



ECCE 2201 Exceptionalities

COURSE SYLLABUS

Hybrid

Spring Semester 2018

COURSE INFORMATION

Credit Hours/Minutes: 3/2500

Class Location: Building 2, Room 2125

Class Meets: Monday 5:00-6:30 40% Hybrid /60% In Class

Course Reference Number (CRN): 40069

Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Kay Wilson

Office Location: Building 2, Room 2125

Vidalia Campus: Main Building, Room 317

Office Hours: Monday-Thursday 1:00-4:00

Email Address: [Kay Wilson \(kwilson@southeasterntech.edu\)](mailto:kwilson@southeasterntech.edu)

Phone: 478-289-2213

Fax Number: 478-289-2276

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

The Exceptional Child: Inclusion in Early Childhood Education, 8th Edition, Publisher: Thompson Delmar, ISBN: 1-111-30549-8

REQUIRED SUPPLIES & SOFTWARE

Notebook, paper, pen/pencil

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online

course.

COURSE DESCRIPTION

Provides for the development of knowledge and skills that will enable the student to understand individuals with special needs and appropriately guide their development. Special emphasis is placed on acquainting the student with programs and community resources that serve families with children with special needs. Topics include inclusion/least restrictive environment (LRE), physical and motor impairments, gifted/talented, intellectual and cognitive disabilities, emotional and behavioral disorders, communication disorders in speech and language, autism spectrum disorders, visual impairments, deaf and hard of hearing, health impairments, multiple disabilities, and community resources.

MAJOR COURSE COMPETENCIES

Topics include inclusion/least-restrictive environment (LRE), physical and motor impairments, gifted/talented, intellectual and cognitive disabilities, emotional and behavioral disorders, communication disorders in speech and language, autism spectrum disorders, visual impairments, deaf and hard of hearing, health impairments, multiple disabilities, and community resources.

PREREQUISITE(S)

ECCE 1103

COURSE OUTLINE

1. Inclusion/Least Restrictive Environment (LRE)
2. Physical and Motor Impairments
3. Gifted and Talented
4. Intellectual and Cognitive Disabilities
5. Emotional and Behavioral Disorders
6. Communication Disorders in Speech and Language
7. Autism Spectrum Disorders
8. Visual Impairments
9. Deaf and Hard of Hearing
10. Health Impairments
11. Multiple Disabilities
12. Community Resources

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS (HYBRID)

- Students are expected to come prepared for each class meeting, focused and ready to learn. This means that it is necessary to read the chapters and work outside of class in order to succeed in this course. A detailed lesson schedule has been provided at the end of this syllabus.
- Students MUST wear their STC identification; one free lanyard is provided in the student affairs division. Students may NOT enter the classroom without their student id visible. This is strictly enforced.
- Students should complete all tests and assignments shown on the attached tentative lesson plan by the scheduled deadlines, unless otherwise notified of a change in deadline.

- Instructor reserves to modify the tentative lesson schedule attached to this syllabus with notice. Students are expected to have all assignments (homework and other assignments) completed at the beginning of class on the date that it is due. No late submissions will be accepted; a zero will be recorded.
- There may be graded in class activities planned in which you will not be able to participate if you are not prepared for that day's class.
- Unannounced quizzes or in-class assignments are subject to be given every day. A grade of zero will be assigned for any quizzes or in class assignments missed. There will be no makeup of quizzes or in class assignments; a grade of zero will be assigned.
- Please make every effort to be in class every day. However, if you are SICK and CONTAGIOUS, please do not come to class.

HYBRID ATTENDANCE

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor. Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" in a course.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is

assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a “W” for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of “F” being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.) The 65% point for spring semester is Monday, March 19.

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of ‘W’, will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

WORK ETHICS

The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Students will be required to take a work ethics test as marked in the lesson plan. A grade of 70 or better is required to complete the work ethics requirements for this class.

MAKEUP GUIDELINES

If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor on the day of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero. Extenuating circumstances are determined at the instructor’s discretion. If you send an email, please check for the instructor’s response regarding if/when you will be able to make up the test. Failure to check your email for the response will be no excuse for missing the makeup test. Unless otherwise scheduled with the instructor, it is expected that the test will be taken the next day, scheduled outside of regular class time. Please keep in mind that your instructor has to ask another instructor to administer the makeup test on the next day. If you do not contact instructor on the day of the missed test, you will receive a zero on the test, and there will be no opportunity to make up the test. Do not ask for an exception. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER.**

Unannounced quizzes or in-class assignments are subject to be given on any day. A grade of zero will be assigned for any quizzes or in class assignments missed. There will be no makeup of quizzes or in class assignments. Please make every effort to be in class every day.

Assignment due dates are listed on the attached lesson plan. Students are expected to have the assignment completed at the beginning of class on the date that it is due.

Any zeros recorded will be included in the final score calculation.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Blythe Wilcox bwilcox@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Test	30%
Assignments	20%
Resource File and PowerPoint	50%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

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Spring Semester 2018 lesson plan

Date/ Week/ Due	Chapter/ Lesson	Content	Assignments	Competency Area
Week 1 Jan 8- 16 Work is due by Mon	Chapter 1	An Inclusive Approach to Early Education What is inclusion?	Discuss Chapter 1 1 page paper on Opinion of Inclusion View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions Hybrid Assignment Partner Project	1, 12 a,c
Week 2 Jan 16- 22 Work is due by Mon	Chapter 2	Federal Legislation: Early Intervention and Prevention	Discuss Chapter 2 1 page typed paper on 3 different pieces of legislation to PREVENT developmental disabilities View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions	1 a,c
Week 3 Jan 22- 29 Work is due by Mon	Chapter 3	Inclusive Programs for Young Children	Discuss Chapter 3 Work on Resource File View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions	1, 3, 12 a,c
Week 4 Jan 29- Feb 5 Work is due by Mon	Chapter 3 continue	Inclusive Programs for Young Children	Discuss Chapter 3 Work on Resource File View PowerPoint Hybrid Assignment Read Case Study and complete paper	1, 3, 12 a,c
Week 5 Feb 5- 12 Work is due by Mon	Chapter 4	Normal and Exceptional Development	Discuss Chapter 4 Read Case Study and complete paper View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions	1, 3 a,c
Week 6 Feb 12- 19 Work is due by Mon	Chapter 5	Developmental Disabilities: Causes and Classifications	Discuss Chapter 5 Read Case Study and complete paper View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions	4,5,6,8,9, 10,11 a,c

Date/ Week/ Due	Chapter/ Lesson	Content	Assignments	Competency Area
Week 7 Feb 19- 26 Work is due by Mon	Chapter 6	Sensory Impairments: Hearing and Vision	Discuss Chapter 6 Read Case Study and complete paper View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions	9,12 a,c
Week 8 Feb 26- Mar 5 Work is due by Mon	Chapter 7	Physical Disabilities and Health Problems	Discuss Chapter 7 Read Case Study and complete paper View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions Hybrid Assignment Create 6 tri-fold (front/back) brochures created in Publisher on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	2, 10 a,c
Week 9 Mar 5- 12 Work is due by Mon	Chapter 8	Learning and Behavior Disorders	Discuss Chapter 8 Read Case Study and complete paper View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions Hybrid Assignment Create 6 tri-fold (front/back) brochures created in Publisher on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	5 a
Week 10 Mar 12-19 Work is due by Mon	Chapter 10	Assessment and the Individual Family Service Plan (IFSP)/Individual Family Service Plan Individualized Education Plan (IEP) Process	Discuss Chapter 10 Students receive a copy of IFSP and IEP View Information Hybrid Assignment Key Terms Hybrid Assignment Review Questions Hybrid Assignment Create 6 tri-fold (front/back) brochures created in Publisher on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	1, 12 a,c
Week 11 Mar 19-26 Work is due by Mon	Chapter 11	Characteristic of Effective Teachers in Inclusive Programs	Discuss Chapter 11 Students receive a copy of IFSP and IEP View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions Hybrid Assignment Create 6 tri-fold (front/back) brochures created in Publisher on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	11, 12 a,c

Date/ Week/ Due	Chapter/ Lesson	Content	Assignments	Competency Area
Week 12 Mar 26-Apr 9 Work is due by Mon	Continue Chapter 11	Facilitating Social Development Managing Challenging Behaviors	Discuss Chapter 15 RESOURCE FILE DUE AT THE BEGINNING OF CLASS: will not be accepted late. Hybrid Assignment Key Terms Hybrid Assignment Review Questions Hybrid Assignment Create 6 tri-fold (front/back) brochures created in Publisher on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	1, 2, 4, 5, 7, 11 a,c
Week 13 Apr 9- 16 Work is due by Mon	Chapter 15 and 18	Managing Challenging Behaviors	Finish Chapter 18 All Brochures Due Partner POWERPOINTS DUE Final test	1, 2, 4, 5, 7, 11 a,c
Week 14 and 15 Apr 16- 30 Work is due by Mon	Chapter 18 Continue	An Inclusive Approach to Early Education What is inclusion?	Discuss Chapter 1 1 page paper on Opinion of Inclusion View PowerPoint Hybrid Assignment Key Terms Hybrid Assignment Review Questions Hybrid Assignment Partner Project	1, 12 a,c

COMPETENCY AREAS:

1. Inclusion/Least Restrictive Environment (LRE)
2. Physical and Motor Impairments
3. Gifted and Talented
4. Intellectual and Cognitive Disabilities
5. Emotional and Behavioral Disorders
6. Communication Disorders in Speech and Language
7. Autism Spectrum Disorders
8. Visual Impairments
9. Deaf and Hard of Hearing
10. Health Impairments
11. Multiple Disabilities
12. Community Resources

GENERAL CORE EDUCATIONAL COMPETENCIES

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

WRITING RUBRIC

NAME _____ DATE _____

ASSIGNMENT _____

Criteria	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed— according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments

RESOURCE FILE AND BROCHURE RUBRIC:

Criteria	4	3	2	1
On correct topic	The Resource File was on one of the topics listed on syllabus	----	-----	The Resource File was not on one of the given topics
Tri-fold Brochure printed on one page	Was a tri-fold brochure on one page	-----	-----	Not a tri-fold brochure and/or not on one page
Ways to prevent behavior	3 or more ways to prevent the behavior were included	2 ways to prevent the behavior were included	1 way to prevent the behavior was included	No methods to prevent
Ways to deal with existing behavior	5 or more ways to deal with the behavior were included	4 ways to deal with the behavior were included	3 ways to deal with the behavior were included	2 or less ways to deal with the behavior were included
Color	Printed in color	---	----	Not printed in color
3 websites	3 or more specific websites were given on topic	2 specific websites were given on topic	1 website was given on topic	No websites were given on topic
Neat	The Resource File was extremely neat	The Resource File was mostly neat	The Resource File was somewhat neat	The Resource File needed work in this area
Creative	The Resource File was extremely creative	The Resource File was mostly creative	The Resource File was somewhat creative	The Resource File needed work in this area
Accurate	The information was totally accurate	The information was mostly accurate	The information was somewhat accurate	The information was not accurate
Children's books—titles and authors (titles must be underline to get credit)	There were three or more children's books included in the brochure	There were 2 children's books included in the brochure	There was 1 children's book included in the brochure	There were no children's books in the brochure
Each "prevention" and "how to deal with" method is explained in detail (not just listed)	All 8 were very explained in detail	6-7 of the prevention and how to deal methods were explained in detail	5 of the methods were explained in detail	Less than 5 were explained in detail

Criteria	4	3	2	1
Pictures/graphics included	At least 4 pictures/graphics were included	At least 3 pictures/graphics were included	At least 2 pictures/graphics were included	Only 1 picture/graphics was included

Total _____ X 2.1 = final grade of _____

COMMENTS: