



School of Applied Arts
ELCC 222
Exceptional Children
Term: Fall 2022
Number of Credits: 3

Course Outline

INSTRUCTOR: Jennifer Bugg
E-MAIL: jennifer.bugg@yukonu.ca
OFFICE HOURS: by appointment
CLASSROOM: Hybrid on-campus (Room 1442) and online via Zoom
TIME: Wednesdays 6:30-9:30 p.m.
DATES: September 28 – December 14, 2022

COURSE DESCRIPTION

Students consider the exceptional child, first with respect to the child's 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.

COURSE REQUIREMENTS

Prerequisite(s): Completion of first year of ELCC Program or permission of the instructor.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:
<https://www.yukonu.ca/admissions/transfer-credit>

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 challenges
- Describe the impact of exceptionality within the family.

COURSE FORMAT

Weekly breakdown of instructional hours

It is expected that this course will require 3 hours per week of face to face class time and approximately 6-9 hours a week of individual homework, additional reading and asynchronous learning. It is important to note that the time required will vary by individual.

Delivery format

This 45-hour course will be delivered through a blend of synchronous web-conferencing via Zoom and on-campus learning and asynchronous learning via Moodle. The presentation of information will be delivered primarily by the instructor and occasionally by a guest speaker. Each lesson will include a variety of teaching/learning experiences. The strategies may include lecture, large and small discussion groups, in-class projects, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and student's individual assignments. The learning will be designed to fit the format so live attendance at in-person classes will be expected.

EVALUATION

Student performance will be evaluated through participation in class learning opportunities, reading responses, teacher and student-led inquiries and class discussions.

Each inquiry provides the opportunity to help the student synthesize and expand 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.

All inquiries 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.

Assignment #1	Class Participation, Reflective Practice, Discussion Forums, Weekly Inquiries	70%
Assignment #2	Portfolio of an Inclusive Educator	30%
Total		100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Reading materials can be found on ELCC 222 Moodle page.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

This course will explore:

- historical and current attitudes towards persons with exceptionalities
- cultural perceptions of exceptionalities
- inclusive environments and practices
- understanding objective observations, assessments and individualized programming
- the impact of exceptionalities on the family system
- early intervention and local resources
- an overview of exceptionalities; what children need; what caregivers can do:
 - trauma and resiliency
 - neuro-divergence
 - speech, language and communication
 - sensory integration
 - body awareness
 - motor
 - cognition and learning
 - social, emotional and behavioural