontario Institute for Studies in Education.



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# Course Description and Learning Outcomes

## 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 the range of exceptionalities as well as evidence-based classroom 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.

## Learning Outcomes

- Develop a critical understanding of how exceptional learners are identified in Ontario (e.g., the difference between diagnosis of a developmental disorder and identification as an exceptional learner)
- Understand the theoretical, research-based, and diagnostic features associated with a range of exceptionalities
- Gain an appreciation of the social and educational barriers faced by exceptional learners (e.g., attitudes about inclusion, perceptions of peers and adults, access to appropriate accommodations and technology, etc.)
- Understand a variety of evidence-based practices (e.g., classroom strategies, use of technology, special education programming, etc.) that address the needs of exceptional learners
- Apply knowledge of exceptional learners and their needs to case studies or examples
- Identify strategies and resources (e.g., organizations, websites, journals, etc.) that PSYCH 213R students can use in their current and future work with exceptional learners or individuals with disabilities

*This online course was developed by Virginia Nusca, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.*


# Materials and Resources

## Textbook

### Required

1. 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.

For textbook ordering information, please contact the [Waterloo Bookstore](#) .

For your convenience, you can compile a list of required and optional course materials through [BookLook](#)  using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

## Supplemental Readings

All supplemental readings are available as Course Reserves. Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

1. 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.
2. Bennett, S. & Gallagher, T.L. (2012). *The Delivery of Education Services for Students Who Have an Intellectual Disability in the Province of Ontario*. Community Living Ontario.
3. *Effective Educational Practices for Students with Autism Spectrum Disorders: A Resource Guide* (2007). Ontario Ministry of Education.
4. *Empower Reading* (2006). The Hospital for Sick Children.
5. *The Individual Education Plan: A Resource Guide* (2004). Ontario Ministry of Education.
6. *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013). Ontario Ministry of Education.
7. *Special Education: A Guide for Educators* (2001). Ontario Ministry of Education.
8. *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013). Ontario Ministry of Education.
9. *Universal Design for Learning Guidelines* (2011). CAST.

## Resources

- [Library services for co-op students on work term and distance education students](#) 



# Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Introduce Yourself	Ungraded
Self-Assessment Quizzes	Ungraded
Assignment One	20%
Quizzes (2 X 10%)	20%
Case Study	20%
Final Examination	40%

**Late policy:** Let the instructor know prior to the due date if an assignment will be late and arrangements can be made on a case-by-case basis. However, medical documentation will need to be provided to submit an assignment after the due date if arrangements were not made prior to the due date.



# Course Policy

## Late Policy

Let the instructor know prior to the due date if an assignment will be late and arrangements can be made on a case-by-case basis. However, medical documentation will need to be provided to submit an assignment after the due date if arrangements were not made prior to the due date.

# University Policies

## Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

## Accommodation Due to Illness

**If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions.** Otherwise:

### Missed Assignments/Tests/Quizzes

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Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

**Email** a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

### Missed Final Examinations

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If this course has a final exam and if you are unable to write a final examination due to illness, seek medical treatment and have a medical practitioner complete a [Verification of Illness Form](#). Email a scanned copy to the Centre for Extended Learning (CEL) at [extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca) within 48 hours of your missed exam. Make sure you include your name, student ID number, and the exam(s) missed. You will be REQUIRED to hand in the original completed form before you write the make-up examination.

After your completed Verification of Illness Form has been received and processed, you will be emailed your alternate exam date and time. This can take up to 2 business days. If you are within **150 km** of Waterloo you should be prepared to write in Waterloo on the additional CEL [exam dates](#). If you live outside the 150 km radius, CEL will work with you to make suitable arrangements.

Further information about [Examination Accommodation Due to Illness](#) regulations is available in the Undergraduate Calendar.

# 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. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

# Turnitin

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

# Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her 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 instructor, academic advisor, or the undergraduate Associate Dean. 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](#).

# 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 is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

# Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

## Final Grades

In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

## AccessAbility Services

[AccessAbility Services](#), located in Needles Hall, 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 accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

## Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

## Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

## Copyright Information

### UWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author, unless otherwise stated. These web pages are owned or controlled by the University of Waterloo, Centre for Extended Learning. By accessing the web pages, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

### Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or

their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or [extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca).