

ACC Child Care & Development Department
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, intervention strategies, available resources, referral processes, the advocacy role and legislative issues. This course includes 16 hours of field experiences per semester with children with disabilities. (Formerly CDP 1323) (3-3-1)

Prerequisites: DEVR 0300 and DEVW 0310 or satisfactory score on appropriate placement test.

Co-requisite: DEVR 0310 or DEVW 0320 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.

| Child Development Program Level Student Learning Outcomes |
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| STANDARD 1: The student will apply an understanding of child development and learning. |
| STANDARD 2: The student will explain how to build family and community relationships. |
| STANDARD 3: The student will demonstrate how to observe, document and assess in order to support young children and families. |
| STANDARD 4: The student will demonstrate skills in teaching and analyze young children's learning. |
| STANDARD 5: The student will demonstrate skills of a professional. |

NAEYC Standards and Program Level Outcomes:

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: The student will demonstrate how to build family and community relationships by:

- 2a:** Knowing about and understanding family and community characteristics

STANDARD 3: The student will demonstrate how to observe, document, and assess in order to support young children and families by:

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

STANDARD 5: The student will demonstrate skills of a professional by:

- 5b.** Listing and upholding ethical standards and other professional guidelines
- 5d.** Integrating knowledgeable, reflective, and critical perspectives on early education.
- 5e.** Engaging in informed advocacy for children and professionals

Objectives:

1. Summarize causes, incidence and characteristics of exceptionailities 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 exceptionailities.
 - d. Describe possible signs or characteristics of each area of exceptionality.

Standard 1

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.

Standard 1

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.

Standard 2 & 3

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.

Standard 5

5. Explain the role of advocacy for children with special needs and their families.
 - a. Identify agencies that 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.

Standard 5

- 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.

Standard 1

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:

- o 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"
- o 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:

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

Reading and Writing Requirements: This course requires that students have successfully completed Reading Fundamentals (DEVR 0300) and Writing Fundamentals (DEVW 0310) or

obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills Improvement (DEVR 0310) and Writing Skills I (DEVW 0320) or satisfactory score on an appropriate placement test.

Legible Assignments: All assignments are expected 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.

College Policies

Attendance/Class Participation:

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Incompletes

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Statement on Scholastic Dishonesty

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an "F" in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and

other policies at <http://www.austincc.edu/current/needtoknow>

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Statement on Students with Disabilities

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through the Office for Students with Disabilities (OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about the Office for Students with Disabilities is available at
<http://www.austincc.edu/support/osd/>

Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

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Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using

this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Testing Center Policy

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- ACC Photo ID
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>

Student And Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at:
<http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at:
<http://www.austincc.edu/tutor/students/tutoring.php>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.