Del Mar College  
Child Development / Early Childhood

Course Syllabus CDEC 1359

Course Title: Children with Special Needs

Course Description:
A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, intervention strategies, available resources, referral processes, the advocacy role, and legislative issues.
Prerequisite: TECA 1354
REM Levels: R1, E1, M1

Time & Place:
Section 500: Mondays 6:00 – 8:50pm  CL - Room 129

INSTRUCTOR: Benita Flores, MS Ed  
Assistant Professor of Early Childhood Education

How to reach me:
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Textbook:

Course Learning Outcomes:
The student will summarize causes, incidence and characteristics of exceptionalities related to the domains of development; discuss current terminology and practices for intervention strategy; identify appropriate community resources and referrals for individual children and families; review legislation and legal mandates and their impact on practices and environments; explain the role of advocacy for children with special needs and their families. The student will use various types of materials and resources, including current technology, to support learning in all domains for all children.

Download the complete syllabi at http://www.delmar.edu/cdec/syllabi.php
Course Objectives:
The student will:

1. Summarize causes, incidence and characteristics of exceptionalities related to the domains of development.
   a. Define areas of exceptionalities and special education.
   b. Identify exceptionality as to genetic and/or environmental causes.
   c. Discuss prevalence and/or incidence of different categories of exceptionalities.
   d. Describe possible signs or characteristics of each area of exceptionality.

2. Discuss current terminology and practices for intervention strategies.
   a. Explain how children develop an awareness of similarities and differences.
   b. Describe learning experiences that promote children's appreciation and respect for all individuals and groups.
   c. Describe available screening and assessment instruments.
   d. Discuss classification and labeling of children with special needs.
   e. Identify individuals and their roles in developing and implementing educational and family service plans.
   f. Discuss integration of goals from Individual Education Plans (IEPs), Individual Transition Plans (ITPs), and Individualized Family Service Plans (IFSPs) into daily activities and routines.

3. Identify appropriate community resources and referrals for individual children and families.
   a. Identify common needs and challenges facing families caring for children with special needs.
   b. Gather information on resources available in the community.
   c. Analyze the cultural implications and their impact on services to children with special needs.
   d. Discuss the referral process.

4. Review legislation and legal mandates and their impact on practices and the environment.
   a. Discuss history and impact of legislation affecting children with special needs.
   b. Describe the impact of landmark court cases on services for children with special needs.

5. Explain the role of advocacy for children with special needs and their families.
   a. Identify agencies that advocate for children with special needs and their families.
   b. Discuss the importance of advocating on behalf of children with special needs.
   c. Explain how codes of ethical conduct apply to professional practice.

6. Use various types of materials and resources, including current technology, to support learning in all domains for children.
   a. Create and/or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children.
   b. Establish and maintain positive, collaborative relationships with other professionals and families, and work effectively as a member of a professional team.
Scans Competencies:*  
The SCANS competencies identified by the Secretary’s Commission on Achieving Necessary Skills have been infused into this course. The SCANS were developed to close the gap between training and workplace know-how. Specific competencies to be developed in this course include:
   C5 Acquires and Evaluates Information  
   C7 Interprets and Communicates Information  
   C9 Participates as Members of a Team-Contributes to group effort  
   C10 Teaches others New Skills  
   C14 Works with Diversity

IDEA Objectives:*  
• Gaining factual knowledge (terminology, classifications, methods, trends).  
• Acquiring skills in working with others as a member of a team.  
• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

*IDEA Objectives will be emphasized in this course and their effectiveness may be formally evaluated by students during the semester.

Office of Special Services  
Students requesting disability accommodations or information are encouraged to contact the Office of Special Services, Harvin Center Room 188, 698-1288.

Course Evaluation:  
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Course grade will be based upon:  
Professional Dispositions*  10%  
Midterm Exam  20%  
Assignments  50%  
Final Exam  20%  

*Portfolio Items – Laboratory assignments may be relevant for capstone or teaching portfolios.

*See list of Professional Dispositions on page 6.

Exams:  
There will be a midterm exam and 1 final exam (non-comprehensive) at the end of the semester. All exams will include multiple choice, True/False and short answer questions. You are expected to bring a scantron to each exam.

Assignments:
There will be 4 assignments throughout the semester which will be completed outside of class time. Detailed instructions of each assignment will be handed out by the instructor. The purpose of these assignments is to apply the principles/material discussed in lecture and our class discussions.

All assignments must be typed, double-spaced using a 12-point font (the size of this print), and submitted in a RED folder with pockets and prongs. Assignments should be secured in the prongs. Handwritten work will not be accepted.

Late work automatically loses points as follows and will not be accepted once Final Exams week begins.

- 1 day late: loss of 5 points
- 2 – 7 days late: loss of 10 points
- 8 – 14 days late: loss of 20 points
- 15 days or more: loss of 50 points

**Attendance Policies**

Students are expected to arrive on time and stay for the length of the class. **IF ABSENT:**

1. It is the responsibility of the student to get missed lecture notes if absent. The instructor will NOT provide these, so plan ahead if you need to miss a class.

2. The student is responsible for completing any work or exams missed because of absence. Being absent does not exclude you from turning in your assignments on time.

3. Students who miss two consecutive classes or a total of three class sessions may be withdrawn from the class by the instructor. 4 absences in the semester is an automatic “0” under Professional Dispositions.

4. Make up tests will be given in conjunction with the Final Exam at the end of the semester.

5. Extra credit announcements and in-class study tool assignments are a special treat, so come to class so you don't miss one. They cannot be made up.

**Writing Center:**

Students needing help with written assignments may contact the Stone Writing Center for tutoring or assistance in writing. 698-1364

The writing center is also a GREAT resource to make your paper stronger (more impressive), so use it—you already paid for it!!

**Academic Honesty:**

Students at Del Mar College are expected to do their own work. Any form of academic dishonesty will not be tolerated. Students who violate the standards of academic conduct will be reprimanded according to the disciplinary actions stated in the Del Mar College Catalogue.

**MISC:**
• I understand that you are busy and have other things in your life outside of school. Please come to class, however—this is the BEST way for you to learn and do well in this class.

• The use of cellular phones during class time is not permitted. Please turn off your cellular phone or place on silent. In emergency situations, please notify your instructor.

• Students are expected to read and abide by the Code of Conduct found in the College Catalogue. If you have any questions regarding the Code of Conduct, please consult with your instructor.

• If at any time you have issues which arise that interfere with your ability to be the best student you can, PLEASE talk to me!

• Feel free to audio record my lectures or use a laptop while taking notes. Any incidents of web surfing, checking emails, texting, etc. will not be tolerated during class.

\[SACS\]
Del Mar College is accredited through the Southern Association of Colleges and Schools (SACS). This year the College is undergoing the reaffirmation process which includes a Quality Enhancement Project (QEP) focused on enhancing student learning. The QEP this year is:

“To improve students’ successful completion of their required developmental math course sequence.”
Professional Dispositions
for students enrolled in CDEC Classes

General Dispositions:
The student demonstrates:
patience    fairness
tolerance   persistence
tolerance   persistence
empathy     compassion
honesty     integrity
flexibility  passion

Class Behaviors:
The student:
  ❖ Shows respect for instructor and peers
  ❖ Participates and engages in class discussions and activities
  ❖ Completes assignments on time and without plagiarizing
  ❖ Attends class regularly and is punctual (4 absences = automatic “0”)
  ❖ Dresses in clean, modest clothing

Professional Behaviors:
The student:
  ❖ Demonstrates a positive attitude toward children
  ❖ Maintains standards of confidentiality
  ❖ Strives to be a continuous learner
  ❖ Shows willingness to work with others
  ❖ Reflects on practices and makes changes when necessary