



**Early Childhood Care and Education (ECCE)  
ECCE 2201 Exceptionalities  
HYBRID COURSE SYLLABUS  
Spring Semester 2020 (202014)**

**COURSE INFORMATION**

Credit Hours/Minutes: 3/2500  
Class Location: Swainsboro Campus Building 2 Room 2125  
Class Meets: **40%Hybrid/60%F2F** Monday 4:00-5:40  
Course Reference Number (CRN): 40096  
Preferred Method of Contact: College Email

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Kay Wilson  
Campus/Office Location: Swainsboro Building 2, Room 2125  
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 HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and 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 8<sup>th</sup> Edition; Author: K. Eileen Allen and Glynnis E. Cowdery  
International Standard Book Number (ISBN): 978-1-285-43237-3

Students should not share login credentials with others and should change passwords periodically to maintain security.

**REQUIRED SUPPLIES AND SOFTWARE**

Pencils/Pens, notebook, paper, materials for conducting learning activities (this cost varies per course with some supplies being provided). Reliable access to the internet, Microsoft Excel and Microsoft Word. Internet browser should be Internet Explorer (IE) 7 or higher or Mozilla Firefox 2.0 or higher. If you do not have

computer access, see your instructor for information regarding use of open labs on campus.

## **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**

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

## **PREREQUISITE(S)**

Provisional Admission

## **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**

Assignments must be turned in on the specified date. All work must be printed off and turned in at the beginning of class the date that it is due. If a student is absent from class, all work must be turned in at the beginning of class the next day upon returning to class. If this is not done, 10 points will be deducted for work turned in late or work not turned in at the beginning of class. Work will not be accepted if it is over one week past the due date. Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER!** Students are responsible for policies and procedures included in the STC Catalog and Student Handbook.

## **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.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

## **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 make appropriate arrangements with the appropriate campus coordinator.

**Swainsboro Campus:** Macy Gay [mgay@southeasterntech.edu](mailto:mgay@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

**Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165

It is strongly encouraged that requests for consideration be made PRIOR to delivery and early enough in the

pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery MAY NOT be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

### **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (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 for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which the student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" (Failing 0-59) being assigned.

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

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 also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

### **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)**

Assignments must be turned in on the specified date. All work must be printed off and turned in at the beginning of class the date that it is due. If a student is absent from class, all work must be turned in at the beginning of class the next day upon returning to class. If this is not done, 10 points will be deducted for work turned in late or work not turned in at the beginning of class. Work will not be accepted if it is over one week past the due date. Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER!** Students are responsible for policies and procedures included in the STC Catalog and Student Handbook.

### **ACADEMIC DISHONESTY POLICY**

The STC Academic Dishonesty Policy states 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 STC Catalog and 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 (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, 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 nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

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

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

### 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 STC'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**

<b>Assessment/Assignment</b>	<b>Percentage</b>
Tests	30%
Assignments	20%
Resource File	30%
Disability PowerPoint	20%

## **GRADING SCALE**

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

## ECCE 2201 Exceptionalities

### Spring Semester 2020 lesson plan

<b>Date/ Week/ Due</b>	<b>Chapter/ Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Week 1 Jan 7- 13 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 13- 21 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 21- 27 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 27- Feb 3 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 3 - 10 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 10- 17 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

<b>Date/ Week/ Due</b>	<b>Chapter/ Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Week 7 Feb 17- 24 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 24- Mar 2 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 2- 9 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 9- 16 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 16-23 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

<b>Date/ Week/ Due</b>	<b>Chapter/ Lesson</b>	<b>Content</b>	<b>Assignments</b>	<b>Competency Area</b>
Week 12 Mar 23-30 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 Mar 30-Apr 13 Work is due by Mon	Chapter 15 and 18	Managing Challenging Behaviors	Finish Chapter 18 All Brochures Due Partner POWERPOINTS DUE	1, 2, 4, 5, 7, 11 a,c
Week 14 and 15 Apr 13- 27 Work is due by Mon	Chapter 18 Continue		Final Test	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.

