

DELAWARE TECHNICAL & COMMUNITY COLLEGE
COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide
DEPARTMENT: Early Childhood
COURSE: ECE 233 Exceptional Child
INSTRUCTOR NAME: Telephone: Email:
PREREQUISITES: PSY 121
CO-REQUISITES: None
COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

A study of the psychological, medical, and sociological aspects of exceptionality with major emphasis on appropriate methods and practices in Early Childhood programs. Students will learn to develop materials and to work in partnership with parents and families of children with exceptionality.

TEXT: *Educating Exceptional Children*, 8th edition
MATERIALS: (To be selected by each Campus)
METHOD of INSTRUCTION: Campus Classroom
MANUALS: (To be selected by each Campus)
DISCLAIMER:

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

1. Develop an historical overview and perspective of the treatment and education of persons with exceptionalities. (CCC 4, 6, and 8)
2. Define terms and identification labels associated with early intervention and special education. (CCC 1)
3. Examine major legislation related to serving children with exceptionalities. (PGC 8, CCC 5)
4. Describe the role of the regular teacher/caregiver in the planning and delivery of special services and education. (PGC 1, and CCC 3)
5. Identify the characteristics and contributing factors associated with the categories of disability and with giftedness. (PGC 9, and CCC 8)
6. Develop sample IEP/IFSP's for children with exceptionalities. (PGC 10, and CCC 1 & 2)
7. Examine activities and teaching techniques appropriate for children with disabilities and for gifted children. (PGC 1, and CCC 3)
8. Describe techniques for developing mutual understanding and cooperative partnerships with parents and all members of the interdisciplinary team. (PGC 6, and CCC 3, 4, & 5)

MEASURABLE OBJECTIVES:

1. Develop an historical overview and perspective of the treatment and education of persons with exceptionalities.
 - 1.1 Examine societal conditions and attitudes in the past that affected how persons with disabilities were viewed and treated.
 - 1.2 Describe the court cases which preceded the IDEA and the court cases which challenged the IDEA.
 - 1.3 Explore internet for historical contributors.
2. Define terms and identification labels associated with early intervention and special education.

- 2.1 List and explain current terminology in special education and early intervention.
- 2.2 Explain the advantages and disadvantages of labeling.
3. Examine major legislation related to serving children with exceptionalities.
 - 3.1 List and describe the six major principles of the IDEA, and the impact on programs and persons with diverse abilities.
 - 3.2 Identify parts of the legislation that relate specifically to birth to one-year old children.
4. Describe the role of the regular teacher/caregiver in the planning and delivery of special services and education.
 - 4.1 Describe the three models for teaming; multidisciplinary, interdisciplinary, and transdisciplinary.
 - 4.2 List the special education placement options from least to most restrictive.
 - 4.3 Discuss issues surrounding inclusive education.
5. Identify the characteristics and contributing factors associated with the categories of disability and with giftedness.
 - 5.1 Describe appropriate assessment practices for students with diverse abilities and from culturally diverse backgrounds.
 - 5.2 List and briefly describe the 8 categories of disabilities according to Gardner and Hatch (1979).
 - 5.3 Identify and discuss the factors that contribute to giftedness.
 - 5.4 Describe the various models used for teaching gifted and talented students.
6. Develop sample IEP/IFSP's for children with disabilities.
 - 6.1 Explore software for use in developing IEP/IFSP.
 - 6.2 List and describe the components that must be included on an IEP/IFSP.
 - 6.3 Identify the members of the IEP/IFSP team.

7. Examine activities and teaching techniques appropriate for children with disabilities and for gifted children.

7.1 Plan for curriculum adaptations for child with disabilities.

8. Describe techniques for developing mutual understanding and cooperative partnerships with parents and all members of the interdisciplinary team.

8.1 List benefits of successful parent/teacher partnership.

8.2 Describe the guidelines for working with parents and families of children with disabilities.

8.3 Discuss the concept of family-centered services.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

Written Assignments	20%
Observations	20%
Exams	<u>60%</u>
	100%

College Grading System:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.