

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**  
City University of New York

**Teacher Education Department**

<b>Title of Course:</b> The Exceptional Child ECE 201 – <b>fill in section</b>	<b>Class hours:</b> 2 <b>Lab hours:</b> 2
<b>Semester:</b> <b>fill in semester</b> <b>Fill in days and times and rooms</b>	<b>Instructor Information:</b> <b>Instructor:</b> <b>fill in</b> <b>Office:</b> <b>fill in</b> <b>Office Hours:</b> <b>fill in</b> <b>Phone:</b> <b>fill in</b> <b>E-mail:</b> <b>fill in</b>
<b>Credits:</b> 3	

**Course Description:** Identifies the various developmentally challenged or handicapping conditions of young children with special needs, including emotional, intellectual, physical, visual, hearing, orthopedic, speech and language, and other health impairments. In addition, techniques and strategies for mainstreaming these children within the early childhood educational environment will be included in the curriculum.

**Prerequisites:** ENG or ESL 095, ACR 095, and ECE 102

**Student Learning Outcomes:**

<b>ECE 201 students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
<b>1.</b> Analyze the characteristics of special needs children and their families within the context of an ecological framework	
<b>2.</b> Demonstrate familiarity with a variety of assessment tools	
<b>3.</b> Evaluate a variety of assessment tools	
<b>4.</b> Identify communication disorders among early childhood children and intervention strategies	
<b>5.</b> Identify hearing, health, physical and visual impairments among early childhood children and intervention strategies	
<b>6.</b> Identify characteristics of the learning disabled, mildly or moderately retarded mildly and severely disabled children and intervention strategies	
<b>7.</b> Identify the characteristics of gifted and talented learners	
<b>8.</b> Survey federal and state law as they relate to the education of children with special needs	
<b>9.</b> Present an advocacy perspective that will empower students to advocate for children with special needs, now and when they eventually become teachers.	

	<b>BMCC General Education Goals:</b> (Checked goals indicate college-wide goals that will be covered and assessed in ECE 201.)	<b>Measurements (means of assessment for general education goals listed in first column)</b>
<input checked="" type="checkbox"/>	<b>1. Communication Skills-</b> Students will write, read, listen and speak critically and effectively.	
<input checked="" type="checkbox"/>	<b>2. Quantitative Reasoning-</b> Students will use quantitative skills and the concepts and methods of mathematics to solve problems.	
<input type="checkbox"/>	<b>3. Scientific Reasoning-</b> Students will understand and apply the concepts and methods of the natural sciences.	
<input checked="" type="checkbox"/>	<b>4. Social and Behavioral Sciences-</b> Students will understand and apply the concepts and methods of the social sciences.	
<input type="checkbox"/>	<b>5. Arts &amp; Humanities-</b> Students will develop knowledge and understanding of the arts and literature.	
<input type="checkbox"/>	<b>6. Information &amp; Technology Literacy-</b> Students will collect, evaluate and interpret information and effectively use information technologies.	
<input checked="" type="checkbox"/>	<b>7. Values-</b> Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	

### **Required Text & Readings:**

### **Use of Technology:**

### **Evaluation & Coursework Requirements of Students:**

#### **E-Portfolio:**

This semester you will continue working on your digital portfolio. Your portfolio is a record of your work in Teacher Education at BMCC and will accompany you as you continue your education beyond BMCC. It will include evidence of your knowledge, skills, and dispositions in these five areas: 1. Child Development and Learning; 2. Family and Community Relationships; 3. Observation, Documentation, and Assessment; 4. Teaching and Learning; 5. Professionalism

In this class, you will work on several standards in your portfolio:

1. You will reconsider your philosophy statement (standard 5) to identify and involve oneself with the early childhood field.
2. You will work on Standard 2 (Family and Community Relationships) of your portfolio to demonstrate that you understand the need for respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning, you will reflect on NAEYC standard 2 and add an artifact.
3. You will work on Standard 3 (Observation, Documentation, and Assessment) to demonstrate understanding the goals, benefits, and uses of assessment and knowing about assessment partnerships with families and other professionals.

**Outline of Topics:** See Attached

#### **Teacher Education Department Student Professionalism Policy Statement**

In ECE 102 students in the Teacher Education Department received the professional policy statement. In this course, you will continue to explore professionalism as you develop your knowledge of becoming an early childhood educator. The policy is summarized here. The Teacher Education Department of Borough of Manhattan Community College requires that all students conduct themselves in a professional manner during

class, site visits, internships, course related activities and interactions with members of the Teacher Education Department. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics (NAEYC 2005). Students are required to read, sign, and receive a copy of the Teacher Education Student Professionalism Policy. Students agree to abide by these policies and understand the ramifications of failure to abide by these policies. If you have any questions concerning this policy please contact me or a faculty member of the Teacher Education Department.

### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

### **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).