

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

**DEVELOPMENT OF EXCEPTIONAL CHILDREN
ECED 2360**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Spring 2016

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

An exploration of practices that early childhood professionals can apply to develop a more inclusive and accessible environment for children from birth through age 8. The course provides students with skills to ensure inclusion of children of all abilities through appropriate arrangement of the environment. Also included are strategies for developing strong relationships with families and other community agencies. Field experience is required.

Entry Level Standards:

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

Prerequisites:

ECED 2320

Textbook(s) and Other Course Materials:

Required:

Allen, K.E. & Cowdery, G.E. (2012). *The Exceptional Child: Inclusion in Early Childhood Education (7th edition)*. Belmont, CA: Wadsworth. ISBN 978-1-111-34210-4

Supplemental Materials:

Websites as assigned by Instructor

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
- 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. Ability to identify recommended practices and elements for inclusive early childhood programs. (4a, 4b)
- B. Ability to identify initial knowledge of legislation, regulations, and litigation related to the field of special education. (6d)
- C. Recognition of the causes and classification of developmental disabilities. (1a, 1b)
- D. Recognition of the screening and assessment process for identification and program planning for young children with disabilities. (3b, 3c)
- E. Recognition of how to work effectively with a team in an effort to coordinate an appropriate educational program integrating parents, school, and community resources. (2c, 3d)

*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

NAEYC Associate Degree Standards:

The following standards are addressed in this course:

Standard 1: Promoting Child Development and Learning

- 1a. Know and understand children's characteristics and needs
- 1b. Know and understand the multiple influences on development and learning

Standard 2: Building Family and Community Relationships

- 2c. Involve families and communities in their children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- 3b. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection
- 3c. Understand and practice responsible assessment, including the use of assistive technology for children with disabilities
- 3d. Know about assessment partnerships with families and with professional colleagues to build effective learning environments

Standard 4: Using Developmentally Effective Approaches

- 4a. Understand positive relationships and supportive interactions as the foundation of work with young children
- 4b. Know and understand effective strategies and tools for early education, including appropriate uses of technology
- 4c. Use a broad repertoire of developmentally appropriate teaching/learning approaches

Standard 6: Becoming a Professional

- 6d. Integrate knowledgeable, reflective, and critical perspectives on early education

III. Expected Student Learning Outcomes:*

The students will be able to:

1. Identify recommended practices and elements for inclusive early childhood programs. (4a, 4b)
2. Identify initial knowledge of legislation, regulations, and litigation related to the field of special education. (6d)
3. Recognize the causes and classification of developmental disabilities. (1a, 1b)
4. Recognize the screening and assessment process for identification and program planning for young children with disabilities. (3b, 3c)
5. Recognize how to work effectively with a team in an effort to coordinate an appropriate educational program integrating parents, school, and community resources. (2c, 3d)

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

IV. Evaluation:

A. Testing Procedures:

Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

B. Field Work

Students will conduct parent and teacher interviews and child and classroom observations.

C. Other Evaluation Methods:

As determined by the instructor.

VI. 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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that 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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at <http://www.pstcc.edu/sswd/>.