



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Children with Special Needs

Course Prefix and Number – CDEC 1319

Department – Education/ Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # **3:3:0**

Equated Pay hours for course – 3 hours

Course Catalog Description - A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, intervention strategies, available resources, referral processes, the advocacy role, and legislative issues.

Prerequisites/Co requisites - None

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 6 hours of observation

Prepared by Barbara S. Lynn

Date 06-22-2011

Reviewed and accuracy verified by Barbara S. Lynn

Date 06-22-2011

Approved by David Kucera

Date 10/21/11

Approved by Dean of Vocational Instruction or Vice President of Instruction SDees **Date** 7/11/12



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- Summarize causes, incidences and characteristics of exceptionalities related to the domains of development;
- Discuss current terminology (such as inclusion, assistive technology, and least restrictive environment) and practices for intervention strategies
- Identify appropriate community resources and referrals for individual children and families;
- Review legislation and legal mandates and their impact on practices and environments;
- Explain the role of advocacy for children with special needs and their families.
- Use various types of materials and resources, including current technology, to support learning in all domains for all children.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. Using various materials, resources, and technology, students will adapt lesson plans to support learning for disabled students in an inclusive manner in the cognitive, physical, and social-emotional domains.	1. Students will complete a term project in which they adapt lessons for children with disabilities or developmental delays (ages birth – 12 years). Six of the lessons will be geared to the cognitive domain, 3 will be geared for the physical domain, and 3 will be geared for the social-emotional domain. The lessons should be adapted for a variety of disabling conditions. Lessons will be submitted in increments so that instructors can provide feedback to students in the completion of the project. The project will be graded with a departmental rubric with a minimum grade of 70 points indicating mastery. Students will share a portion of their project informally in class.
2. Summarize causes, incidences and characteristics of exceptionalities related to the domains of development (physical, cognitive, social, and emotional).	2. In class assignments, midterm and final exams, and other quizzes or tests deemed necessary (grade of 70 indicates mastery). The midterm exam must include at least one essay question to assess higher levels of Bloom’s Taxonomy.
3. Explain legal mandates and legislation and their impact on environment, curriculum, and practices for children with disabilities.	3. Observation summaries of programs for the disabled (6, 1-hour each); midterm and final exams (grade of 70 indicates mastery)
4. Identify community resources and the process of referral for children with special needs and their families	4. In class assignments, observation summaries, midterm, and final exams (grade of 70 indicates mastery)
5. Communicate thoughts, ideas, information, and messages in writing in a weekly journal.	5. In-class journal entries factored into the attendance/ participation grade

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

The most recent edition of

Cook, R.E., Klein, M.D., & Tessier, A. (2012). *Adapting early childhood curricula for children with special needs, 8th edition*, Merrill. ISBN-10: 0132596784, ISBN-13: 9780132596787

And

Bredecamp & Copple (2009). *Developmentally appropriate practices in programs serving children (3rd ed.)* Washington, DC: NAEYC. ISBN 13: 9781928896647

IV. Suggested Course Maximum - 30

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

After reading the text, participating in class discussions and activities, observing 6 hours in inclusive programs for children, and completing the assigned term project students will be graded in the following manner:

10% Observation summaries of various types of special education settings

10% Attendance, class participation, in-class journal entries, and professional demeanor

30% Term Project

50% Midterm exam (with a minimum of one essay question), final exam, and other quizzes (if deemed necessary)

A grade of 70 indicates mastery.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.