

# COURSE SYLLABUS

<b>Course Title:</b>	The Exceptional Learner		<b>Date submitted:</b>	May 2019 (AAC: 19-25)	
<b>Department:</b>	Social Sciences				
<b>Curriculum:</b>	Early Childhood Education				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ECE*215	<b>Prerequisites:</b>		
	<b>Course Type:</b>	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		<b>Elective Type:</b>	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		<b>Credit Hours:</b>	3	
	<b>Developmental:</b> (yes/no)	No		<b>Corequisites:</b>	
	<b>Lecture:</b>	3		None	
	<b>Clinical:</b>	0			
	<b>Lab:</b>	0			
	<b>Studio:</b>	0			
	<b>Other:</b>	0			
<b>Contact Hours:</b>	<b>TOTAL:</b>	3	<b>Other Requirements:</b>		
<b>Class Maximum:</b>	35		None		
<b>Semesters Offered:</b>	S				
<b>Catalog Course Description:</b>	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.				
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. Special Education and Exceptionalities</li> <li>2. Learning Disabilities</li> <li>3. Federal Guidelines <ul style="list-style-type: none"> <li>• Impact of ADA, IEP's</li> </ul> </li> <li>4. Managing Behavior and Emotional Disorders</li> <li>5. Diagnostic Assessments</li> <li>6. Working with Physical and Health Handicaps</li> <li>7. Vision and Hearing Disorders</li> <li>8. Mental Retardation and Communication Disorders</li> </ol>				

	<p>9. Cultural Diversity—Cultural and Language Barriers                  10. Issues and Trends: Normalization and Integration</p>
<p><b>Outcomes:</b>                  Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b>  <b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. The principles, concepts, and application of Federal Laws and guidelines related to providing special education services.</li> <li>2. The patterns of behavior in infants, toddlers, children, adolescents, and adults with disabilities.</li> <li>3. The principles and concepts of collaboration in providing special education services.</li> <li>4. How to evince a positive attitude toward students who have atypical intellectual, physical, and/or emotional behavior patterns.</li> <li>5. The unique educational needs of exceptional learners which include:                         <ol style="list-style-type: none"> <li>A. How a disability interacts with educational expectations and operations to create a potentially handicapping situation.</li> <li>B. How potentially handicapping situations result in educational needs for accommodation in educational institutions.</li> <li>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.</li> </ol> </li> </ol> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <ol style="list-style-type: none"> <li>2. <b>Critical Analysis/ Logical Thinking</b> - 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><b>Demonstrates:</b> 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><b>Does Not Demonstrate:</b> 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> </li> </ol>
<p><b>Evaluation:</b>                  List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p>
<p><b>Instructional Resources:</b>                  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><b>Textbook(s)</b></p>	<p>Refer to current academic year printout.</p>

