

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u><b>Child Development</b></u>
<b>COURSE RUBRIC AND NUMBER</b>	<u><b>CDEC 1359</b></u>
<b>COURSE TITLE</b>	<u><b>Children with Special Needs</b></u>
<b>COURSE CREDIT HOURS</b>	<u><b>3            2            2</b></u> <b>Credits            Lec            Lab</b>

### I. Catalog 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. **(2:2). Lab fee.**

### II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Identify major federal legislation concerning special education and its implementation in the classroom.
- B. Describe the role of the teacher in identifying, referring and planning for the special child in the regular classroom.
- C. Discuss the need for a teacher to have a positive attitude toward children with disabilities and their parents.
- D. Identify which children with disabilities might be enrolled in a regular preschool program.
- E. Identify each of the 22 disabilities and their behavioral characteristics, causes and classroom strategies to utilize with these disabilities.
- F. Identify the basic problems exhibited by children at a pre-school through the use of behavior checklist and two screening tests.
- G. Plan a minimum of seven lessons for children, from the 22 disabilities areas.
- H. Present a lesson to a pre-school class.
- I. Apply nationally recognized equal opportunity laws.
- J. Perform an honest self-evaluation.

### III. THECB Learning Outcomes (WECM)

1. Summarize causes, incidences and characteristics of exceptionalities related to the domains of development.
2. Discuss current terminology and practices for intervention strategies.
3. Identify appropriate community resources and referrals for individual children and families.
4. Identify legislation and legal mandates and their impact on practices and environments.
5. Explain the role of advocacy for children with special needs and their families.
6. Identify materials and resources, including current technology, to support learning in all domains for each and every child.

#### **IV. Evaluation**

1. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
2. The evaluation of the assignments should be based on the student's mastery of the assigned objectives. In addition assignments, the instructor may require quizzes and exercises on course content. The instructor may also require a journal or free writing assignments.
3. The course projects will be devised at the instructor's discretion.

##### Grading Scale

A = 90 – 100

B = 80 – 89

C = 70 – 79\*

D = 60 – 69\*

F = below 60\*

##### \* Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Writing Center at any campus.

#### **V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

#### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

#### **VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.