

NORTH CENTRAL STATE COLLEGE  
COURSE SYLLABUS  
2009-2010

- A. Course Number and Title: ECE 210 – Working with Diverse Learners
- B. Academic Division: Business, Liberal Arts and Education
- C. Department: Education  
Early Childhood Education
- D. Lecture Hours: 4
- E. Lab Hours: 0
- F. Credit Hours: 4
- G. Prerequisites: ECE 101 or EDU 103
- H. Course Description from Catalog: The accommodation of special needs of children in an early childhood environment will be the focus of this course. An overview of handicapping conditions in young children, issues of normalization, and least restrictive environment, individualization of learning programs, working with ancillary services (P.T., O.T., SLP) and experiences in segregated and integrated settings will be addressed.
- I. Textbook(s):
  - 1. *Resources for Teaching Children with Diverse Abilities: Birth to 8*
    - A. Author: Penny Low Deiner
    - B. Edition: 4<sup>th</sup>
    - C. Publisher: Wadsworth
- J. Workbook(s) and/or Lab Manual(s): None
- K. Purpose of Course: The importance of providing education that maximizes the potential of all children is receiving a great deal of interest at both state and national levels. Rapid expansion of services and programs for special needs children is expected to increase the demand for individuals prepared to develop appropriate educational programs for individual children and families during the next decade.
- L. Supplies Needed: None

M. Course Outcomes and Assessment Methods: The student will:

<b>Outcomes</b>	<b>Assessments</b>
<p>1.0 Describe the characteristics various types of exceptionalities.</p> <p>1.01 Define each exceptionality including signs, symptoms, and levels.</p> <p>1.02 Describe educational programming for the exceptionality.</p> <p>1.03 Identify functions of learning aids for each exceptionality.</p> <p>1.04 Analyze issues related to each exceptionality.</p>	<p>1.02 Written Exam</p> <p>1.03 Written Exam</p> <p>1.04 Written Exam</p>
<p>2.0 Demonstrate screening, assessment and placement procedures.</p> <p>2.01 Define Child Find including its function.</p> <p>2.02 Differentiate between screening and assessment.</p> <p>2.03 Identify diagnostic behaviors that teachers can observe in a classroom setting.</p> <p>2.04 Based on screening or assessment profile, identify alternative actions that might be considered for a given child.</p> <p>2.05 Given a variety of assessment procedures, identify those required by Public Law.</p> <p>2.06 Describe an effective assessment team and its functioning.</p>	<p>2.01 Written Exam</p> <p>2.02 Written Exam</p> <p>2.03 Written Exam and demonstrations</p>
<p>3.0 Evaluate the concept of the individualized education programs.</p> <p>3.01 Define and develop IFSP and IEP.</p> <p>3.02 Identify the individuals required to be on the IFSP team.</p> <p>3.03 State the functions of the IFSP/IEP committee.</p> <p>3.04 Define least restrictive environment.</p> <p>3.05 Evaluate educational delivery systems according to potential for integration of exceptional children with normal children.</p>	<p>3.01 Write an IFSP or IEP based on family priorities and allied professional reports.</p> <p>3.02 Written Exam</p> <p>3.03 Written Exam</p> <p>3.04 Written Exam</p> <p>3.05 Written Exam,</p>
<p>4.0 Describe methods of working with various types of exceptionalities including but not limited to: motor dysfunction, sensory impairments, communication disorders, learning differences, social/emotional</p>	

<p>differences.</p> <p>4.01 Select and demonstrate adaptive equipment appropriate for a given exceptionality.</p> <p>4.02 Demonstrate appropriate teaching practices for working with children with a given exceptionality.</p> <p>4.03 Describe environmental modification that might be necessary and appropriate for a given exceptionality.</p> <p>4.04 Compare the role of the teacher in facilitating the development of children in a "normal" classroom, an integrated classroom and a segregated classroom.</p>	<p>4.01 Demonstration</p> <p>4.02 Demonstration</p> <p>4.03 Written Exam</p> <p>4.04 Written Exam</p>
<p>5.0 Discuss issues in early childhood education for exceptional children.</p> <p>5.01 Explain the rationale for early intervention.</p> <p>5.02 Describe curriculum models and delivery systems for early intervention programs.</p> <p>5.03 Contrast integrated setting with segregated settings for early intervention.</p> <p>5.04 Explain the rationale for early intervention</p>	<p>5.0 Discussion and Written Exam</p> <p>5.01 Discussion and Written Exam</p> <p>5.02 Discussion and Written Exam</p> <p>5.03 Discussion and Written Exam</p> <p>5.04 Discussion and Written Exam</p>
<p>6.0 Describe professional aspects of working with exceptional persons including each team members role.</p> <p>6.01 Identify professional organizations related to the education of exceptional children.</p>	<p>6. Written Exam, Observation/Interview</p> <p>6.01 Written Exam</p>

The following Core Learning Outcomes are addressed in this course:

Core Learning Outcomes	
Communications-Written	✓
Communication-Speech	✓
Culture and Community	✓
Critical Thinking	✓
Computer Literacy	✓
Computation	

N. Course Content: See Course Objectives

O. Planned Activities:

- |    |             |    |                     |
|----|-------------|----|---------------------|
| 1. | Lecture     | 4. | Interviews          |
| 2. | Discussion  | 5. | Media Presentations |
| 3. | Observation |    |                     |

P. Grading and Testing Guidelines: Grading: The point value of each assignment and the criteria for evaluation will be stated on the assignment sheet. The final grade will be determined on an accumulative point basis. The student is to refer to the grading scale as presented in the latest college catalog.

Scale: 100-95	A	79-77	C
94-92	A-	76-74	C-
91-89	B+	73-71	D+
88-86	B	70-68	D
85-83	B-	67-65	D-
82-80	C+	64-Below	F

Q. Attendance Requirements: All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Students Records Office if unable to complete a class.

Attendance at class and examinations is the responsibility of the student. Regular attendance is important because of class participation and in-class assignments. Absence from a class does not excuse the student from assignment due dates. The student is responsible for due dates as specified on the course outline or given in class.

R. Other Specific Guidelines or Requirements: None.

S. Statement on Disabilities: Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who do not have a documented disability but who encounter difficulty in their courses are encouraged to visit the Student Success Center. The following are some of the services available to students: academic assistance, advising services, peer tutoring, personal counseling, and referral for LD testing. Students are welcome to come and discover the kinds of assistance available in the Student Success Center (Room 136 in Kee Hall; phone 419-755-4764).

- T. Statement on Withdrawals: As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. You may do this up to the end of the eighth week during a regular eleven-week quarter and up to the end of the fifth week during an eight-week term. Classes not following an eight or eleven-week schedule have different withdrawal and refund dates. Contact the Student Records Office for applicable dates. The last day to officially drop a class is posted on the academic calendar available on the college's website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page, is available at the Student Records Office in Kee Hall, and is published in the college's catalog. If you registered for classes in the Student Success Center, you should return there to officially withdraw from any classes. All other students should go to the Student Records Office to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.

- U. Statement of Academic Dishonesty/Plagiarism/Copyright Infringement: It is the position of the College that the responsibility for academic honesty is that of the student. It is expected that the student's work will be the product of his/her own efforts unless the student clearly indicates otherwise. Academic honesty is an important element of mature, responsible learning.

Dishonest scholarly practices include but are not limited to appropriating, in whatever form, another's work and submitting it as one's own (known as plagiarism), intentionally falsifying information, or taking another's ideas with the intention of passing these ideas off as one's own (also known as plagiarism).

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions. If you have questions whether a particular use is in violation of the Act, please contact the office of the Vice President for Learning.

- V. Classroom Conduct: All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience.