



**TRINITY VALLEY COMMUNITY COLLEGE
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students**. It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

Course Title

Children with Special Needs

Course Prefix and Number

CDEC 1459

Department – Division

Education/Business & Computer Science

Course Type – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)

- **Academic TVCC Core Course**

x - **WECM Courses**

Semester Credit Hours: Lecture Hours: Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
4	3	3

Other hours include practicum, clinical or other types of non-lecture instruction. *If other, please specify: _____

Field experiences involving children from infancy through age twelve in varied and diverse populations.

Course Catalog Description

A survey of information regarding children with special needs including possible causes, characteristics of exceptionalities, educational intervention, available resources, the referral process, the advocacy role, and legislative issues.

Prerequisites/co requisites

None

Topical Outline

1. An Inclusive Approach to Early Education
2. Federal Legislation: Early Intervention and Prevention
3. Inclusive Programs for Young Children
4. Normal and Exceptional Development
5. Developmental Disabilities: Causes and Classifications
6. Sensory Impairments: Hearing and Vision
7. Physical Disabilities and Health Problems
8. Learning and Behavior Disorders
9. Partnership with Families
10. Assessment and the IFSP/IEP Process
11. Characteristics of Effective Teachers in Inclusive Programs
12. The Developmental-Behavioral Approach
13. Arranging the Learning Environment
14. Facilitating Self-Care, Adaptive, and Independence Skills
15. Facilitating Social Development
16. Facilitating Speech, Language, and Communication Skills
17. Facilitating Pre-Academic and Cognitive Learning
18. Managing Challenging Behaviors
19. Planning Transitions to Support Inclusion

Course Learning Outcomes

1. To acquire an understanding of average and normal development of young children.
2. To acquire a basic introductory understanding of possible causes and characteristics of exceptionalities.
3. To gain an understanding of the inclusion process.
4. To develop basic skills in using accepted educational intervention techniques with young children with special needs.
5. To explore ways to be an advocate for children with special needs.

Relationship to General Education Outcomes – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

Mark with an "X"	General Education Outcome
x	A. To communicate clearly and effectively in both oral and written English.
x	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.
	C. To understand mathematical information and utilize mathematical skills.
	D. To demonstrate qualitative and quantitative critical thinking skills.
	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
	G. To recognize and evaluate artistic achievements in the visual and performing arts.
	H. To improve basic understanding of political, economic, and social systems.
	I. To demonstrate knowledge of the physical universe and living systems.
x	J. To develop skills and strategies to become an engaged learner.

Required Text(s)

The Exceptional Child by Allen & Schwartz Current edition

Optional Text(s)

Material/Technology to be supplied by the student.

Course Requirements/Grading System – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

The lecture grade will be an average of class participation grades, outside research and report grades, pop-quizzes, three regular tests and a final exam. Field experience will count for 25% of the total average. The final course grade will be determined using the following scale:

- 100-90 A
- 89-80 B
- 79-70 C
- 69-60 D
- 59 or below F

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by	Signature	Date
Department Head	Signature	Date
Division Chair	Signature	Date
Vice President	Signature	Date