

Bossier Parish Community College
Master Syllabus

Course Prefix and Number: CDYC 265

Credit hours: 3

Course Title: Special Needs in Early Childhood Programs

Course Prerequisites:

Successful completion of any required developmental coursework;
Successful completion of CDYC 101, CDYC 103, CDYC 105, and CDYC 165; or
Permission of CDYC Program Coordinator.

Textbook(s): Allen, K. and G. Cowdery. *The exceptional child: Inclusion in early childhood education*. Cengage Learning. (For the exact textbook requirement, please refer to your instructor's course information syllabus.)

This course requires only the MindTap Access Code

Course Description: The focus of this course is to provide information for caring and educating children with special needs. This course covers topics about children from birth through early elementary grades with physical, cognitive, and social-emotional exceptionalities. Broad areas of study will include environments that provide care, support services and education to children who are: gifted, talented, hearing or vision impaired, physically challenged, or health impaired and children who may possess characteristics indicating cognitive or behavior disorders, developmental delays, or speech and language deficits. Developmentally appropriate practices (DAP) in inclusive and self-contained environments, as well as strategies and methods for communicating with parents, service providers, paraprofessionals, and community resource agencies are presented. The various state and federal laws regarding provision of services to children with special needs will be introduced. The purpose and use of the Individualized Family Service Plan (for children birth – 3 and their families) and the Individualized Education Program (for ages 3-21) will be discussed.

Learning Outcomes:

At the end of the course, the student will:

- A. gain knowledge of normal growth and developmental patterns in typical and atypical development of young children ages birth through the early elementary years in order to effectively assess and determine individual needs;
- B. review Individual Family Service Plans (IFSP) or Individualized Education Programs (IEP) based on federal and state laws to understand the various cognitive, physical and/or social-emotional exceptionalities;
- C. suggest effective strategies to communicate with parents or primary caregiver(s) and the family, paraprofessionals, and service providers about procedures for the referral process in various childcare and education settings for young children. Plan several methods to include families in the education and care of their child;

- D. use research and instruction, to gain knowledge about developmentally appropriate inclusive and self-contained early childhood environments, materials, equipment and technology to be able to arrange the and develop practices to accommodate the physical, cognitive and social-emotional needs of each child.

To achieve the learning outcomes, the student will:

1. define the term *inclusion* and the importance of an *inclusive early childhood program* using appropriate observation tools; (A) (B) (C) (D)
2. discuss developmental milestones by age or skill for typically developing children; (A)
3. review various assessment tools that may be used to determine the functioning level of the individual child; (A)
4. name several exceptionalities and identify the common traits of each; (B)
5. collect brochures, articles, or pamphlets about children with special needs and develop a resource file to provide to parents and families of all cultures and ethnicities. Include names, addresses, phone numbers and the website if provided; (C)
6. discuss communication techniques to effectively collaborate with the various cultures of parents or primary caregiver/s and the family and service providers; (C)
7. plan for inclusive and self-contained environments to accommodate young children with special cognitive, physical, social, emotional, and talent needs. Identify some equipment, materials, and technology for young children with exceptionalities; (D)
8. review and write a lesson plan to accommodate young children with exceptionalities within an inclusive and a self-contained early childhood setting. Include an Individual Family Service Plan (IFSP) or an Individualized Education Plan (IEP) for this child. (D)

Course Requirements:

- A. Attend class regularly if attending a traditional (face to face) course. Students enrolled in hybrid (50% campus/50% online) or online courses must log-in at least twice per week;
- B. engage in required and supplemental readings;
- C. prepare for and complete written assignments, activities and discussions and submit through Canvas by the due date/time; and
- D. complete coursework and projects with at least 70% mastery.

Course Grading Scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%

F 59% or below

Attendance Policy: The college attendance policy is available at:
<http://www.bpcc.edu/catalog/current/academicpolicies.html>

Course Fees: N/A

Nondiscrimination Statement: Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

Section 504 and ADA Coordinator

Angie Cao, Student and Disability Services Specialist

Disability Services, F-254

6220 East Texas Street

Bossier City, LA 71111

Phone: 318-678-6511

Email: acao@bpcc.edu

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Title IX and Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

Human Resources Office, A-105

6220 East Texas Street

Bossier City, LA 71111

Phone: 318-678-6056

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

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