

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. **Prepared by:** _____
2. **Date submitted:** _____
3. Date approved: 12/8/2015 Date revised:
4. **Department/discipline:** Early Childhood Education
5. **Department(s) endorsement(s):** _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Children with Differing Abilities
Abbreviated course title (25 characters or less):
7. Course Designator: CDEV
8. Course Level: 2620
9. Number of Credits: Lecture: 2 Lab: 1
10. Control Number (on site): 24
Control Number (online): 0
11. Catalog/Course description:

This course examines the development of children with special needs and prepares caregivers to integrate children with special needs into child development settings. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting.
12. Course prerequisite(s) or co-requisite(s):
Prerequisite(s): Reading score on the Accuplacer of 78 or completion of RDG 0095 Efficient Reading II and a Sentence Skills score of 61 or completion of ENGL 0092 College Prep I or consent of instructor.
Co-requisite: None
13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

1. Allen, K. Eileen & Cowerdy, Glynnis Edwards. *The Exceptional Child: Inclusion in Early Childhood Education*, 5E. Albany, New York. Delmar Publishers, 2005.
2. Allen, K. Eileen and Marotz, Lynn R. *Developmental Profiles Pre-Birth Through Twelve*, 4E. Delmar Publishers, 2003.
3. Students will be required to observe/participate in a group early child care/education setting

14. **Course Content** (Provide an outline of major topics covered in course)

1. Define adaptations
2. Differentiate between mainstreaming/integration/inclusion
3. Integrate societal attitudes
4. Describe PL 94-157 and PL 94-142 and current legislation
5. Analyze child's temperament (infant/toddler, preschool, school age)
6. Analyze strategies to meet individual needs of the child
7. Integrate the knowledge of child development with atypical development
8. Define learning styles
9. Describe gifted/talented
10. Describe multiple-involved children
11. Describe visual impairments
12. Describe hearing impairments
13. Describe large motor
14. Describe fine motor
15. Describe sensory/motor
16. Describe health impairments
17. Describe cognitive delays (L.D., ADD/ADHA, Aspergers, Tourette's Syndrome, Autism, Mental Retardation, Down Syndrome)
18. Adapt cognitive delay activity
19. Design cognitive delay activity
20. Evaluate behavior-challenged activity
21. Demonstrate behavior challenged activity
22. Adapt behavior challenged activity
23. Design behavior challenged activity
24. Describe behavior-challenged activity
25. Discriminate between active/alert, spirited and ADD/ADHD
26. Examine the impact on the family
27. Explain IEP/IFSP report
28. Describe assessment
29. Describe screening
30. Discriminate the child's strengths and needs through various methods (i.e. work sampling, play-based assessment)
31. Assess individual child's strengths and challenges
32. Analyze strategies to meet group needs of the child
33. Examine personal attitude
34. Facilitate the integration of the knowledge of the child to design appropriate

- activities
35. Define task analysis
 36. Design a task analysis activity
 37. Analyze the environment to meet the successful needs of each child
 38. Evaluate speech/language impairment activity
 39. Demonstrate speech/language impairment activity
 40. Adapt speech/language impairment activity
 41. Design speech/language impairment activity
 42. Describe speech/language impairments
 43. Discriminate technology assisted equipment
 44. Evaluate cognitive delay activities
 45. Demonstrate cognitive delay activity

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Explain the development of normal growth as it relates to atypical or exceptional growth and development;
2. Demonstrate current knowledge of federal and state definitions of categories of special needs and legislation;
3. Distinguish early intervention programs and their importance to children with special needs and their families; and
4. Examine worldwide attitudes and philosophies that guide programs for children with special needs.

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): N/A

Goal and Outcomes:

Goal: N/A

Outcome:

Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
 - a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
 - b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

College or University	Course Number & Title	Credits Awarded	General Education	Program
Hibbing CC				
Itasca CC				
Mesabi CC				
Lake Superior				
Leech Lake				
LCO CC				
Bemidji State University				
College of St. Scholastica				
University of Minnesota - Duluth				
University of Wisconsin - Superior				
Other Tribal College				
MEsOther				