

**Kaskaskia College Course Syllabus
CHCA 269**

I. COURSE LOCATION

X ON CAMPUS CCC

II. COURSE IDENTIFICATION

PREFIX: **CHCA** NUMBER: **269** NAME: **Exceptional Child**

3	LECTURE HOURS	LIBA 0490	CURRICULUM & NO.
0	LABORATORY HOURS	1.1/131001	PCS-CIPS NUMBER
3	CREDIT HOURS	N	VARIABLE (Y/N)
0	CLINICAL HOURS	N	REPEATABLE (Y/N)
0	SOE HOURS	0	TIMES

III. DIVISION TO WHICH COURSE IS ASSIGNED

- BACCALAUREATE/TRANSFER
- X CAREER EDUCATION**
- CONTINUING COMMUNITY EDUCATION
- ABE/ASE
- HEALTH OCCUPATIONS
- OTHER

IV. CATALOG DESCRIPTION OF COURSE

To identify process and programming considerations for children who are exceptional in one or more aspects of development. To study current issues, including educational implications related to special needs children, their families and the community. On site observations of service delivery systems. This course meets the requirements of House Bill 150.

V. PREREQUISITES FOR THE COURSE

PSYH 101, PSYH 215, Sophomore standing

VI. METHODS OF INSTRUCTION

- | | | |
|----------|---|--|
| X | DISCUSSION-LECTURE
LABORATORY
CORRESPONDENCE
TELEVISION (TELECOURSE)
RADIO
INDEPENDENT STUDY
CO-OP | SEMINAR
TELE-LECTURE (FILM-TV)
LABORATORY-DISCUSSION
LECTURE
LECTURE-LABORATORY
OTHER (IDENTIFY): |
|----------|---|--|

VII. OBJECTIVES OF THE COURSE (USE ADDITIONAL PAGES AS NECESSARY)

- A. Describe the history and development of special education.
- B. Identify the etiologies and characteristics of the following areas of exceptionality: mental retardation, learning disabilities, behavior disorders, speech and language disorders, hearing impairment, visual impairment, physical handicaps, and gifted.
- C. Identify the state and federal rules and regulations governing special education.
- D. Discuss the principles of effective mainstreaming.
- E. Identify and utilize the resources which support special needs populations.
- F. Discuss current trends and issues in special education.
- G. Describe factors affecting the families of exceptional children and intervention techniques that could be used to support families.
- H. Define and discuss the role of the teacher in diagnosis, assessment, and curriculum planning.
- I. Identify the needs of children who are victims of abuse or members of dysfunctional families.
- J. Acknowledge the needs of children who do not function within normal limits of development, and identify support for their development.

VIII. A. REQUIRED TEXTBOOK(S)

TITLE: Resources for Teaching Children with Diverse Abilities
AUTHOR(S): Penny L. Deiner
COPYRIGHT DATE: 1999 EDITION: 3rd.
PUBLISHING COMPANY: HBJ
ISBN#: 0-15-505471-6

TITLE:
AUTHOR(S):
COPYRIGHT DATE: EDITION:
PUBLISHING COMPANY:
ISBN#:

B. REQUIRED WORKBOOK(S)

TITLE:
AUTHOR(S):
COPYRIGHT DATE: EDITION:
PUBLISHING COMPANY:
ISBN#:

IX. SUPPLEMENTARY INSTRUCTIONAL MATERIALS IDENTIFY GENERAL SOURCES:
Library references and periodicals

IF EXTENSIVE COLLATERAL READINGS ARE REQUIRED FROM SPECIFIC BOOKS, PROVIDE INFORMATION.

X. METHODS OF EVALUATION OF STUDENTS ENROLLED IN THE COURSE

1. 20% Final exam
2. 30% Observation Reports
3. 20% Mid Term Test
4. 25% Abstracts
5. 5% Attendance and Participation

XI. COURSE OUTLINE

A. Introduction

1. Definitions
2. What special education teachers are expected to do
3. The history of special needs
4. Trends in Legislation and Litigation

B. Social, Legal, and Educational Bases for Early Intervention

C. Early Identification, Diagnosis and assessment

D. Programming for Infants and Toddlers

E. Early Childhood Special Education

F. Communication Disorders

G. Hearing Impairment

H. Physical Disabilities

I. Learning Disabilities

J. Physical Disabilities

K. Health Impairments

L. Emotional Disturbance/Behavioral Disorder

M. Mental Retardation

N. Infants and Toddlers with Developmental Delays

O. Working with Families

P. Integrating the Curriculum to meet Children's Needs

PREPARED BY: Tina Suarez

REVIEW/REVISION DATE: 2004

REVIEWED BY:

**CHCA 269
Exceptional Child
Learning Outcomes**

- I. Each student will gain an understanding of the history and development of special education.**
 - A. Each student will complete a three page paper on his or her understanding of the history of special education.**
 - B. The students will be required to use both the textbook and the Internet to complete this writing assignment.**
 - C. The students will demonstrate their knowledge by doing a classroom presentation on their findings.**

- II. Students will gain knowledge of the following areas of exceptionality: mental retardation, learning disabilities, behavior disorders, speech and language disorders, hearing impairments, visual impairments, physical handicaps and the gifted.**
 - A. Students will be required to complete and pass chapter quizzes on the knowledge gained through the information in each respective chapter of the textbook.**

- III. Each student will gain knowledge on both state and federal rules regulating special education.**
 - A. Each student will be required to write a narrative on regulations after interviewing a special education administrator or by attending an informational session as part of a class period.**

- IV. Each student will be required to complete a term paper on a special education topic of his or her choice.**
 - A. The student will complete a 6 to 8 page type written paper.**
 - B. The student will be required to use both their textbook and the Internet to find their sources of information.**
 - C. The students will give a 10 minute presentation to the class about the findings referring to their topic.**
 - D. This term paper will be their final exam.**

- V. Each student will be required to complete out of class observations in the following areas: learning disorders, hearing impaired, visually impaired and behavior disordered.**
 - A. Each student will go and observe for a one hour period in each of the above areas.**
 - B. Each student will complete a three page written narrative in each area.**
 - C. Each student will make a five minute presentation in each area.**

