COURSE INFORMATION

COURSE TITLE
ECE 260 - The Exceptional Child

COURSE DESCRIPTION
ECE 260 Presents an overview of critical elements related to educating young children with disabilities or special needs in the early childhood setting. Topics include: typical and atypical development; legal requirements; research-based practices related to inclusion; teaming and collaborating; and accommodations and adaptations. This course examines how a disability or special need may impact a young child's learning process. This course addresses children ages birth through 8 years.

CREDIT HOURS
3

SUGGESTED PREREQUISITE KNOWLEDGE
Prerequisites are determined by the home colleges. It is strongly recommended that you have the ability to read, comprehend, and write at a college level.

CCCOnline Course Policies
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

REQUIRED READINGS

Links to each required reading or resource are found within the Read/View section of each module. Directions for what sections or pages to read are found in the description below each reading.

LIBRARY ACCESS

You will need your student ID Number (Your S#) to login to the CCCOnline Library in order to gain access to some of the readings and videos in this course.
COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES

The competencies you will demonstrate in this course are as follows:

A. Demonstrate a basic understanding of typical and atypical child development in children ages birth through 8 years.
B. Demonstrate a basic knowledge of historical and philosophical aspects of national Individuals and Disabilities Education
C. Demonstrate a basic knowledge of the legal components under the national IDEA (Part C and Part B)
D. Examine evidence-based research and identify accommodations when creating developmentally appropriate activities for typically and atypically developing children withing natural environments or least restrictive environments.
E. Identify the barriers to inclusion that parents, other children, and staff encounter.
F. Describe the concept of family-centered, inclusive practices including sensitive and supporting communication with families.
G. Explore the impact of child exceptionality on the family regarding resources and priorities.
H. Demonstrate understanding of basic early childhood special education terminology.

NAEYC Standards

This course is aligned with the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards.

The module outcomes that will permit you to demonstrate course competencies are:

MODULE 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify historical and philosophical aspects of IDEA</td>
<td>B, H</td>
</tr>
<tr>
<td>2 Define legal components under IDEA for Part C and Part B</td>
<td>C, H</td>
</tr>
<tr>
<td>3 Outline steps in IEP process and legalities surrounding development, implementation and inclusion of families</td>
<td>B, C, E, F</td>
</tr>
<tr>
<td>4 Examine what it means to provide educational opportunities for all learners and explore concept of developmentally appropriate practice in an inclusive environment</td>
<td>D, E</td>
</tr>
</tbody>
</table>
### Module 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe instructional techniques, adaptations, and accommodations that are appropriate to modify instruction for a variety of learners</td>
<td>A,D,E,H</td>
</tr>
<tr>
<td>2 Examine the relationships between cultural diversity and schooling experiences.</td>
<td>C,E,F,G</td>
</tr>
<tr>
<td>3 Conduct research to explore various cultures, worldview and value systems in relation to the need for cultural inclusion and culturally-responsive teaching</td>
<td>D,E,F,G</td>
</tr>
<tr>
<td>4 Discuss techniques that help promote a language-enriched classroom.</td>
<td>A,D,F,H</td>
</tr>
</tbody>
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### Module 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Analyze appropriate behavior modification strategies for students who experience a variety of exceptionalities</td>
<td>A,D,H</td>
</tr>
<tr>
<td>2 Examine the various possibilities of the function of behaviors and analyze the root cause</td>
<td>A,D,H</td>
</tr>
<tr>
<td>3 Discuss appropriate accommodations for students with ADHD and explore the differences that lie within the disability</td>
<td>A,D,F</td>
</tr>
<tr>
<td>4 Explore challenges that students with emotional, behavior, intellectual, physical and health disabilities encounter</td>
<td>A,D,E,F</td>
</tr>
<tr>
<td>5 Expand our vision to include adults with disabilities and how early intervention and services can affect lifelong outcomes</td>
<td>B,C,F</td>
</tr>
</tbody>
</table>

### Module 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Examine the experiences of students who have hearing and vision impairments</td>
<td>D,E,F</td>
</tr>
<tr>
<td>2 Identify appropriate accommodations for students with hearing and vision impairments</td>
<td>A,D,F,G</td>
</tr>
<tr>
<td>3 Conduct an accessibility assessment</td>
<td>A,D,F</td>
</tr>
</tbody>
</table>

### Module 5

<table>
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<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe autism spectrum disorders and related interventions</td>
<td>A,D,E,F</td>
</tr>
<tr>
<td>2 Examine characteristics of gifted and talented students, including appropriate educational strategies to identify and facilitate their gifts.</td>
<td>A,D,H</td>
</tr>
<tr>
<td>3 Identify and recommend strategies to include all children in classroom</td>
<td>D,F,G,H</td>
</tr>
<tr>
<td>4 Dissect and Analyze IEP meeting to determine if it meets specific and necessary criteria</td>
<td>A-H</td>
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**GRADING AND EVALUATION**

**METHODS**

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

**GRADING POLICIES**

Mark all Module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Late assignments will not be accepted without prior approval.

This is not a self-paced course. The expectation of the ECE/EDU program at CCCOnline is that students will meet assignment due dates. Late assignments will not be accepted without prior approval. Therefore, it is expected that you contact your instructor prior to when the deadline has lapsed. There may be expectations in special circumstances such as medical emergency, military deployment, or in some legal cases. In these rare situations, it is at the instructor's discretion to accept late work or make modification to the course schedule.

**SUMMARY OF GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (11 @ 20 points each)</td>
<td>220</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (5 @ 20 points each)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments (6 @ 50 points each)</td>
<td>300</td>
<td>28%</td>
</tr>
<tr>
<td>Assignments (3 @ 100 points)</td>
<td>300</td>
<td>28%</td>
</tr>
<tr>
<td>Final Assignment (1 @ 150 points)</td>
<td>150</td>
<td>14%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1070</td>
<td>100%</td>
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Grading Scale

A = 90 to 100%  B = 80 to 89%  C = 70 to 79%  D = 60 to 69%  F = 59% and below

**DISCUSSIONS**

Discussions provide us with the ability to share, explore and learn together. Through discussions, we become a community of learners and they are an essential part of this course. Participation in discussions is a very important part of this class experience and cannot be made up after each week's discussion ends. You will find discussion topics assigned in each Module. Sometimes you will be asked to post to more than one topic in a given Module. You will be also expected to respond to your classmates' postings. Remember, you will receive points that will count toward your final grade for participating in the discussions; so of course, not participating will have a negative effect on your final course grade.
ASSIGNMENTS

Each assignment is associated with a scoring rubric that will be used to assess your performance. All rubrics are located under the More Tools tab in the top navigation bar - More Tools > Rubrics >. Please review each rubric before completing the assignments. You can also view the completed rubric with feedback from the Instructor once the assignment or discussion has been graded in your grade book (which is located in the "Grades" tab).

QUIZZES

There are 5 multiple choice quizzes of 10 questions each associated with this course that reflect the readings that are associated with our class. Everything you need to know to pass the quizzes are in the reading materials.

EXTRA CREDIT

There is no extra credit in this course.

COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, discussions, quizzes, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.
MODULE 1

Reading/Assignments/Exams Due Dates

Module 1 Discussion: Student Introductions
Module 1 Discussion 1: All means all
Module 1 Discussion 2: Parents rights and Procedural Safeguards
Module 1 Assignment 1: Part C to Part B
Module 1 Assignment 2: Impact of Willowbrook
Module 1 Quiz

MODULE 2

Reading/Assignments/Exams Due Dates

Module 2 Discussion 1: Strategies for English Language Learners
Module 2 Discussion 2: Differentiated Instruction and MTSS
Process Module 2 Assignment 1: Interview
Module 2 Assignment 2: Expulsion and Bias in ECE
Module 2 Quiz

MODULE 3

Reading/Assignments/Exams Due Dates

Module 3 Discussion 1: Diagnosis of ADHD
Module 3 Discussion 2: Accommodations in the Classroom
Module 3 Assignment 1: Social Story
Module 3 Assignment 2: Transition to Adulthood
Module 3 Quiz

MODULE 4

Reading/Assignments/Exams Due Dates

Module 4 Discussion 1: Increasing Social Skills
Module 4 Discussion 2: Assistive Technology and Sign Language
Module 4 Assignment 1: Playground Accessibility
Module 4 Assignment 2: Journal and Reflection
Module 4 Quiz

MODULE 5

Reading/Assignments/Exams Due Dates

Module 5 Discussion 1: Gifted and Talented vs. Bright Students
Module 5 Discussion 2: Application into Practice
Module 5 Assignment 1: Inclusion of Children with Autism
Module 5 Assignment 2: Final IEP Meeting
Module 5 Quiz

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