Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

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: 12/8/15  Date revised 11/27/23  

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 for Transcripts (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) 

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): Accuplacer scores/ Other courses
   Prerequisite(s): None  
   Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

   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.)

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
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<tbody>
<tr>
<td>Explain the development of normal growth as it relates to atypical or exceptional growth and development.</td>
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<td>Demonstrate current knowledge of federal and state definitions of categories of special needs and legislation.</td>
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<td>Distinguish early intervention programs and their importance to children with special needs and their families.</td>
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<td>Examine worldwide attitudes and philosophies that guide programs for children with special needs.</td>
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WINHEC Cultural Standards:

1. **GIKENDAASOWIN – Knowing knowledge**: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

2. **GWAYAKWAADIZIWIN – Living a balanced way**: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE’EWIN – Strong hearted**: To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

4. **AANGWAAMIZIWIN – Diligence and caution**: To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN – Honesty and integrity**: To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

6. **ZAAGI’ IDIWIN – Loving and Caring**: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. Minnesota Transfer Curriculum (MnTC): List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): __________
Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

________ Yes _______ No

Provide the required documentation to show course meets required licensing/certification standards.

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