

COURSE SYLLABUS

Course Title:	The Exceptional Learner		Date submitted:	May 2019 (AAC: 19-25)	
Department:	Social Sciences				
Curriculum:	Early Childhood Education				
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ECE*215	Prerequisites:		
	Course Type:	L/D	C- or better in Composition (ENG*101) AND General Psychology I (PSY*111), OR equivalent as determined by department chairperson.		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio		Elective Type:	G	
	E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		Credit Hours:	3	
	Developmental: (yes/no)	No		Corequisites:	
	Contact Hours:	Lecture:	3	None	
		Clinical:	0		
		Lab:	0		
		Studio:	0		
		Other:	0		
	TOTAL:	3	Other Requirements:		
	Class Maximum:	35	None		
	Semesters Offered:	S			
Catalog Course Description:	Exposes students who will work in an educational setting to laws, guidelines, and procedures related to instruction for special education students; assists educators in understanding the needs of students with exceptionalities; and helps enable the identification of characteristics, issues, and instructional considerations for students with disabilities. In addition to classwork, there is a field observation/experience requirement. This course fulfills requirements toward a certificate from the State of Connecticut for the teaching of English to speakers of other languages.				
Topical Outline: List course content in outline format.	<ol style="list-style-type: none"> 1. Special Education and Exceptionalities 2. Learning Disabilities 3. Federal Guidelines <ul style="list-style-type: none"> • Impact of ADA, IEP's 4. Managing Behavior and Emotional Disorders 5. Diagnostic Assessments 6. Working with Physical and Health Handicaps 7. Vision and Hearing Disorders 8. Mental Retardation and Communication Disorders 				

	<p>9. Cultural Diversity—Cultural and Language Barriers 10. Issues and Trends: Normalization and Integration</p>
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. The principles, concepts, and application of Federal Laws and guidelines related to providing special education services. 2. The patterns of behavior in infants, toddlers, children, adolescents, and adults with disabilities. 3. The principles and concepts of collaboration in providing special education services. 4. How to evince a positive attitude toward students who have atypical intellectual, physical, and/or emotional behavior patterns. 5. The unique educational needs of exceptional learners which include: <ol style="list-style-type: none"> A. How a disability interacts with educational expectations and operations to create a potentially handicapping situation. B. How potentially handicapping situations result in educational needs for accommodation in educational institutions. C. That educational needs means the action that must be taken to make adjustment in the teaching/learning context to compensate, circumvent, and/or remediate the handicapping situation. <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <ol style="list-style-type: none"> 2. Critical Analysis/ Logical Thinking - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes. <p>Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p>Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p>
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None Desired: None</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>

