



COURSE SYLLABUS

PO Box 1189
1042 W. Hamlet Avenue
Hamlet, NC 28345
(910) 410-1700
www.richmondcc.edu

COURSE: EDU 221 CHILDREN WITH EXCEPTIONALITIES

HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

COURSE DESCRIPTION:

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. *Note: This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.*

PREREQUISITE(S): EDU 144, EDU 145

COREQUISITE(S): None

TEXTBOOK(S) & OTHER SPECIAL REQUIREMENTS:

Free resources are listed in the course Moodle.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Discuss the philosophical, historical, and legal issues in the field of early childhood special education and intervention.
2. Explain the etiology, identifying characteristics, range and complexity of different exceptionalities (e.g., mild, moderate, severe/profound) and risk factors and their influences on development.
3. Describe a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.
4. Describe the development and use of IEP/IFSP goals based on appropriate guidelines.
5. Describe the strategies to include the family as a partner in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child.
6. Determine how to plan and adapt inclusive environments and curriculum that are reflective of the children in the classroom.
7. Discuss ways to integrate children with disabilities and children from other cultures into a typical classroom.

8. Develop lesson plans that reflect the values, beliefs, and customs of other cultures.

*****Please refer to the online version of the Richmond Community College Program & Course Catalog and the Student Handbook for current academic and general information.**