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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**EEX 1013 SPECIAL NEEDS IN EARLY CHILDHOOD EDUCATION (3 CREDITS)**

Students in this course will explore the variety of conditions found in young children with special needs, methods of adapting an early childhood environment to include all children, the importance of working with families to help children succeed, and ways to identify and access appropriate community resources.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Survey of typical and atypical development in language, cognitive, physical and social/emotional domains

• Assessments and evaluations of children with special needs

• Family, cultural, and legal issues in dealing with special needs

• Adaptations in materials and the early childhood environment

• Community and professional resources

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

  General Education Competency: **Research**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will demonstrate an understanding of legislation relating to services for young children with special challenges and their families.
* The students will research community and national resources available for families, educators, and children with unique challenges.
* The students will demonstrate an understanding of how home and learning environments impact self-determination for children with different abilities and challenges.

2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Engage**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will engage in reflective practice after observing/interviewing children with unique challenges and their families.
1. **COLLEGE-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at Adaptive Services (<http://www.fsw.edu/adaptiveservices>).

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website (<http://www.fsw.edu/sexualassault>).

1. **REQUIREMENTS FOR THE STUDENTS:**

**Quizzes**

**Chapter and class reviews**

**Legislative Research Paper**

Students will write a brief paper describing current and/or proposed legislation which impacts services to children with special needs.

**Adaptation Presentation**

Students will present an item, piece of literature, or activity that they have adapted for the specific use of a child with special needs that they have observed. Family and cultural considerations must be taken into account.

**Environmental Design Project**

Students will produce both a graphic representation and a paper describing a learning environment with adaptations for children with special needs.

**Community Resource Paper**

Students will produce a paper describing the available community resources available to families with children who have special needs. Gaps in services, especially those that would impact families from particular cultures or language groups, will be identified.

**Assessment Project**

Students will work in small groups to research and present current assessments in use for children with special needs.

**Observation and Presentation**

Each student will observe in an inclusive setting. They will take note and report on adaptations in programming and the environment which impact that student’s chances to succeed.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)