

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

Course Title: INTRODUCTION TO EXCEPTIONAL STUDENTS  
Code No.: HSC 102  
Program: CHILD AND YOUTH WORKER  
Semester: TWO  
Date: JANUARY 1995 Previous Date: JANUARY 1994  
Author: LINDA POZZEBON

New:  Revision:

Approved: K. DeRosario Date: Jan. 5/95  
K. DeRosario, Dean  
School of Human Sciences and  
Teacher Education

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Introduction to Exceptional Students (HSC102)

Instructor: Linda Pozzebon

### **COURSE DESCRIPTION**

This course is designed as an introduction to characteristics of children identified as exceptional and to Special Education in Ontario. Definition and classification; prevalence and etiology; identification; developmental consequences; and appropriate interventions for the various categories of exceptionality will be explored.

### **COURSE PHILOSOPHY**

"The person first, the handicap second." Foremost is conveyed the idea that each child is seen as unique and must be assisted to attain their full potential.

### **COURSE GOALS**

This course is designed to help students develop an understanding of the abilities, disabilities, and handicaps of the groups of children who are commonly classified as exceptional. The content encompasses many areas of exceptionality: physical, social, emotional, and intellectual deviations.

### **PERFORMANCE OBJECTIVES**

The student will demonstrate:

1. an understanding of the scope and history of the education of exceptional children, including the meaning of Special Education
2. a facility in expressing the appropriate terminology pertinent to the field of special education
3. an understanding of the role and reactions of family (parents and siblings) and professionals to the exceptional child.
4. an understanding of the causes and consequences associated with children with:
  - a) intellectual differences
  - b) communication disorders
  - c) hearing and visual impairments
  - d) emotional or behavioral disturbances
  - e) moderate and severe physical and health problems
5. an understanding of the causes and prevention of child abuse

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	<u>TOPICS</u>	<u>CHAPTER</u>	<u>SCHEDULE (TENTATIVE)</u>
1.	Special Education Current Trends and Issues	1 and 2	Weeks 1-3
2.	Children with Mental Handicaps	4	Weeks 4-6
3.	Children with Learning Disabilities	5	Weeks 4-6
4.	Children with Behavioral or Emotional Disorders	6	Weeks 7-8
5.	Children with Communication Disorders	7	
6.	Children with Hearing Impairments	8	Weeks 9-11
7.	Children with Visual Impairments	9	Weeks 9-11
8.	Gifted Children	11	
9.	Children with Neurological, Physical and Health Problems	10	Weeks 12-14
10.	Child Abuse	10	Weeks 14
11.	Family Reaction to Exceptionality	12	Week 15

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**EVALUATION**

1. Assignment #1.....Movie Review.....5%
  2. Assignment #2.....Article Review.....5%
  3. Assignment #3.....Presentation.....15%
  4. Five Tests.....(5x15%).....75%
- Total 100%

**COLLEGE GRADING POLICY**

90-100% = A+  
80-89% = A  
70-79% = B  
60-69% = C  
BELOW 60% = R (REPEAT)

**RESOURCES**

**Required Text:** Exceptional Children, 6th edition, Hallahan and Kautman.

Children with Special Needs in Preschool Settings

**Recommended Text:** Medical Dictionary & Thesaurus

**INSTRUCTIONAL TECHNIQUES**

A variety of methods will be employed including lectures, large and small group discussion, group presentations, guest speakers and audio/visual presentations.

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**SPECIAL NOTES**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

**TESTING POLICY**

All tests must be written at the assigned time. If you are unable to attend due to illness or an emergency, the instructor must be notified prior to test time. A message can be left on voice mail if the instructor is unavailable. The instructor may allow the students to write the test before the next scheduled class. Please make arrangements for a suitable time. Failure to follow these steps will result in a grade of D for the test.