

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

DEVELOPMENT OF EXCEPTIONAL CHILDREN
ECEd 2060

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Fall 2012

NOTE: This course is not designed for transfer credit.

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.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Required:

Allen, K. Eileen & Schwartz, Ilene S. (2009). *The Exceptional Child: Inclusion in Early Childhood Education* (6th Ed.). New York: Delmar Publishers. ISBN: 1418074012

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 | Developmentally Appropriate Practice: Mental Models for Guidelines for Practice and Partnership (Star & Square) |
| 2 | Licensing Standards |
| 3 | Related Children's Literature |
| 4 | Professionalism/Advocacy |
| 5 | Program Management Skills |
| 6 | Early Intervention and Public Policy: Inclusive Approach to Early Education, Inclusive Programs for Young Children |

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|----|--|
| 7 | Likenesses and Differences Among Children: Normal and Exceptional Development, Developmental Disabilities, Sensory Impairments, Physical disabilities and Health Problems, Behavior and Learning Disorders. |
| 8 | Planning for Inclusion: Partnership with Families, Identification and the IEP Process, Planning Transitions to Support Inclusion, Preparing Teachers for Inclusive Programs |
| 9 | 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 |
| 10 | Stages of Teacher Development |
| 11 | Skills for Effective Mentors: Communication, Reflective Practice, Modeling |
| 12 | Skills for Effective Mentors: Coaching, Feedback and Self-Assessment |
| 13 | Leadership and Advocacy |
| 14 | CDA Competencies and Assessment Process |
| 15 | Final Exam Period |

II. Course Goals*:

The course will:

- 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 goals reference goals of the ECED program.

III. Expected Student Learning Outcomes*:

The student will 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.

- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.