

# Course Syllabus

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**Department** : Child Development  
**Course Title** : Children With Special Needs  
**Section Name** : CDEC 1359  
**Start Date** : 01/18/2011  
**End Date** : 05/07/2011  
**Modality** : ONLINE  
**Credits** : 3

## Instructor Information

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**Name** : Mary L. Hanson  
**OC Email** : mhanson@odessa.edu  
**OC Phone #** : 432-335-6483

## **Course Description**

A survey of information regarding children with special needs including possible causes and exceptional characteristics, intervention strategies, available resources, referral processes, to 3 years of age. Presents skills for group or individual care of infants or toddlers such as individual daily schedules, record keeping, food preparation, age appropriate discipline techniques and activities. Also, includes interpreting the Texas licensing standards for infants and toddlers. Lab fee required.

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## **Prerequisites/Corequisites**

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**None necessary**

[Scans](#)

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**1, 2, 4, 5, 6, 7, 9, 10, 11**

**Course Objectives**

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**ODESSA COLLEGE**

**HUMANITIES AND COMMUNICATION DIVISION**

**CHILD AND PARENT DEVELOPMENT DEPARTMENT**

**COURSE SYLLABUS**

**COURSE NUMBER: 1359**

**COURSE TITLE: CHILDREN WITH SPECIAL NEEDS**

**CREDIT HOURS:**

**3 LECTURE  
HOURS: 2  
LAB HOURS:  
3**

**PREREQUISITE: NONE**

**COREQUISITE: NONE**

**CATALOG DESCRIPTION:**

A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, educational intervention, available resources, referral processes, and advocacy role and legislative issues. Presents techniques to identify and serve children with special needs. Includes studies of physical, emotional, language and/or mental disabilities. Also, presents needs of gifted and talented children. Emphasizes constructing environment to enable children with special needs to function to their maximum abilities within the group structure. Stresses ways of working with parents of special children to bring out maximum home-center coordination.

**COURSE LEARNING OUTCOMES/PROFICIENCIES:**

The student will define the creative process; describe the role of play in a child=s growth and development and developmental sequences for creative arts; analyze teacher roles in enhancing creativity; describe concepts taught through the creative arts and components of creative environments. The student will plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play.

**TEXTBOOKS:** Allen, K. Eileen and Schwartz, Ilene S. The Exceptional Child - Inclusion in Early Childhood Education (4<sup>th</sup> Edition) Delmar Publishers, 1996.

**SUPPLIES:** Text, supplies and equipment essential for note taking, such as paper and pencils. You will also need Supplementary Materials from the Bookstore.

## LEARNING OUTCOMES:

1. Summarize causes, incidence and characteristics of exceptionalities related to the domains of development. (7, 8)
  - a. Define areas of exceptionality and special education.
  - b. Identify exceptionality as to genetic and/or environmental causes. (7, 8)
  - c. Discuss prevalence and/or incidence of different categories of exceptionalities. (7)
  - d. Describe possible signs or characteristics of each area of exceptionality. (7, 8)
  
2. Discuss current terminology and practices for intervention strategies. (4, 5, 6, 7, 8, 9)
  - a. Explain how children develop an awareness of similarities and differences.  
(7, ExCET 004)
  - b. Describe learning experiences that promote children=s appreciation and respect for all individuals and groups. (7, 8, ExCET 004)
  - c. Describe available screening and assessment instruments. (7, 8, 10)
  - 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. (4, 5, 7, 9)
  - f. Discuss integration of goals from Individualized Education Programs (IEPs), Individualized Transition Plans (ITPs) and Individualized Family Service Plans (TFSPs) into daily activities and routines. (4, 8)
  
3. Identify appropriate community resources and referrals for individual children and families. (2, 4, 7, 8, 9, 10)
  - a. Identify common needs and challenges facing families caring for children with special needs. (2, 7, 9, 10)

- b. Gather information on resources available in the community. (2, 4, 7, 8, 10)
  - c. Analyze the cultural implications and their impact on services to children with special needs. (7)
  - d. Discuss referral process.
  - e. Review legislation and legal mandates and their impact on practices and environments. (1, 4, 7, 8)
  - f. Discuss history and impact of legislation affecting children with special needs. (4, 7, 8)
  - g. Describe impact of landmark court cases on services for children with special needs. (4, 7, 8)
5. Explain the role of advocacy for children with special needs and their families. (4, 7, 8, 9)
- a. Identify agencies which advocate for children with special needs and their families. (7, 8)
  - b. Discuss the importance of advocating on behalf of children with special needs and their families. (4, 7, 9)
  - c. Explain how the codes of ethical conduct apply to professional practice. (7, 8)
6. Use various types of materials and resources, including current technology, to support learning in all domains for all children. (1, 4, 7, 8, 9, 10, ExCET 025)
- a. Create and /or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children. (1, 4, 7, 8, 10)

- b. Establish and maintain positive, collaborative relationships with other professionals and families and work effectively as a member of a professional team. (4, 7, 9, 10)

SCANS Competencies: Resources

Interpersonal Skills

Information

Systems

Technology

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide
2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The SCANS Work Place Competence Skills
4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education
7. Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute
8. Texas Essential Knowledge and Skills for Home Economics Education
9. Learner-Centered Schools for Texas - A Vision of Texas Educators
10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

Success in CDEC 1359 Children With Special Needs:

1. Review Questions for each chapter - You may email the questions, answers and page numbers to me ([mhanson@odessa.edu](mailto:mhanson@odessa.edu)). Or, you may hand write the work and turn it into my office (Sedate Hall, room 121).  
Turn in chapters 1-5 by Feb 9<sup>th</sup>.  
Chapters 6-10 by Feb 23<sup>rd</sup>.  
Chapters 11-15 by March 23<sup>rd</sup>.  
Chapters 16-19 by April 20<sup>th</sup>. (300 points)
2. Discussion Questions – same due dates as review questions. (200 points)
3. Lab Hours – due by April 29<sup>th</sup>.
  - a. 30 hours
  - b. Certified day care, head start, or public school 3<sup>rd</sup> grade or below
  - c. Start early due to possible background checks
  - d. Must have the completed hours to pass
  - e. Must work with children with special needs. (200 points)
4. Observation – due by April 29<sup>th</sup>
  - a. You need to set up within two weeks – it is your responsibility to contact me!!! 335-6483(wk), 272-3436(hm), [mhanson@odessa.edu](mailto:mhanson@odessa.edu).
  - b. I will come in person or you will video tape. Bring the camera with the video to me – too many issues getting DVDs to work.
  - c. You cannot pass without me observing you. (100 points)
5. Paper – 5-7 pages using 5-7 resources.
  - a. Choose topic on a specific disability
  - b. Must have works-cited page
  - c. Watch for grammar, spelling and organization (100 points)
6. Games/activities – create 3 games and/or activities appropriate for young children. I need to see them in person when you bring your video for me to watch. (100 points)



## Special Needs

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Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library)

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The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

## Student E-mail

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Please access your [Odessa College Student E-mail](http://www.odessa.edu/gmail/), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

## Student Portal

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Please access your [Odessa College Student E-mail](http://www.odessa.edu/gmail/), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

## Technical Support

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For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## Important School Policies

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For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

