

**Angelina College
Technology and Workforce Division
CDEC 1359 (Internet/Hybrid/Classroom) Children with Special Needs
General Syllabus**

I. BASIC COURSE INFORMATION:

A. Course Description: Three hours credit. 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.

B. Intended Audience: Freshman/sophomore

C. Instructor: Vicky L. Milstead

Office Location: TW 166

Office Hours: Dependent upon field experience observation schedule, by appointment, students encouraged to text cell number or email

Phone: Office (936) 633-5466 or Cell (936) 554-4250

E-mail Address: vmilstead@angelina.edu

II. INTENDED STUDENT OUTCOMES:

A. Core Objectives Required for this Course

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

3. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

B. Course Learning Outcomes for all Sections

The student will:

1. summarize causes, incidences and characteristics of exceptionalities related to the domains of development;
2. discuss current terminology and practices for intervention strategies;
3. identify appropriate community resources and referrals for individual children and families;
4. identify legislation and legal mandates and their impact on practices and environments;
5. explain the role of advocacy for children with special needs and their families; and
6. identify materials and resources, including current technology, to support learning in all domains for each and every child.

III. ASSESSMENT MEASURES

A. Assessments for the Core Objectives:

1. Critical Thinking Skills: Critical thinking skills will be measured by the student's ability to work through situations presented in case scenario/case study problems, and by assessing material in assigned exercises used to determine the needs of all participants involved. In addition, reflective activities, class discussions, presentations, and projects will be assessed for the application of critical thought processes through utilization of the Angelina College Critical Thinking Skills value rubric.

2. Communication Skills: Communication will be measured by the student's ability to demonstrate effective development, interpretation and expression of ideas through the use of discussion questions and projects concerning critical core topics. The student's performance of communication skills will be assessed through utilization of the Angelina College Communication value rubric.

3. **Teamwork:** Teamwork will be measured by the student's ability to work effectively with others to support a shared purpose or goal and consider different points of view through the use of projects. The student's performance of teamwork will be assessed through utilization of the Angelina College Teamwork value rubric.

B. Assessments for Course Learning Outcomes

The student will:

1. summarize causes, incidences and characteristics of exceptionalities related to the domains of development by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects;
2. discuss current terminology and practices for intervention strategies by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects;
3. identify appropriate community resources and referrals for individual children and families by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects;
4. identify legislation and legal mandates and their impact on practices and environments by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects;
5. explain the role of advocacy for children with special needs and their families by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects; and
6. identify materials and resources, including current technology, to support learning in all domains for each and every child by correctly responding to embedded questions on examinations, case scenario/case study problems, reflection activities, discussion questions and projects.

IV. INSTRUCTIONAL PROCEDURES:

Methodologies utilized in presenting course content may include, but not limited to: lectures, audio-visual presentations, discussions, examinations, case scenario/case study problems, reflection activities, student presentations, research projects, field experiences, field trips, guest speakers, etc. Computer-based technology such as Blackboard will be utilized for communicating, solving problems, acquiring information and submitting course assignments.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks and Recommended Readings, Materials and Equipment

The Exceptional Child: Inclusion in Early Childhood Education, 8th Edition

Eileen K. Allen | Glynnis Edwards Cowdery
ISBN-10: 1285432371 | ISBN-13: 9781285432373
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MindTap Access Code

Computer with Microsoft Office and Internet access

B. Course Policies – This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.

1. **Educational Accommodations** – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the "Student Services" tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or

email access@angelina.edu. To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing shudman@angelina.edu.

- 2. Attendance** – Attendance is required as per Angelina College Policy and will be recorded every day. Any student with three (3) consecutive absences or four (4) cumulative absences may be dropped from the class. Records will be turned in to the academic dean at the end of the semester. Do not assume that non-attendance in class will always result in an instructor drop. **You must officially drop a class or risk receiving an F.** This is official Angelina College Policy.

Students are required to log into the course at least once each week. Students failing to log into the course and submit completed assignments for two (2) weeks may be locked out and must seek readmission with the Instructor. In order to avoid a grade of “F”, all students who do not wish to continue the course are required to formally drop the course through admissions by the posted drop deadlines. Students are expected to notify the Instructor as soon as possible if having difficulty logging in, expect to miss logging in any particular week, or submitting assignments.

3. Additional Policies Established by the Instructor

Orientation – Internet course students are required to attend a mandatory orientation prior to initial Log in to the course. Date and location are posted on the Angelina College website course schedule. Classroom and Hybrid courses will provide a mandatory orientation prior to initial login to the courses on the first scheduled day of class, unless otherwise specified on the Angelina College website course schedule.

Assignment Completion Policy – All assignment due dates are posted on the course calendar. It is the individual student’s responsibility to ensure that all assignments are received in their entirety as directed by the instructor on or before the appropriate due date. All assignments must be electronically submitted in Microsoft Office into Blackboard in the order assigned per course calendar, unless otherwise specified by the Instructor. Failure to complete and successfully submit all assignments (quizzes and any other additional assignments, assessments and projects required per Instructor) will result in a final grade of “F” in the course. NO EXCEPTIONS.

Field Experience Completion Policy – Less than 30 completed hours will result in a grade of “F” in the course. NO EXCEPTIONS.

Late Assignments – All assignments must be turned in before or on the due date given on the course calendar. Ten (10) points will be deducted for each calendar day late. It is the student’s responsibility to maintain open communication with the instructor. Special accommodations will be considered on a case by case basis.

Instructor Conferences – All students are encouraged to take time to meet individually with the Instructor during the course. Every effort will be made to respond to individual needs. If at any time you feel that you are having problems related to the course, visit with the Instructor as soon as possible. Likewise, the Instructor may request a meeting with you if necessary. Many problems can be resolved easily if properly addressed.

Confidentiality – All students are responsible to respect the confidentiality of other students, to protect privacy, and to act in a professional manner at all times. Students should strive for objectivity as they share and gather information about children and children’s programs. Information about children and early childhood programs, which are subjective in nature, shall not be discussed outside the classroom. In reports and discussions during class meetings, names of specific persons shall be omitted to preserve confidentiality.

VI. COURSE OUTLINE: Description of the Course Activities including due dates, schedules, and deadlines.

The course calendar and assignments are located on Blackboard

VII. EVALUATION AND GRADING:

A. Grading Criteria

The following evaluation activities will be utilized to produce the final course grade:

1. Quizzes
2. Video Case/Scenarios
3. Research Paper
4. Wikis

B. Determination of Grade

Course Grade will be awarded on basis of:

- A = 4375 – 3937 possible points
- B = 3936 – 3149 possible points
- C = 3148 – 2204 possible points
- D = 2203 – 1322 possible points
- F = Below 1322 possible points

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.