



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 1359

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

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.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Prerequisites/Co-requisites - None

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Date 06-19-2015

Reviewed by Department Head *Barbara S. Lynn*

Date 06-19-2015

Accuracy Verified by Division Chair David Kucera

Date 07/10/2015

Approved by Dean or Vice President of Instruction Leigh Ann Collins

Date 12/5/15



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):

- Viewing the child with special needs as a child first
- Legislation pertaining to the rights of children with disabilities
- Understanding the impact of poverty and children with special needs
- The inter-disciplinary team; the continuum of services; related services
- Inclusion and inclusion models
- Use of observation skills in serving children with special needs
- The referral process
- Early Childhood Intervention (ECI)-birth to age three years
- Pre-School Program for Children with Disabilities-three to six years
- The Individual Education Program (IEP)
- Designing Instructional Programs
- Health Impairments, Hearing Impairments, Learning Disabilities, Visual Impairments, Emotional Disorders, Physical Disabilities, Autism Spectrum Disorders, Fetal Alcohol Syndrome Disorders, Intellectual Disabilities; Behavioral Disorders
- Accommodations for supporting Cognitive Development, Physical Development, Language Development, and Social-Emotional Development in infants and children with disabilities
- Supporting the development of play in children with disabilities
- Knowledge of timetables of typical development to use in assessing children and planning developmentally appropriate curriculum
- Response to Intervention
- Family-Centered Services (working with families in all their various forms in a culturally responsive manner, family participation at the Admission, Review, and Dismissal Meeting)
- Community-Based Inclusive Services
- Evidence-Based Practices
- Routines-Based or Embedded Interventions
- Standards-Based Curriculum
- Duties of a paraprofessional in a special education setting

In addition to lecture and discussions, students will observe 6 hours in special education settings outside of class for ages birth-12 years at approved sites.

National Association for the Education of Young Children Standards measured in the course:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Summarize causes, incidences and characteristics of exceptionalities related to the domains of development; 2. Discuss current terminology and practices for intervention strategies; 3. Identify appropriate community resources and referrals for individual children and families; 4. Identify legislation and legal mandates and their impact on practices and environments 5. Explain the role of advocacy for children with special needs and their families. 6. Identify materials and resources, including current technology, to support learning in all domains for each and every child 7. Communicate thoughts, ideas, information, and messages in writing in a weekly journal. 	<ol style="list-style-type: none"> 6. 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. <p>1, 2, 3, 4, 5, 6. 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.</p> <ol style="list-style-type: none"> 1. Observation summaries of programs for the disabled (6, 1-hour each); (grade of 70 indicates mastery). 7. 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.

Most recent edition of

Cook, R.E., Klein, M.D., & Tessier, A. (most recent edition). *Adapting early childhood curricula for children with special needs*, Merrill.

And

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

IV. Suggested Course Maximum - 35

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

Students should have space to work in small groups.

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 for all tests and assignments.

Grading Scale

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

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.