

Columbia College

Understanding and Working with Individuals with Exceptionalities (HSPD103)

Lecture 1

Course Outline

Semester Dates: April 19, 2020 to May 22, 2021

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Raisa Alarakyia MEd

Email: raisa.alarakyia@columbia.ca

Class Time: Tuesdays and Thursdays 9:00 AM to 11:30 PM

Room: HSPD103 Moodle Page and Microsoft Teams Invites

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This introductory course focuses on understanding and working with individuals, children, youth, and adults with different disabilities and needs. Environmental, genetic and physical impairment, as well as, learning and language disabilities will be examined. An understanding of organic and functional differences will assist the student in comprehending the special needs population. Students will come to understand issues affecting clients with disabilities and create a resource base of community supports that the human services worker can utilize for information and referral.

Learning Outcomes:

As a result of participation in these sessions, a student can expect to:

- Critically assess how special education students are served in today's schools and how the situation can be effectively addressed. Discuss how having special needs children affects the family.
- Describe and discuss the learning process from input through process and on to the outcome.
- Compare and contrast the various categories of special needs children including those with: sensory impairments; spectrum disorders; emotional/behavioral disorders; physical impairments; intellectual impairments; learning disabilities; gifts and/or talents; speech disorders. Explain why it is important for human services workers to be familiar with information about special needs children.
- Explain the process of diagnosing and assessing special needs students. Discuss the impact of this process on the family.
- Describe evidence-based practices in inclusive elementary school program.
- Discuss transition planning as students move from school to employment or further education. Explain the role of the family in this process.
- Describe ideal challenges and situations that the human services worker may encounter when working with individuals with disabilities.
- Understand how to relate well with individuals and families experiencing challenges and celebrations, as a result of disabilities.
- Be able to identify local resources that human services workers can contact for assistance and for referrals for their clients.
- Identify issues that affect clients with disabilities and the ability of the human services worker to assist with these issues.

Course Format:

This online course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Hallahan, D., P., Kauffman, J. M., & Pullen, P., C. (2019). *Exceptional Learners: An Introduction to Special Education (14th ed.)*. Toronto, ON: Pearson Education Canada.

Students may also consider using Google Scholar.

Homework Assignment Due for the First Class:

- Read chapters 1 & 2 of your text, *Exceptional Learners: An Introduction to Special Education*
- Prepare for a graded test on the assigned reading.
- Prepare to discuss the course outline in class.
- Prepare three questions based on the chapter readings and bring to class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1 through 10	25%
Assignment 1: Forum Responses	Classes 4 and 6	20%
Assignment 2: Reflective Response (Movie/TV Show/Book)	Class 8	25%
Final Project: Critical Response (Choose a Chapter)	Class 10	30%

Please note that all homework and assignments are due at 11:59PM on the due date.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "C+" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P204)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> Exceptionality and Special Education Current Practices for Meeting the Needs of Exceptional Learners 	<ul style="list-style-type: none"> Review Course Outline Chapter 1 Chapter 2
2	<ul style="list-style-type: none"> Multicultural and Bilingual Aspects of Special Education 	<ul style="list-style-type: none"> Chapter 3
3	<ul style="list-style-type: none"> Parents and Families 	<ul style="list-style-type: none"> Chapter 4 Assignment 1: Forum Response #1 due the Sunday before Class 6
4	<ul style="list-style-type: none"> Learners with Intellectual and Development Disabilities Learners with Learning Disabilities 	<ul style="list-style-type: none"> Chapter 5 Chapter 6
5	<ul style="list-style-type: none"> Learners with Attention Deficit Hyperactivity Disorder 	<ul style="list-style-type: none"> Chapter 7
6	<ul style="list-style-type: none"> Learners with Emotional or Behavioral Disorders Learners with Autism and Spectrum Disorders 	<ul style="list-style-type: none"> Chapter 8 Chapter 9
7	<ul style="list-style-type: none"> Learners with Communication Disorders Learners who are Deaf or Hard of Hearing 	<ul style="list-style-type: none"> Chapter 10 Chapter 11 Assignment 1: Forum Response #2 due the Sunday before Class 8
8	<ul style="list-style-type: none"> Blindness or Low Vision 	<ul style="list-style-type: none"> Chapter 12 Assignment 2 due
9	<ul style="list-style-type: none"> Low-Incidence, Multiple and Severe Disabilities Physical Disabilities and Other Health Impairments 	<ul style="list-style-type: none"> Chapter 13 Chapter 14
10	<ul style="list-style-type: none"> Special Gifts and Talents 	<ul style="list-style-type: none"> Chapter 15 Final Project due

Appendix 1 Assignment Outlines

Note: You are expected to do all assignments, tests, and activities as outlined in order to meet the requirements of this course. If you do not do this, you will not pass the course.

Daily Tests

Due Date: Each class from classes 1 through 10.

Weight: 25%

Students will be expected to have read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments. Tests are open in Moodle from 8:30 AM to 11:59 PM on the day of the scheduled class. There is one attempt and a 30-minute time limit on each test.

Assignment 1: Forum Response

Due date: The Sunday before Class 5 & 7

Weight: 20%

Forum #1 (Sunday before Class 5 at 11:59 p.m.)

Many professionals believe that community and vocational living skills should be taught earlier than in secondary school. Discuss advantages and disadvantages that may be associated with teaching community and vocational living skills over traditional academic skills.

Forum #2 (Sunday before Class 7 at 11:59 p.m.)

Some professionals believe that all students with intellectual disability, regardless of the severity of the disability, should be educated in the general classroom. Discuss the major points of both sides of this issue.

Writing Assignment Expectations:

- Online Moodle discussion forums provide opportunities to exchange knowledge. Students are expected to demonstrate their understanding of class readings by posting thoughtful and succinct responses to questions posed by the instructor. Student responses should demonstrate reflection of the course material, connections to experiences, previous or current information and be relevant to the discussion. Student responses should further the discussion by demonstrating critical thinking, posting meaningful responses to peers' work and adding new perspective and ideas. Students are also responsible for responding to a minimum of one peer.

- d APA guidelines. Students will be evaluated according to the attached rubric: **Discussion Forum Rubric**

Assignment 2: Reflective Response (Movie/TV Show/ Book)

Due Date: Class 8

Weight: 25%

Students are required to read a popular book or watch a movie that feature people with exceptionalities.

The expectation for this assignment is as follows:

As you watch the movie, watch the TV show, or read the book, choose one character to focus on. The purpose of this response is to summarize and analyze how people with intellectual disabilities are portrayed. Critically analyze the experience of this person by answering the following reflection questions:

1. What challenges does the character face? Why?
2. Do you identify with this character? Why or why not?

3. What feelings are being experienced by this character?
4. Does watching this movie/TV show or reading this book challenge your assumptions about how this person is characterized?
5. What are some of the assumptions that the group this character is part of faces? Why?

Some possible books are:

Buck, P. (1931); Kaufman, S. Z. (1988). Retarded isn't stupid, Mom!; and, Steinbeck, J. (1938). Of mice and men.

Some possible movies are:

I am Sam, The Other Sister, Brother's Keeper, Dominick and Eugene, The Eighth Day, Of Mice and Men, My Sweet Little Village, The Last Picture Show, Forrest Gump, and What's Eating Gilbert Grape? The Speed Cubers (Netflix)

Some possible TV shows are:

Losers (Netflix), Atypical (Netflix), Love on the Spectrum (Netflix)

Final Project: Critical Response Due date: Class 10

Weight: 30%

Students will pick one chapter from the text, will reflect on and summarize their findings, and then will share how the learnings from this chapter relate to their professional life. Students should ensure they are supporting their statements with evidence.

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** These assignments are designed to apply knowledge from the chapters and class discussions.
- **Format:** These assignments should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be assessed using the **Critical Response Writing Rubric**

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Refer to your ENGL110-1 text for APA support.

Writing Assignment Expectations:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** These assignments are designed to apply knowledge from the chapters and class discussions.
- **Format:** These assignments should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be assessed using the **Critical Response Writing Rubric**.

**Appendix 2
Assignment Rubrics
Columbia College
Short Writing Reflective Rubric
Last Revised: July 2017**

Student's Name _____

Course Code _____

Date _____

Facilitator/Evaluator's Name _____

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter. Shows depth of critical thinking. Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. Uses well-chosen examples to support reflective statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, some reflective statements are evident. Uses some examples to support ideas on the subject matter and reflections. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process 	<ul style="list-style-type: none"> Little to no reflection is present. Uses few to no examples. 	
	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	<ul style="list-style-type: none"> Demonstrates control of the writing conventions with few errors. 		<ul style="list-style-type: none"> Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 		<ul style="list-style-type: none"> Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult. 	

Total Score out of 10:

Facilitator/Evaluator's Comments

Columbia College
Critical Writing Response Marking Rubric
 Revised Jan. 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. 	
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. 	
Organization and Structure	<ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments:

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Columbia College
Discussion Forum Rubric
 Last Revised: December 8, 2016

Student's Name		Course Code	Date	Facilitator/Evaluator's Name	
Area	3	2	1	0	Score
Critical Thinking	<ul style="list-style-type: none"> Rich in content, thoughtful, reflective, insightful; shows careful analysis 	<ul style="list-style-type: none"> Substantial information, thoughtful, insightful; analysis has taken place. 	<ul style="list-style-type: none"> Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking. 	<ul style="list-style-type: none"> Basic information, no analysis or insight demonstrated. 	
Connections	<ul style="list-style-type: none"> Clear connections made to previous or current information; creates relevancy in the discussion. 	<ul style="list-style-type: none"> Some connections are made to previous or current information; generally, needs more depth and/or detail. 	<ul style="list-style-type: none"> Limited connections, vague generalities. 	<ul style="list-style-type: none"> No connections made to previous or current information. 	
Uniqueness	<ul style="list-style-type: none"> New ideas are presented with good depth and detail. 	<ul style="list-style-type: none"> Some new ideas are presented. Depth and details are satisfactory. 	<ul style="list-style-type: none"> Few, if any, new ideas are presented. Depth and details are lacking. 	<ul style="list-style-type: none"> No new ideas presented. No depth or details. 	
Timeliness	<ul style="list-style-type: none"> All required postings are on time for others to read and respond. 	<ul style="list-style-type: none"> Most postings are on time for others to read and respond. 	<ul style="list-style-type: none"> Postings are rarely on time or last minute without allowing for response time. 	<ul style="list-style-type: none"> Some, or all, required postings are missing. 	
Stylistics	<ul style="list-style-type: none"> No grammatical or stylistic errors. 	<ul style="list-style-type: none"> Several grammatical or stylistic errors. 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors; errors interfere with content. 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors. Makes understanding impossible. 	
Responding to Peers	<ul style="list-style-type: none"> Response is relevant to the course material and expands on peer's response in a respectful manner 			<ul style="list-style-type: none"> Did not respond to peers 	

Total Score out of 18:

Facilitator/Evaluator's Comments: