

# Washtenaw Community College Comprehensive Report

## ECD 240 Education of the Young Child with Exceptionalities Effective Term: Fall 2022

### Course Cover

**College:** Advanced Technologies and Public Service Careers

**Division:** Advanced Technologies and Public Service Careers

**Department:** Public Service Careers

**Discipline:** Early Childhood Development

**Course Number:** 240

**Org Number:** 15400

**Full Course Title:** Education of the Young Child with Exceptionalities

**Transcript Title:** Young Children with Exceptiona

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:**

**Change Information:**

**Course discipline code & number**

**Rationale:** CCP discipline changing to Early Childhood Development (ECD) for better representation of the program.

**Proposed Start Semester:** Fall 2022

**Course Description:** This course presents an overview of the major categories of exceptionality.

Methods for identifying and working with young children in child care, recreational and educational settings are explored. Working with an interdisciplinary team and partnering with parents is a major focus. A working knowledge of resources, a comfort level for working with exceptional children and their families, and exploring the roles of professionals who work with exceptional populations are stressed. This course was previously CCP 251.

### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

College-level Reading & Writing

### College-Level Math

No Level Required

## **Requisites**

### **Prerequisite**

ECD 101 minimum grade "C"

## **General Education**

### **General Education**

EMU GenEd Diverse World

## **Request Course Transfer**

### **Proposed For:**

Eastern Michigan University

Other : University of Michigan – Dearborn Madonna University, Livonia Siena Heights University, Adrian Concordia University, Ann Arbor

## **Student Learning Outcomes**

1. Define eligibility criteria for special education services within the 13 categories of disabilities, and explain the roles of the corresponding members of the multidisciplinary team.

### **Assessment 1**

Assessment Tool: departmentally-developed exam

Assessment Date: Fall 2015

Assessment Cycle: Annually

Course section(s)/other population: all sections

Number students to be assessed: all students registered for the course

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will score at least 75% correct answers.

Who will score and analyze the data: electronic scoring of objective questions; rubric used for any essay questions; reviewed by members of the CCP Advisory Committee or their designees

2. Write specific adaptations for children with exceptionalities in an early childhood setting (school classroom, recreational or child care setting) based on sample lesson/activity plans and case studies of young children with exceptionalities.

### **Assessment 1**

Assessment Tool: written assignment (activity/lesson plan adaptations and adaptation of learning environment)

Assessment Date: Fall 2016

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: 50% of registered students

How the assessment will be scored: departmentally-developed rubric based on national and state standards

Standard of success to be used for this assessment: 80% of students will score at least 75% successfully.

Who will score and analyze the data: members of CCP Advisory Committee or their designees

3. Explain methods for working with members of the multidisciplinary team, including parents (or other family members) as contributing partners.

### **Assessment 1**

Assessment Tool: departmentally-developed exam and case study assignment

Assessment Date: Winter 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: 50% of all registered students

How the assessment will be scored: departmentally-developed rubrics  
Standard of success to be used for this assessment: 80% of students will score 75% or higher.  
Who will score and analyze the data: members of the CCP Advisory Committee or their designees

4. Assemble a portfolio of resources for use with families of young children with exceptionalities.

#### **Assessment 1**

Assessment Tool: resource portfolio

Assessment Date: Winter 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: 50% randomly selected from all registered students

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 80% of students will score at least 75%.

Who will score and analyze the data: members of the CCP Advisory Committee

### **Course Objectives**

1. List the 13 categories of disabilities (Autism Spectrum Disorder, Cognitive Impairment, Deaf-Blindness, Early Childhood Developmental Delay, Emotional Impairment, Hearing Impairment, Other Health Impairment, Physical Impairment, Severe Multiple Impairment, Specific Learning Disability, Speech and Language Impairment, Traumatic Brain Injury and Visual Impairment) and identify common causes, common characteristics, means for identifying, and terminology associated with each disability area.
2. Identify the role of the early childhood educator in preparing for an Individualized Educational Plan or Individual Family Service Plan meeting.
3. Define Least Restrictive Environment and Inclusion, identify examples, and explain advantages and disadvantages.
4. Define transition plan and explain legal and practical factors in developing and implementing a plan.
5. Explain Early Childhood Developmental Delay (ECDD); explain how this category relates to other special education categories, identify issues in identification and placement, and explain implications for early childhood education professionals.
6. Identify the major legal and historical landmarks in the provision of services to young children with exceptionalities in Michigan and the United States.
7. Explain the policies, procedures and regulations regarding screening, referral, assessment and placement procedures for young children with suspected exceptionalities, their families and the professionals who work with them.
8. Explain the “gifted” category of exceptionality: identify characteristics and explain programming considerations in the regular classroom.

### **New Resources for Course**

#### **Course Textbooks/Resources**

##### **Textbooks**

Heward, W.L.. *Exceptional children: An Introduction to Special Education*, 10 ed. Pearson, 2012, ISBN: 987-013289304.

##### **Manuals**

##### **Periodicals**

##### **Software**

#### **Equipment/Facilities**

Level III classroom

#### **Reviewer**

#### **Action**

#### **Date**

Faculty Preparer:

*Lisa Nelson*

*Faculty Preparer*

*Dec 14, 2021*

**Department Chair/Area Director:**

**Dean:**

**Curriculum Committee Chair:**

**Assessment Committee Chair:**

**Vice President for Instruction:**

# Washtenaw Community College Comprehensive Report

## CCP 251 Education of the Young Child with Exceptionalities Effective Term: Fall 2015

### Course Cover

**Division:** Advanced Technologies and Public Service Careers

**Department:** Public Service Careers

**Discipline:** Child Care Professional

**Course Number:** 251

**Org Number:** 15400

**Full Course Title:** Education of the Young Child with Exceptionalities

**Transcript Title:** Young Children with Exceptiona

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

Course title

Course description

Outcomes/Assessment

Objectives/Evaluation

Other:

**Rationale:** The CCP 251 co-offered as PSY 251 does not meet the needs of Child Care Professional and Early Childhood Education majors. These revisions reflect the documented needs and standards provided by the National Association for the Education of Young Children.

**Proposed Start Semester:** Fall 2015

**Course Description:** This course presents an overview of the major categories of exceptionality. Methods for identifying and working with young children in child care, recreational and educational settings are explored. Working with an interdisciplinary team and partnering with parents is a major focus. A working knowledge of resources, a comfort level for working with exceptional children and their families, and exploring the roles of professionals who work with exceptional populations are stressed. This course was previously titled Education of Exceptional Children.

### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

College-level Reading & Writing

### College-Level Math

No Level Required

## **Requisites**

### **Prerequisite**

CCP 101 minimum grade "C"

## **General Education**

### **Request Course Transfer**

#### **Proposed For:**

Eastern Michigan University

Other : University of Michigan - Dearborn Madonna University, Livonia Siena Heights University, Adrian Concordia University, Ann Arbor

## **Student Learning Outcomes**

1. Define eligibility criteria for special education services within the 13 categories of disabilities, and explain the roles of the corresponding members of the multidisciplinary team.

#### **Assessment 1**

**Assessment Tool:** departmentally-developed exam

**Assessment Date:** Fall 2015

**Assessment Cycle:** Annually

**Course section(s)/other population:** all sections

**Number students to be assessed:** all students registered for the course

**How the assessment will be scored:** departmentally-developed rubric

**Standard of success to be used for this assessment:** 80% of students will score at least 75% correct answers.

**Who will score and analyze the data:** electronic scoring of objective questions; rubric used for any essay questions; reviewed by members of the CCP Advisory Committee or their designees

2. Write specific adaptations for children with exceptionalities in an early childhood setting (school classroom, recreational or child care setting) based on sample lesson/activity plans and case studies of young children with exceptionalities.

#### **Assessment 1**

**Assessment Tool:** written assignment (activity/lesson plan adaptations and adaptation of learning environment)

**Assessment Date:** Fall 2016

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all sections

**Number students to be assessed:** 50% of registered students

**How the assessment will be scored:** departmentally-developed rubric based on national and state standards

**Standard of success to be used for this assessment:** 80% of students will score at least 75% successfully.

**Who will score and analyze the data:** members of CCP Advisory Committee or their designees

3. Explain methods for working with members of the multidisciplinary team, including parents (or other family members) as contributing partners.

#### **Assessment 1**

**Assessment Tool:** departmentally-developed exam and case study assignment

**Assessment Date:** Winter 2017

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all sections

**Number students to be assessed:** 50% of all registered students

**How the assessment will be scored:** departmentally-developed rubrics

**Standard of success to be used for this assessment:** 80% of students will score 75% or higher.

**Who will score and analyze the data:** members of the CCP Advisory Committee or their designees

4. Assemble a portfolio of resources for use with families of young children with exceptionalities.

**Assessment 1**

**Assessment Tool:** resource portfolio

**Assessment Date:** Winter 2017

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all sections

**Number students to be assessed:** 50% randomly selected from all registered students

**How the assessment will be scored:** departmentally-developed rubric

**Standard of success to be used for this assessment:** 80% of students will score at least 75%.

**Who will score and analyze the data:** members of the CCP Advisory Committee

**Course Objectives**

1. List the 13 categories of disabilities (Autism Spectrum Disorder, Cognitive Impairment, Deaf-Blindness, Early Childhood Developmental Delay, Emotional Impairment, Hearing Impairment, Other Health Impairment, Physical Impairment, Severe Multiple Impairment, Specific Learning Disability, Speech and Language Impairment, Traumatic Brain Injury and Visual Impairment) and identify common causes, common characteristics, means for identifying, and terminology associated with each disability area.

**Matched Outcomes**

2. Identify the role of the early childhood educator in preparing for an Individualized Educational Plan or Individual Family Service Plan meeting.

**Matched Outcomes**

3. Define Least Restrictive Environment and Inclusion, identify examples, and explain advantages and disadvantages.

**Matched Outcomes**

4. Define transition plan and explain legal and practical factors in developing and implementing a plan.

**Matched Outcomes**

5. Explain Early Childhood Developmental Delay (ECDD); explain how this category relates to other special education categories, identify issues in identification and placement, and explain implications for early childhood education professionals.

**Matched Outcomes**

6. Identify the major legal and historical landmarks in the provision of services to young children with exceptionalities in Michigan and the United States.

**Matched Outcomes**

7. Explain the policies, procedures and regulations regarding screening, referral, assessment and placement procedures for young children with suspected exceptionalities, their families and the professionals who work with them.

**Matched Outcomes**

8. Explain the "gifted" category of exceptionality: identify characteristics and explain programming considerations in the regular classroom.

**Matched Outcomes**

**New Resources for Course**

**Course Textbooks/Resources**

**Textbooks**

Heward, W.L.. *Exceptional children: An Introduction to Special Education*, 10 ed. Pearson, 2012, ISBN: 987-013289304.

Manuals  
Periodicals  
Software

**Equipment/Facilities**

Level III classroom

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Sally Adler</i>	<i>Faculty Preparer</i>	<i>Jan 09, 2015</i>
<b>Department Chair/Area Director:</b> <i>Ruth Walsh</i>	<i>Recommend Approval</i>	<i>Jan 09, 2015</i>
<b>Dean:</b> <i>Brandon Tucker</i>	<i>Recommend Approval</i>	<i>Jan 13, 2015</i>
<b>Vice President for Instruction:</b> <i>Bill Abernethy</i>	<i>Approve</i>	<i>Jan 27, 2015</i>