



ECCE 2201 Exceptionalities HYBRID COURSE SYLLABUS Spring Semester 201714

Semester: Spring 201714
Course Title: Exceptionalities
Course Number: ECCE 2201
Credit Hours/ Minutes: 3 / 2250
Class Location: Building 2, Room 2125
Class Meets: Monday, 5:00-6:30 p.m. (60% in class, 40% online)
CRN: 40122
Preferred Method of Contact: Email at
kwilson@southeasterntech.edu

Instructor: Kay Wilson—M.Ed.
Office Hours: M-W 1:00 – 4:00, R 8:00-12:00
Office Location: Building 2, Room 2125
Email Address: kwilson@southeasterntech.edu
Phone: 478-289-2213
Fax Number: 478-289-2214

REQUIRED TEXT: The Exceptional Child: Inclusion in Early Childhood Education , 7th Edition, Publisher: Thompson Delmar, ISBN: 1-111-30549-8

REQUIRED SUPPLIES & SOFTWARE: MS Word or Notepad, Notebook, Paper, Pen/Pencil, and Supplies for Activities, and a large file folder.

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 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 Competencies 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:

- 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.

HYBRID PROCEDURE

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.

STUDENT REQUIREMENTS (Hybrid): Students are expected to complete all work required by the instructor. Unannounced quizzes/assignments may be given. Students that miss an unannounced quiz or assignment will receive a grade of 0. Any quizzes given during the semester will be averaged together to arrive at one grade for the semester. Students are expected to complete all tests and assignments by the due dates. The cut-off is midnight of each assigned week. **ASSIGNMENTS WILL NOT BE ACCEPTED LATE FOR THIS CLASS. THIS INCLUDES BOOK WORK AND/OR TESTS. IF WORK IS NOT COMPLETED BY THE DUE DATES A GRADE OF ZERO WILL BE GIVEN.**

ATTENDANCE GUIDELINES: 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 also 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 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, 912-538-3126, hthomas@southeasterntech.edu, 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, 912-538-3126, hthomas@southeasterntech.edu.

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" 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.)

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. 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.

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...): Failure to take tests/quizzes will result in a grade of zero. If Internet or browser failure occurs while taking an exam, contact instructor immediately. A decision will be made at that time if the exam will be reset. The instructor reserves the right to deduct points from exam scores for exceeding the scheduled time limit on the exams and/or requiring student to come to campus to take the exam. **Makeups are not allowed for unannounced quizzes/assignments.**

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 Student Handbook.*

Procedure for Academic Misconduct

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

--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.

--Second Offense--

Student is given a grade of "WF" 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.

--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 second 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:

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

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 STC website at www.southeasterntech.edu.

GRADING POLICY

- 30% Tests
- 20% Assignments
- 30% Resource File
- 20% Disability PowerPoint

GRADING SCALE

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

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.*

**ECCE 2201 Exceptionalities
 SPRING SEMESTER 2016 LESSON PLAN
 IC---In Class OL---Online**

Date	Chap / Less	Content	Assignments & Tests Due	Comp Area
All Assignments are Due on Monday				
Week 1 1/9-16 Due 1/16	Chapter 1	An Inclusive Approach to Early Education What is inclusion?	IC Discuss Chapter 1 IC-1 page paper on Opinion of Inclusion IC View PowerPoint OL Key Terms OL Review Questions OL Partner Project	*1, 12 **a,c
Week 2 1/16-23 Due 1/23	Chapter 2	Federal Legislation: Early Intervention and Prevention	IC Discuss Chapter 2 IC-1 page typed paper on 3 different pieces of legislation to PREVENT developmental disabilities IC View PowerPoint OL Key Terms OL Review Questions	*1 **a,c
Week 3 1/23-30 Due 1/30	Chapter 3	Inclusive Programs for Young Children	IC Discuss Chapter 3 IC-Work on Resource File IC View PowerPoint OL Key Terms OL Review Questions	*1, 3, 12 **a,c
Week 4 1/30-2/6 Due 2/6	Cont. Chapter 3	Inclusive Programs for Young Children	IC Discuss Chapter 3 IC-Work on Resource File IC View PowerPoint OL Read Case Study and complete paper	*1, 3, 12 **a,c
Week 5 2/6-13 Due 2/13	Chapter 4	Normal and Exceptional Development	IC Discuss Chapter 4 IC- Read Case Study and complete paper IC View PowerPoint OL Key Terms OL Review Questions	*1, 3 **a,c
Week 6 2/13-20 Due 2/20	Chapter 5	Developmental Disabilities: Causes and Classifications	IC Discuss Chapter 5 IC- Read Case Study and complete paper IC View PowerPoint OL Key Terms OL Review Questions	*4,5,6,8,9, 10,11 **a,c
Week 7 2/20-27 Due 2/27	Chapter 6	Sensory Impairments: Hearing and Vision	IC Discuss Chapter 6 IC- Read Case Study and complete paper IC View PowerPoint OL Key Terms OL Review Questions	*9,12 **a,c
Week 8 2/27-3/6 Due 3/6	Chapter 7	Physical Disabilities and Health Problems	IC Discuss Chapter 7 IC- Read Case Study and complete paper IC View PowerPoint OL Key Terms OL Review Questions OL Create 6 tri-fold (front/back) brochures created in Publisher (IDS) on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	*2, 10 **a,c
Week 9 3/6-3/13 Due 3/13	Chapter 8	Learning and Behavior Disorders	IC Discuss Chapter 8 IC- Read Case Study and complete paper IC View PowerPoint OL Key Terms OL Review Questions	*5 **a,

			OL Create 6 tri-fold (front/back) brochures created in Publisher (IDS) on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	
Week 10 3/13-20 Due 3/20	Chapter 10	Assessment and the IFSP/IEP Process	IC Discuss Chapter 10 IC- Students receive a copy of IFSP and IEP IC View Information OL Key Terms OL Review Questions OL Create 6 tri-fold (front/back) brochures created in Publisher (IDS) on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	*1, 12 **a,c
Week 11&12 3/20-4/3 Due 4/3	Chapter 11	Characteristics of Effective Teachers in Inclusive Programs	IC Discuss Chapter 11 IC- Students receive a copy of IFSP and IEP IC View PowerPoint OL Key Terms OL Review Questions OL Create 6 tri-fold (front/back) brochures created in Publisher (IDS) on one of the Health Problems discussed in book (see brochure requirements) Due the end of the semester	*11, 12 **a,c
Week 13 4/10-17 Due 4/17	Chapter 15 Chapter 18	Facilitating Social Development Managing Challenging Behaviors	IC Discuss Chapter 15 IC RESOURCE FILE DUE AT THE BEGINNING OF CLASS: will not be accepted late. OL Key Terms OL Review Questions OL Create 6 tri-fold (front/back) brochures created in Publisher (IDS) 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 14&15 4/17-4/24 Due 4/24	Chapter 18 Cont.	Managing Challenging Behaviors	Finish Chapter 18 All Brochures Due Partner POWERPOINTS DUE Final test	*1, 2, 4, 5, 7, 11 **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.

Partner Presentation

You and a partner will research a disability, submit a two page paper, and a powerpoint presentation.

Include the following for your Partner Paper:

- Your paper must be a research paper with information from Galileo
- You must cite your work
- You must have a title page and reference page
- Must be a minimum of two complete type pages doubled spaced

Include the following for your PowerPoint presentation:

- A detailed summary and description of the condition, characteristics and symptoms
- Causes of the condition, if any are known
- Support groups and agencies available to parents, children, and teachers (both nationally, regionally, and locally)
- As teachers, what information do you need to know and what do you need to do in order to care for and education the child
- Learning strategies to aid with this condition (possible handouts that can be mailed in)
- Resources that are available
- Demonstrate three activities that a child with the condition could participate.

Presentations should be at least 15 slides long. Be prepared for questions from other class member.

WRITING RUBRIC:

NAME _____ DATE _____

ASSIGNMENT _____

	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

Rubric for Power Point Presentation

NAME _____ DATE _____

TOPIC: _____

	4	3	2	1
Length	Presentation was at least 10 minutes in length	Presentation was between 8-9 minutes	Presentation was between 6-7 minutes	Presentation was less than 6 minutes
Original	The PowerPoint was totally original	The power point was original	The power point was somewhat original	The power point was lacking in originality
Informative	The power point was very informative on subject	The power point was informative on subject	The power point was somewhat informative on the subject	The power point was lacking in this area
Helpful to ECCE	The information contained in the power point was very useful/helpful to ECCE	The information was informative to ECCE	The information was somewhat useful/helpful to ECCE	The power point was lacking in this area
Creativity	The power point was very creative and unusual	The power point was creative	The power point was somewhat creative	The power point was lacking in creativity
Voice –Eye Contact	The speaker’s voice could be heard and eye contact was maintained throughout the entire presentation	The speaker’s voice could be heard and eye contact was maintained throughout most of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least some of the presentation
Handout	A handout was given at time of presentation	-----	-----	A handout was not given out at time of presentation
Slides	Presentation included at least 15 slides	Presentation included at least 13 slides	Presentation included at least 11 slides	Presentation included less than 10 slides

Points _____ X 3.5 = _____ (final grade on POWER POINT)

Comments

Resource File

Gather information on the following topics to make a resource file. There are many sources available on line and in our community. Contact them early in the semester so that they will have time to mail you information that you need. You can certainly pull information from the internet. Use your resources!!!!

Topics can include:

ADD/ADHD

Autism Spectrum Disorders

Hearing Impairments/Vision

Physical Disabilities

Learning Disabilities

Gifted

Speech Impairments

Intellectual Disabilities (MIID, MOID, SID)

ECCE 2201 EXCEPTIONALITIES RESOURCE FILE GRADE RUBRIC:

NAME _____

DISABILITY	3 children's book (titles/author and summary)	3 books for adults (title/author and summary)	4 Community Resources	2 Pamphlets/ brochures	2 varied lesson plans Written out	2 articles from GALILEO
ADD/ADHD						
EBD						
Autism Spectrum Disorders						
Hearing Impairments/ VISION						
Physical Disabilities						
Learning Disabilities						
Gifted						
Speech Impairments						
Intellectual Disabilities (MIID, MOID, SID)						
TOTALS:						

NAME _____ Date _____

Turned in on time? Y N Number of items _____ X .7 = _____

Final Grade _____