



EFFECTIVE: SEPTEMBER 2008 CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2008**

B. Department / Program Area: **Faculty of Child, Family and Community Studies/ Classroom and Community Support** Revision ☐ New Course ☒

If Revision, Section(s)
Revised:
Date of Previous Revision:
Date of Current Revision:

C: CCSD 1170 **D: Exploring Exceptionalities** **E: 1.5**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: In this survey course, students will explore a variety of developmental characteristics of persons with exceptionalities. This includes an examination of the etiology, diagnosis and other implications of developmental disabilities.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) 30 hours Number of Weeks per Semester: Flexible delivery ranging over 1 to 15 weeks	H: Course Prerequisites: None	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite None	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University <div> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: </div>		
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

M:	Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to: <div><div>1. Describe etiological factors and characteristics of individuals with exceptionalities, including prevalence and incidence.</div><div>2. Define intellectual disability using DSM IV and other methods.</div><div>3. Explore the various identification and assessment procedures including diagnosis.</div><div>4. Critically examine the issues and trends in the definition and identification of individuals with exceptionalities.</div></div>	
N:	Course Content: The following global ideas guide the design and delivery of this course: <div><div>• Individuals with disabilities are unique, though they may carry a label of disability.</div><div>• Effective practitioners have an awareness of programs and services that exist in the community.</div><div>• A person is not their disability.</div><div>• Individuals share both similarities and differences in cognitive, cultural, social and emotional needs.</div></div>	
O:	Methods of Instruction <div><div>• Lecture</div><div>• Small Group Work</div><div>• Student Presentations</div><div>• WebCT</div></div>	
P:	Textbooks and Materials to be Purchased by Students T.B.A.	
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <div><div>• Quizzes</div><div>• Group presentations</div><div>• Case study</div><div>• Research paper</div></div>	
R:	Prior Learning Assessment and Recognition: This course is open for PLAR	
Course Designer(s): Wendy Parry/Marsha Teichman		Education Council / Curriculum Committee Representative
Dean: Gary Tennant		Registrar