

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

EDUC 2023

Course Title

Survey of Exceptional Children

Course Description

Prerequisites: BSTD 0613.

This course consists of a brief overview of many common physical, emotional, social, and mental problems children may experience, and how preschool teachers may adapt lessons plans, provide emotional and social support, and meet other needs such children and their families may have. Special education needs are discussed along with the biological, social, and psychological elements of specific handicaps. A minimum of 10 observation hours are required.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

X Critical Thinking

X Responsibility

X Communication

ACTS Course

Program Course X EARLY CHILDHOOD EDUCATION - AAS

ACTS Outcomes

Program Outcomes

1. Demonstrate an understanding of typical and atypical infant, toddler, pre-school, and school age development and the influences that ecological systems have on development.
2. Differentiate between and among the cognitive, physical, social, and emotional domains.
3. Develop solutions to meet individual child and program needs based on observation and assessment of children and programs.
4. Demonstrate the ability to create, plan, and implement age-appropriate curriculum, lesson plans, and activities.
5. Demonstrate an understanding of the foundational underpinnings, ethical and professional standards that are applicable to Early Childhood Education as well as basic learning and teaching best practices. (Developmentally Appropriate Practice)
6. Engage in written and verbal communication with families, colleagues, and administration using standard English.

Course Learner Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Categorize, define, explain and demonstrate a basic understanding of common physical, cognitive, and social/emotional disabilities identified by IDEA.	NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 3d,		LO 3, 4		C1 C2	R1 R2	Disability Report & Presentation Tests & quizzes Other projects as assigned

CLO 2	Articulate the basic tenants of PL 142, PL 99-457, PL101 476 (IDEA), the reauthorizations of IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973.	NAEYC 6c, 6d, 6e		LO 2		C1		Disability Brochure Tests & quizzes Other projects as assigned
CLO 3	Describe and demonstrate knowledge of the pre-referral/referral process, IFSP, IEP, due process, reasonable accommodations and modifications and LRE and develop strategies for working with families of young children with special needs.	NAEYC 1a, 1b, 1c,3a, 3b,3c, 3d, 4b, 4c, 4d		LO 1, 2, 3, 4	CT1	C1 C2 C3	R1 R2 R3	Disability Brochure IFSP Outline Tests & quizzes "Webliography" resources for families Case Studies Other Projects as assigned
CLO 4	Observe and document characteristics of special needs children and classroom accommodations in the early childhood setting.	NAEYC 3a, 3b, 3c		LO 1, 3, 4		C1	R1 R2 R3	Child Observation Classroom Observation Case Studies Other projects as assigned
CLO 5	Develop and present age appropriate environments and lessons aligned with Arkansas Early Childhood Frameworks that are adapted to meet the needs of children with a variety of special needs.	NAEYC 2a, 2b, 2c,1c,4a ,4b, 4c,4d		LO 1, 2, 3, 4	CT1	C1 C2 C3	R1 R2 R3	Classroom Activity Plan with special needs accommodations, Environment adaptation report for specific special needs, Other Projects as assigned

Unit Outcomes/ Competencies/ Objectives

The competencies for this course are aligned with the National Association for the Education of Young Children Standards.

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 diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

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

3a: Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with professional colleagues

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

5a: Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Standard 6. Becoming a Professional

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

AECC COMPETENCIES - SPECIAL NEEDS OBJECTIVES

1. Adapt the indoor and outdoor environment so that children with special needs can maximize their independence (e.g. safely use mechanical audio equipment) 4b, 4d
2. Recognize unusual behavior and physical symptoms in children and encourage parents to obtain appropriate treatment. 3a, 3b, 3c, 3d
3. Work cooperatively with health professionals and parents to meet the needs of children with disabilities 3d, SS5
4. Recognize the signs of a health crisis that children with special needs may have and respond appropriately 3a, 3b, 3d, SS5
5. Adapt the daily schedule to accommodate children with special needs rather than requiring them to fit the schedule 4d
6. Support and encourages, but never forces children who are fearful of physical activity because of illness, accidents, abuse, limited opportunities or overprotective caregivers and parents 4a
7. Observe and evaluates children's physical development, recognized signs of possible physical disabilities and developmental delays, refers parents to appropriate services and follows up on referrals or individual development plans 3a, 3b, 3c
8. Adapt the program to meet the special needs of children with disabilities, taking into account the importance of physical development, self-concept and social development 4a, 4b, 4c, 4d
9. Avoid overprotecting children with disabilities, support their independence include them in physical activities with other children (making modifications only when necessary) and encourage parents to do the same 4a, 4b, 4c, 4d
10. Obtain (or make) and use special learning materials and equipment for children whose disabilities affect their ability to learn 3c, 4b, 4c, 4d
11. Recognize learning problems and collect good observations example to support concerns 3a, 3b, 3c
12. Use written observational examples of children to make and support referrals according to center policies 3a, 3b, 3c, SS3
13. Recognize problem impairment or delays that affect hearing and speech, help families find resources, cooperate with treatment plan and find ways to communicate positively with these children 1a, 1b, 1c
14. Provide many opportunities for all children, including those with disabling conditions to feel effective, experience success and gain the positive recognition of others 1c, 4a
15. Understand the effect of abuse and neglect on children's self-concept and work sensitively with such children 1c, 4a
16. Help children recognize their own and others' feelings, similarities and differences and help them to empathize with others 1c, 4a
17. Help all children feel valued as members of the group 1c, 4a
18. Encourage children to share stories and activities from their families and cultures 2a, 2b, 2c
19. Use stories, pictures, and other materials to help children deal with issues such as sharing, separation, negative behavior, and disabilities 1c, 4a
20. Recognize that sometimes serious behavior problems are related to developmental or emotional problems and works cooperatively with parents towards solutions 1a, 1b, 1c
21. Know to be aware of each child's limitations and abilities, use guidance techniques accordingly, and explain rules to the child's level of understanding 1c, 4a

Assessment Description(s)

Assessments for this course are comprised of a variety of individual and small group activities that include written and oral reports and presentations, tests, quizzes, child observations, etc. These assessments provide students with an opportunity to demonstrate competency in critical thinking, written and oral communication, and responsibility for both individual and group assignments.

Materials and Technological Requirements

Howard, Vikki F., Williams, Betty Fry, Miller, Denielle, Aiken, Estee () Very Young Children with Special Needs: A Foundation for Educators, Families and Service Providers, 5th Edition. Pearson.
ISBN 13: 9780133112153

Criminal Background Check
Child Maltreatment Clearance
Free from Tuberculosis
Student Observer Badge

Computer with reliable internet service
Recommended: Flash Drive or other electronic storage device as backup for assignment files

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week 2 absences
Courses that meet twice per week 3 absences
Courses that meet four times per week 5 absences

Summer Session

Courses that meet four times per week in a five week session 3 absences
Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave

- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

Date of Revision: 8/25/2016