

ACC Child Care & Development Dept.
CDEC 1359 – Children with Special Needs
Master Syllabus

Course Description: A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, educational intervention, available resources, referral processes, and the advocacy role and legislative issues. Regularly scheduled observations of children are required. (Formally CDP 1323) (3-3-1)

Prerequisites: DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

Co-requisite: DEVR 1303 or DEVW1403 or satisfactory score on appropriate placement test.

Required Texts: Current edition of *The Exceptional Child: Inclusion in Early Childhood Education*; Allen, K. Eileen and Schwartz, Ilene S.; Cengage-Delmar Thompson Publishers.

Instructional Methodology: This course is offered in both lecture and Instructional Television (ITV) formats.

- **In class:** the student learns through lectures, class discussions, guest speakers, reading course materials, course assignments and guided observations of children with special needs. (See Lab Experiences below.) The class will require active participation of all students, including small and large group activities.
- **Open Campus:** the student learns through viewing videos, reading course materials, course assignments and guided observations of children with special needs. (See Lab Experiences below.)

Course Rationale: This survey course is designed to promote inclusive educational practices for children with disabilities in order to meet the requirements of the various federal and state laws that children with disabilities be educated in natural settings or the least restrictive environment. Students will learn the background knowledge and preliminary skills needed for successful inclusion of children with disabilities in early childhood education settings.

NAEYC Standards:

STANDARD 1: *Promoting Child Development And Learning*

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 2: *Building Family And Community Relationships*

2a: Knowing about and understanding family and community characteristics

STANDARD 3: *Observing, Documenting, And Assessing To Support Young Children And Families*

3d: Knowing about assessment partnerships with families and other professionals

Course Objectives:

1. Summarize causes, incidence and characteristics of exceptionalities related to the domains of development.
 - a. Define areas of exceptionality and special education.
 - b. Identify exceptionality as to genetic and/or environmental causes.

- c. Discuss prevalence and/or incidence of different categories of exceptionalities.
 - d. Describe possible signs or characteristics of each area of exceptionality.
2. Discuss current terminology and practices for intervention strategies.
 - a. Explain how children develop an awareness of similarities and differences.
 - b. Describe learning experiences that promote children's appreciation and respect for all individuals and groups.
 - c. Describe available screening and assessment instruments.
 - d. Discuss classification and labeling of children with special needs.
 - e. Identify individuals and their roles in developing and implementing educational and family service plans.
 - f. Discuss integration of goals from Individualized Education Programs (IEPs), Individualized Transition Plans (ITPs) and Individualized Family Service Plans (TFSPs) into daily activities and routines.
3. Identify appropriate community resources and referrals for individual children and families.
 - a. Identify common needs and challenges facing families caring for children with special needs.
 - b. Gather information on resources available in the community.
 - c. Analyze the cultural implications and their impact on services to children with special needs.
 - d. Discuss referral process.
4. Review legislation and legal mandates and their impact on practices and environments.
 - a. Discuss history and impact of legislation affecting children with special needs.
 - b. Describe impact of landmark court cases on services for children with special needs.
5. Explain the role of advocacy for children with special needs and their families.
 - a. Identify agencies which advocate for children with special needs and their families.
 - b. Discuss the importance of advocating on behalf of children with special needs and their families.
 - c. Explain how the codes of ethical conduct apply to professional practice.
6. Use various types of materials and resources, including current technology, to support learning in all domains for all children.
 - a. Create and /or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children.
 - b. Establish and maintain positive, collaborative relationships with other professionals and families and work effectively as a member of a professional team.

SCANS Competencies: All key SCANS workplace competencies are addressed in this course as they relate to work with children with special needs. The course is designed to assist students with the knowledge and skills they need to productively use resources and technology needed to work with children with special needs (**Resources and Technology**). The students learn needed interpersonal skills for working with other professionals and families of children with special needs (**Interpersonal Skills**). Students learn to evaluate, organize and interpret data related to work with children with special needs as well as understanding the basic systems that are critical in working with children with special needs (**Thinking Skills and Systems**). The course also addresses basic skills of reading and writing as well as thinking skills and personal skills identified in SCANS (**Basic Skills and Personal Skills**).

Course and Lab Policies and Requirements:

Lab Policy: This course requires 16 clock hours of observation of a young child with special needs (birth to age 8). You will be provided with a list of approved locations or may make alternative arrangements with your instructors. You will make your own arrangements to fit your schedule. To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by both:

- the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

You must complete all required hours to receive credit for this course.

Course Grading Lab Pass Statement: To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

To successfully complete the lab portion of this course, you are expected to:

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

Grade Requirements for Child Development Majors: Students majoring in Child Development must receive a "C" or above in this course to receive credit for this course in the Child Development Certificate or AAS degree. The course may be retaken for a higher grade. See the [ACC Catalog](#) for more information.

Attendance: Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawals: Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

'Third attempt' course tuition

Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an *additional* \$60 per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt**.

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

Students affected by this new policy should note the following:

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

Incompletes: An incomplete will be assigned only if the student is making satisfactory progress and has completed at least half of the tests, assignments and field work.

Legible Assignments: I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

Professional Ethics: You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at www.naeyc.org. In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

Electronic Technology:

During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

Students with Disabilities: The Student Handbook states that: "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.

Student Freedom of Expression: Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.