



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 and 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 -

Course 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) 8 hours of Observation

Prerequisites/Corequisites - none

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/30/09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/30/09
Division Chair Stephanie Dees	Signature <i>S Dees</i>	Date 7/8/09
Vice President Dr. Ty Pace	Signature <i>Lac</i>	Date 7-22-09



- 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 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 (physical, cognitive-language, social, and emotional) for all children.

National Association for the Education of Young Children (NAEYC) Standards Measured in this course:

1. Promoting child development and learning
2. Observing, documenting, and assessing support young children and families
3. Teaching and learning
4. Becoming a professional

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<p>1. Using various types of 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.</p> <p>2. Summarize causes, incidences and characteristics of exceptionalities related to the domains of development (physical, cognitive, social, and emotional).</p>	<p>1. Students will complete a term project in which they adapt lessons for children with disabilities or developmental delays (ages birth –age 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. The project will be graded with a departmental rubric with a minimum grade of 70 points. Students will share a portion of their project in class.</p> <p>2. In class assignments, midterm and final exams (grade of 70 indicates mastery)</p>

<p>3. Explain legal mandates and legislation and their impact on environment, curriculum, and practices for children with disabilities.</p> <p>4. Identify community resources and the process of referral for children with special needs and their families</p>	<p>3. Observation summaries of programs for the disabled; midterm and final exams (grade of 70 indicates mastery)</p> <p>4. In class assignments, observation summaries, midterm, and final exams (grade of 70 indicates mastery)</p>
---	---

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

Cook, R.E., Klein, M.D., & Tessier, A. (2008). *Adapting early education curricula for children with special needs (7th ed.)*. Upper Saddle River, NJ: Pearson-Merrill-Prentice Hall. ISBN 13: 9780131723818

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.
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 8 hours in inclusive programs for children, and completing the assigned term project students will be graded in the following manner:

- 10% Observation summaries of inclusive settings
- 10% Attendance, class participation, and professional demeanor
- 30% Term Project
- 50% Written Tests (designed by the instructor)

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**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist