

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

DEVELOPMENT OF EXCEPTIONAL CHILDREN
ECEd 2060

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 00

Catalog Course Description:

This course covers physical disabilities, mental retardation, sensory impairment, the gifted child, and accessing and coordinating of community resources to ensure accurate diagnosis and appropriate treatment and services. Students will learn to interpret diagnostic instruments and to write programs to meet the special needs of exceptional children. Laboratory observation and interaction.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisite:

ECEd 2050

Textbook(s) and Other Reference Materials Basic to the Course:

Required:

Allen, K. Eileen & Schwartz, Ilene S. (1996). *The Exceptional Child: Inclusion in Early Childhood Education* (3rd Edition). New York: Delmar Publishers> ISBN: 0-8273-6471-7

OR

Gargiulo, Richard & Jennifer Kilgo (2000). *Young Children with Special Needs: An Introduction to Early Childhood Special Education*. Delmar Publishers. ISBN: 0-534-54144-5

Supplement:

Gould, P. & Joyce Sullivan (1999), *The Inclusive Early Childhood Classroom* Beltsville, MD: Gryphon House, Inc. ISBN: 0-87659-203-5

National Association for the Education of Young Children. *NAEYC Code of Conduct*. NAEYC Publications: Washington DC

I. Week/Unit/Topic Basis:

Week	Topic
1	Professionalism in Relating to Families: NAEYC's Code of Ethical Conduct
2	Developmentally Appropriate Practice: Mental Models for Guidelines for Practice and Partnership (Star & Square)
3	Licensing Standards
4	Related Children's Literature
5	Professionalism/Advocacy

- 6 Program Management Skills
- 7 Early Intervention and Public Policy: Inclusive Approach to Early Education, Inclusive Programs for Young Children
- 8 Likenesses and Differences Among Children: Normal and Exceptional Development, Developmental Disabilities, Sensory Impairments, Physical disabilities and Health Problems, Behavior and Learning Disorders.
- 9 Planning for Inclusion: Partnership with Families, Identification and the IEP Process, Planning Transitions to Support Inclusion, Preparing Teachers for Inclusive Programs
- 10 Implementing Inclusive Early Childhood Programs: Behavioral-Developmental Approach; Arranging the Learning Environment, Facilitating Social Speech, Language, and Communication Development; Facilitating Pre-Academic/Cognitive Learning, Facilitating Self-Care/ Independence Skills, Managing Problem Behaviors
- 11 Stages of Teacher Development
- 12 Skills for Effective Mentors: Communication, Reflective Practice, Modeling
- 13 Skills for Effective Mentors: Coaching, Feedback and Self-Assessment
- 14 Leadership and Advocacy
- 15 CDA Competencies and Assessment Process
- 16 Final Exam Period

II. Course Objectives*:

- A. Develop attitudes and practices that promote positive relationships with exceptional children. I, III, IV
- B. Develop understanding and skills necessary to ensure a well-run, purposeful program that is responsive to exceptional children needs. I, III, IV

*Roman numerals after course objectives reference goals of the ECEd program.

III. Instructional Processes*:

Students will:

1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome*
5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Gain an understanding of the necessity for early intervention in an inclusive approach to early childhood education. A,B
2. Identify recommended practices and elements for inclusive early childhood programs. A,B
3. Exhibit knowledge of legislation dealing with early intervention and prevention. A,B
4. Exhibit knowledge of the causes and classification of developmental disabilities. A,B
5. Identify characteristics of developmental disabilities and at-risk conditions. A,B
6. Gain an understanding of the assessment process in dealing with young children with developmental disabilities. A,B
7. Gain an understanding of the screening and diagnostic instruments used with young children with developmental disabilities and how to interpret the readings. A,B
8. Learn how to work effectively with a multi-disciplinary team in an effort to coordinate an appropriate educational program integrating parents, school, and community resources. A,B
9. Identify the approaches that are used in implementing developmentally appropriate learning experiences in preparing teachers for inclusive programs. A,B

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of exceptional children through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.