



**Early Childhood Care and Education (ECCE)  
ECCE 2201 Exceptionalities  
COURSE SYLLABUS  
Spring Semester 2019**

**COURSE INFORMATION**

Credit Hours/Minutes: 3/3000  
Class Location: Main Building, Room 317  
Class Meets: Tuesday 9:00-11:40  
Course Reference Number (CRN):  
Preferred Method of Contact: College Email

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Mindy Sumner  
Email Address: [Mindy Sumner \(msumner@southeasterntech.edu\)](mailto:msumner@southeasterntech.edu)  
Campus/Office Location: Vidalia/Main Building, Room 316  
Office Hours: Monday-Thursday 1:30-4:00  
Phone: 912-538-3256

**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.

## **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 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.

## **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 1208

**Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

### **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 1208

**Vidalia Campus:** Helen Thomas [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 108

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" 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 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' 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 accessed due to the withdrawal. A grade 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...)**

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 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).

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|--|---|
| <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<br>Vidalia Campus<br>3001 East 1 <sup>st</sup> Street, Vidalia<br>Office 108 Phone: 912-538-3126<br>Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a><br><a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a> | Lanie Jonas, Director of Human Resources<br>Vidalia Campus<br>3001 East 1 <sup>st</sup> Street, Vidalia<br>Office 138B Phone: 912-538-3230<br>Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a><br><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, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College 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 |
|-----------------------|------------|
| Tests                 | 30%        |
| Assignments           | 20%        |
| Resource File         | 30%        |
| Disability PowerPoint | 20%        |

### GRADING SCALE

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

## ECCE 2201 Exceptionalities Spring Semester 2019 Lesson Plan

| Date/Week/Due                                | Chapter/Lesson | Content  | Assignments   | Competency Area |
|--|----------------|--|---|-----------------|
| Week 1<br>Week of January 7<br><br>Due 1/15  | Chapter 1      | An Inclusive Approach to Early Education               | -Read Chapter 1<br>-Define Key Terms<br>-Complete Review Questions (Part 1 and 2)<br><b>All Activities Due: 1/15 (at the beginning of class)</b>  | 1, 12<br>a, c   |
| Week 2<br>Week of January 14<br><br>Due 1/22 | Chapter 2      | Federal Legislation: Early Intervention and Prevention | -Read Chapter 2<br>-Define Key Terms<br>-Type a 1 Page paper on 3 different pieces of legislation to <b>prevent</b> developmental disabilities (use chapter 2 information). Must be in your own words. Use writing rubric.<br><b>All Activities Due: 1/22</b> | 1<br>a, c, d    |

| <b>Date/Week/Due</b>                             | <b>Chapter/Lesson</b> | <b>Content</b>   | <b>Assignments</b>  | <b>Competency Area</b>           |
|--|-----------------------|--|---|----------------------------------|
| Week 3<br>Week of January 21<br><b>Due 1/29</b>  | Chapter 3             | Inclusive Programs for Young Children                  | -Read Chapter 3<br>-Define Key Terms<br>-Complete Review Questions<br>-Test over Chapters 1-3<br>-Work on Resource File (Due 4/9)<br><b>All Activities Due: 1/29</b>  | 1, 3, 12<br>a, c                 |
| Week 4<br>Week of January 28<br><b>Due 2/5</b>   | Chapter 4             | Normal and Exceptional Development                     | -Read Chapter 4<br>-Complete Review Questions<br>-Work on Resource File (Due 4/9)<br><b>All Activities Due: 2/5</b>   | 1, 3<br>a, c                     |
| Week 5<br>Week of February 4<br><b>Due 2/12</b>  | Chapter 5             | Developmental Disabilities: Causes and Classifications | -Read Chapter 5<br>-Define Key Terms<br>-Complete Review Questions<br>-Work on Resource File (Due 4/9)<br><b>All Activities Due: 2/12</b>   | 4, 5, 6, 8, 9,<br>10, 11<br>a, c |
| Week 6<br>Week of February 11<br><b>Due 2/19</b> | Chapter 6             | Sensory Impairments: Hearing and Vision                | -Read Chapter 6<br>-Complete Review Questions<br>-Test over Chapters 4-6<br>-Work on Resource File (Due 4/9)<br><b>All Activities Due: 2/19</b>   | 9, 12<br>a, c                    |
| Week 7<br>Week of February 18<br><b>Due 2/26</b> | Chapter 7             | Physical Disabilities and Health Problems              | -Read Chapter 7<br>-Complete Review Questions<br>-Complete a tri-fold (font/back) brochure in color on one of the Health Problems discussed in the book.<br>-Work on Resource File (Due 4/9)<br><b>All Activities Due: 2/26</b> | 2, 10<br>a, c, d                 |



| <b>Date/Week/Due</b>                                    | <b>Chapter/Lesson</b> | <b>Content</b>  | <b>Assignments</b>  | <b>Competency Area</b>       |
|---|-----------------------|---|---|------------------------------|
| Week 8<br><br>Week of February 25<br><br><b>Due 3/5</b> | Chapter 8             | Learning and Behavior Disorders   | -Read Chapter 8<br>-Complete Review Questions Part 1 and 2<br>-Define Key Terms<br>-Work on Resource File (Due 4/9)<br><b>All Activities Due: 3/5</b>   | 5<br>a, c, d                 |
| Week 9<br><br>Week of March 4<br><br><b>Due 3/12</b>    | Chapter 10            | Assessment and the Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) Process | -Read Chapter 10<br>-Define Key Terms<br>-Print off and Bring to class: A Blank IEP Form<br>-Test over Chapters 7, 8, 10<br>-Work on Resource File (Due 4/9)<br><b>All Activities Due: 3/12</b> | 1, 12<br>a, c                |
| Week 10<br><br>Week of March 11<br><br><b>Due 3/19</b>  | Chapter 11            | Characteristics of Effective Teachers in Inclusive Programs   | -Read Chapter 11<br>-Define Key Terms<br>-Work on Resource File (Due 4/9)<br><b>All Activities Due: 3/19</b>  | 1, 2<br>a, c, d              |
| Week 11<br><br>Week of March 18<br><br><b>Due 3/26</b>  | Chapter 18            | Managing Challenging Behaviors  | -Read Chapter 18<br>-Work on Resource File (Due 4/9)<br>-Discuss Partner Power Point (Choose one topic; Chapter 18 in book)<br><b>All Activities Due: 3/26</b>                                  | 1, 2, 4, 5, 7, 11<br>a, c, d |
| Week 12<br><br>Week of March 25<br><br><b>Due 4/9</b>   | Chapter 17            | Facilitating Pre-Academic and Cognitive Learning  | -Read Chapter 17<br>-Define Key Terms<br>-Test over Chapters 11, 18, 17<br>-Resource File due (4/9)<br><b>All Activities Due: 4/9</b>   | 1, 2, 4, 5, 7, 11<br>a, c, d |
| Week 13<br><br>Week of April 8<br><br><b>Due 4/16</b>   | Chapter 15            | Facilitating Social Development   | -Read Chapter 15<br>-Complete Review Questions (Parts 1 and 2)<br><b>All Activities Due: 4/16</b>   | 1, 2, 4, 5, 7, 11<br>a, c, d |

| <b>Date/Week/Due</b>                               | <b>Chapter/Lesson</b> | <b>Content</b>                                  | <b>Assignments</b>  | <b>Competency Area</b> |
|--|-----------------------|---|---|------------------------|
| Week 14<br>Week of April 15<br><br><b>Due 4/23</b> | Chapter 19            | Planning<br>Transitions to<br>Support Inclusion | -Read Chapter 19<br>-Define Key Terms<br>-Test over Chapters 15<br>and 19<br>-Power Point<br>Presentations Due<br>(4/30)<br><b>All Activities Due: 4/23</b> | 1, 2<br>a, b, c,       |
| Week 15<br>Week of April 22<br><br><b>Due 4/30</b> |                       | Review  | -Power Point<br>Presentations Due<br>(4/30)<br><br><b>All Activities Due: 4/30</b>  | 1, 2, 4, 5<br>a, c, d  |

### **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.