

**Nashville State Community College  
Social and Behavioral Sciences  
Early Childhood Education**

**Master Course Syllabus**

**ECED 2360 Development of Exceptional Children**

The purpose of the syllabus is to tell you how the course is organized, what the expectations are, and how you will be graded. In addition, there is important information about how the college will operate during severe weather and how the college will communicate with you. The syllabus is not a contract. Instead, it is meant to help you succeed in this course. If any of the content changes during the semester, you will be notified.

**Course information:**

**Course Title:** Development of Exceptional Children

**Credits:** 3

**Class Hours:** 3

**Course Description:**

An exploration of the practices that early childhood professionals can apply to develop a more inclusive and accessible environment for all children ages birth through eight. Provides students with skills to include children of all abilities through appropriate arrangement of the environment. Topics include strategies for developing strong relationships with families and other community agencies. Field experiences required. Prerequisite(s): ECED 2320 or department approval.

**Instructor Information:**

**Name:**

**Email:**

**Office Phone:**

**Office Location:**

**Office Hours:**

**Instructor Zoom Room link:**

**Class Session Zoom Link Information (if virtual):**

**Required Textbook(s) & Other Materials:**

**Textbook(s):** Allen, K. Eileen & Cowdery, G. E. (2011). *The Exceptional Child: Inclusion in Early Childhood Education*. (8<sup>th</sup> Edition). New York: Delmar Publishers

**ISBN:** 978-285-43237-3

Once you have registered for your courses, you should make sure you have the correct textbook and materials for each course. Before courses begin, you can do this by looking up your courses on the bookstore's website ( <https://www.bkstr.com/nscstore/shop/textbooks-and-course-materials> ) using

your A# or by entering your course information. If you are registered with the Access Center and need an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3721, 615-353-3741, or [accesscenter@nscc.edu](mailto:accesscenter@nscc.edu)

**Honors Option:** Honors credit is available in some classes. If you are interested in participating in the Honors Program, please see your instructor within the first four weeks of class.

**Course Outcomes:** At the end of the semester, this is what you should know and/or be able to do:

Upon successful completion of this course, students should be able to:

1. Identify recommended practices and elements, including the use of assistive technologies, for inclusive early childhood programs **(3c, 4b)**
2. Identify initial knowledge of legislation, regulations, and litigation related to the field of special education. **(6b, 6d)**
3. Recognize the causes and classification of developmental disabilities. **(1a, 1b)**
4. Recognize the screening and assessment process for identification and program planning for young children with disabilities. **(3b)**
5. Recognize how to work effectively with a team in an effort to coordinate an appropriate educational program integrating parents, school, and community resources. **(6b, 3d)**

### **NAEYC Initial Standards**

The AAS Degree in ECED at Nashville State is accredited by the National Association for the Education of Young Children (NAEYC). The following NAEYC Initial Standards for Early Childhood Education Professional Preparation are addressed in this course:

#### **Standard 1: Promoting Child Development and Learning**

- 1a. Knowing and understanding children's characteristics and needs, from birth through age 8
- 1b. Knowing and understanding the multiple influences on development and learning

#### **Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection
- 3c. Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d. Knowing about assessment partnerships with families and other professional colleagues to build effective learning environments

#### **Standard 4: Teaching and Learning**

- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

#### **Standard 6: Becoming a Professional**

- 6b. Knowing about and upholding ethical standards and other childhood professional guidelines.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education

### **Course Competencies:**

The following are detailed course competencies, or specific skills or knowledge, intended to help you achieve the course outcomes:

- **Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 2:** Learning fundamental principles, generalizations, or theories
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **Objective 9:** Learning how to find and use resources for answering questions or solving problems

### **Topics to Be Covered:**

- Inclusive Approach to Early Childhood Education
- Public Policy and Legislation
- Inclusive Programs
- Working with Families
- Assessment and the IFSP/IEP Process
- Effective Teachers
- More Alike Than Different
- Developmental Disabilities: Causes and Classifications
- Giftedness
- Sensory Impairments: Hearing & Vision
- Physical Disabilities and Health Problems
- Learning & Behavior Disorders
- Speech, Language, & Communication Development
- Facilitating Pre-academic & Cognitive Learning
- Social Development
- Self-Care, Adaptive & Independence Skills
- Challenging Behaviors
- Community Resources
- Professionalism: NAEYC Code of Ethical Conduct (Ethical Responsibilities to Families)

**Course Assessments:** We will use the following assessments to demonstrate your understanding, knowledge, and skills:

### **Field Experiences: 8 Hours of required field experiences**

Students will be engaged in a minimum of 8 hours of field experiences in this course. Students will keep a timecard for documentation of hours completed. These hours will include:

1. **Fieldwork/Research** on identifying and including children with special needs: student will do focused observations in an inclusive setting for at least 4 hours.
2. **Community Resources:** the student will research community resources related to inclusion and services for special needs. (4 hours)

3. **Homework Assignments:** Students will complete all homework assignments, compile these in a notebook to be turned in for review **before taking each quiz.**
4. **Field Work/ Research on Identifying and Including Children with Special Needs:** 4 hours of fieldwork in an inclusive early childhood setting with additional research components.
5. **Community Resources Notebook:** Students will research community resources and give a report in class.
6. **Special Group Project:** Students, as part of an assigned group, will complete a special project of planning activities for a case study child.
7. **Participation:** Students will participate fully through regular attendance, sharing, and engaging in class activities.
8. **Exams:** Students will complete three exams and a final exam.

<b>Criteria</b>	<b>Total Points</b>
Community Resources Notebook Assignment	50 points
Fieldwork/Research on Identifying & Including Children with Special Needs	100 points
Special Project	100 points
Exams (3 quizzes worth 50 points each & a final Exam worth 100 points)	250 points
Participation	100 points
<b>Total</b>	<b>600 points</b>

**Grading Policy:**

**All ECED majors working on a technical certificate or an AAS degree are required to receive a C or above in all ECED classes.**

Grades are posted in the Gradebook on NS Online. To see your grades in this format, click on the "Evaluation" tab at the top navigation area of the course and select "Grades". All your grades are visible to you, and you can track your progress overall in the course.

It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For each assignment, you will be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Completing the rubrics will help you practice self-assessment and identify

areas for improvement; these are very important skills for a professional in early education. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

**Grading Scale:**

Letter Grade	Percentage Range	Class Points
A	90- 100%	540 – 600
B	80 – 89%	480 – 539
C	70 – 79%	420 – 479
D	60 – 69%	360 – 419
F	Below 60%	Below 360

**FA**

If you stop attending class or if you are in an online class and stop submitting assignments, but do not turn in a withdrawal form by the deadline, you are still enrolled in class. You will be given a grade of FA, which means you have failed due to not attending class and not completing your assignments. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the “Last Day to Earn F for Attendance (FA).” If you stop attending your course after this date, you will receive an F.

**FN**

An FN is awarded if you have never attended your course or done any of the work in an online course.

**Late Work Policy & Procedures for Assignments and Work:**

You can turn in assignments one way in this class--- submit online to the Assignment Dropbox by the time class begins on the day the assignment is due. (For example, if class starts at 6 pm, then your assignment is due at 6 pm. If turned in after 6 pm, it is considered late. Assignments submitted online, will be graded online. You will have to go to online course shell to see your grade and feedback. Assignments cannot be submitted through email; you must use the Assignment Dropbox in the NS Online system.

If you miss a due date, you may turn in the assignment up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work. No assignments will be accepted more than one week late, and no assignment will be accepted beyond the last class date. Late assignments are to be submitted to the Assignment Dropbox. You do not need to notify the instructor about late work; the Dropbox is pre-set to allow late submissions up to one week late. See example below about reduction of points.

**EXAMPLE:** An assignment worth 100 points is due Feb. 10th. The final date to submit is on Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted, and your final score will be 80.

### **Assignment Expectations:**

Students must submit assignments in Microsoft Word format or Rich Text Format (RTF) format using 12-point font. Spelling, punctuation, grammar, and sentence structure will be taken into consideration in grading all assignments. Assignments should reflect college-level work.

For all assignments, you are expected to follow instructions carefully, study the grading criteria, and ask questions if you do not understand an assignment. For some assignments, you may be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

### **Experiences with Children:**

Learning about early childhood requires you to interact and engage with young children throughout the coursework in the early childhood program at NSCC. Some assignments in this course may require you to engage in activities with young children from age birth through age 8. (See specific instructions on assignments.)

### **Photographs for Assignments:**

Some assignments may require you to take photographs of your work or project as part of the assignment instructions. You will need access to a camera of some type to meet this expectation. Even though you are asked to document your work through photos, you are NOT required to take photos of children themselves. Many families do not wish their children to be photographed. You must have written permission from families to photograph children.

### **Attendance Policy**

#### **General Policy**

If you have been exposed to COVID-19 or have tested positive, you must email [virusinfo@nsc.edu](mailto:virusinfo@nsc.edu).

- *Absences in a course may affect your final grade.*
- *Tardiness may also affect your final grade.*
- *You are responsible for all work/tests that occur during any missed course session(s) regardless of reason(s) for absence.*
- *If you are not well enough to attend a course session (class), you must notify the instructor as soon as possible before the scheduled course time.*
  - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*
- *If you have an unavoidable conflict with a scheduled course session, you must notify the instructor before the course session.*
  - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*

#### **Instructor's Policy**

The attendance policy for this course is:

Absences in a course may affect a student's final grade. The student is responsible for all assigned work in the course regardless of absences. Tardiness may also affect a student's final grade.

Each student is expected to be on time, attend all scheduled classes, and stay for the entire class session.

An absence is defined as non-attendance for any reason, including illness or emergency.

This course is one of the required courses in the Early Childhood Education program, meant to prepare you for the professional work of being a teacher. Professional conduct and courtesy are always expected, as is giving the instructor or fellow students your full and polite attention. During class students should refrain from doing unrelated work that creates a distraction to the instructor and other students.

**In this class you are expected to:**

- Stay focused on the class activities and be in the present.
- One person speaks at a time.
- Keep cell phones put away.
- Be a positive contributor to our classroom community.

**Absences Allowed: No More than 3 absences.**

- Coming to class late (after the instructor has taken attendance) and/or leaving early (before the instructor dismisses the class) counts as a tardy. Three (3) tardies count as one (1) absence. Any student arriving more than 30 minutes after class has started or leaving more than 30 minutes before class is dismissed will be considered as absent for the entire class.
- Any student who is absent is responsible for the content of the class missed and any assignments given. The student is encouraged to get notes and information missed from another student in the class
- In-class assignments cannot be made up.
- The instructor's grade book serves as the official record for grades and attendance.
- Absences beyond the allowed 3 can result in a failing grade for the course

**For financial aid purposes, attendance** is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:

- continued attendance
- participation in on-ground or virtual class sessions
- participating in D2L as prompted
- responding to an instructor's email
- posting to a discussion board
- completing and submitting assignments

## Technology Statement

- All classes at the College are web enhanced. “Web enhanced” means that components of the course, such as assignments and online discussions, may be located online in the class D2L/NS Online course shell and used in the course, even if the course meets in a classroom on ground.
- You must have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells.
- You may also be required to use free video conferencing platforms (examples: Zoom, Teams, etc.) for course sessions and meetings.
- You will be responsible for appropriate dress while on video. This means that you are expected to dress as if you were in a classroom.
- You will be responsible for a distraction free environment while on video. This means that the professor and others in the course should not be able to hear noise in your home, such as cell phones, TVs, or barking dogs. The best way to do this is to keep yourself on “mute” until you need to speak.
- You will be responsible for making sure your background is neutral. Keep in mind that students and professors come from all around the world, and you are all a part of our community. Therefore, please avoid having images in your background that may be offensive to your classmates.
- Certain publisher materials, such as textbook figures, may not work on cellphones and may require a laptop or a tablet.
- If you have questions or concerns regarding access to a computer or internet resources, please contact your instructor. Additional information is available on this website: <https://www.nsc.edu/current-students/student-online-resources/access-to-internet-and-technology>.

## Computer Labs

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

## D2L/NS Online and myNSCC

It is your responsibility to check your email in **both** D2L/NS Online course shells and your @my.nsc.edu (student email) on a regular basis. These are the official communication channels between the college and you. You are responsible for the information communicated through these email channels. D2L/NS Online emails contain specific course information and @my.nsc.edu emails contain important information from college offices, such as Financial Aid.

## ADA Compliance Statement

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional, and/or learning conditions. Nashville State is committed to supporting your success, and we encourage



you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615.353.3741 or 615.353.3721, or e-mail [accesscenter@nsc.edu](mailto:accesscenter@nsc.edu).

### **Classroom Misconduct**

Disruptive conduct is not allowed in the classroom. Disruptive conduct is any behavior that prevents students from learning and interferes with the ability of the instructor to teach. This may change from course to course; therefore, your individual instructors will give you guidance on what qualifies as “disruptive conduct” in their courses. Please review the [Nashville State Student Code of Conduct policy](#). Please be aware that children are not allowed in class or to be left unattended on campus.

### **Academic Misconduct**

You have started this academic journey to prepare for a future career. Because of this, it is important that you learn the materials being presented in your courses. For this reason, cheating, in any form, robs you of your opportunity to learn and master the material that will enable you to succeed in that future career. Nashville State has a clear [Academic Misconduct Policy](#) that you are expected to follow. In addition, your instructors will clarify what Academic Misconduct looks like and the consequences for violations in each course that you take. The instructor has the authority to assign an “F” or a “zero” for such violations or for the semester grade.

### **Academic Early Alert System**

If you are not doing well in your course, your instructor may send you an Early Alert through your @my.nsc.edu email. This email will go to your academic advisor and Student Success advisor, as well. If you get an Early Alert, contact your instructor immediately. Instructors send these when they want to help you figure out how to get extra support to pass the course. An Early Alert does not mean that you have already failed the course. Rather, it means you are in danger of failing the course if you do not change your learning strategy. Please use an Early Alert to your advantage and as an opportunity to improve your grade.

### **RAVE Emergency Alert System**

You can log in to this free alert system to receive text messages about emergencies related to NSCC campuses: <https://www.getrave.com/login/nsc>. The instructions for this are listed below.

- Your RAVE Username is your NSCC email address.
- If you've never received an email from RAVE with your password, or if you need to reset your password, select “Forgot your password?” and a new password will be emailed to you.
- Should the RAVE system indicate “user not found”, select Register and create your own RAVE account.

### **Student Wellness**

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- Free tutoring: <https://www.nsc.edu/current-students/on-campus-resources/learning-center-and-tutoring>

- NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses: <https://www.nsc.edu/current-students/student-online-resources>
- Services that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance: <https://www.nsc.edu/current-students/on-campus-resources/student-support-services>

## Equity Statement

We are taking steps to become more aware of the many different needs of students. Faculty, staff and administrators are committed to helping students find ways to meet their needs so that ALL students can reach their goals. Please ask for things you need.

## Inclement Weather & Campus Closings

You get notices about campus closings in these places: text messages from RAVE and [www.nsc.edu](http://www.nsc.edu). Even when campuses are closed, you are still responsible for completing all assigned work. Check D2L/NS Online for a message from your instructor so you do not miss important assignments and due dates, which may change due to the campus closure.

## Class Cancellation Policy

Our instructors post messages about cancelling classes in the D2L/NSOnline course shells and/or on the classroom door on campus. These messages can be found in the News and Content section or the Email tab in the online shell. Please check these to be sure that you take advantage of opportunities for learning and points toward your grade.

**Note:** The ECED faculty want you to do well! From an academic perspective, you should follow the expectations outlined in the syllabus. To successfully complete this course, you will need to:

- Attend all scheduled classes and complete assignments on time
- Check your NS Online email regularly
- Schedule 12-15 hours per week to complete assignments, projects, and exams.
- Check the Class Schedule on a regular basis.
- Follow all the expectations and guidelines communicated in the syllabus
- Reach out to your instructor for help

## Syllabus Sign-Off

**Please email me this prompt with your signature within the first week of class.**

My signature below indicates that I have read the entire syllabus and understand its contents. I agree to abide by the class policies set forth for the course and will be held accountable to such policies. I am aware of the Attendance/Participation and Late Assignment policies. I also give permission to use my work for use by my instructor or by other instructors in the Early Childhood department for the purpose of instructing others in appropriate early childhood practices.

Student \_\_\_\_\_ Date \_\_\_\_\_

*This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the ECED department faculty. A course syllabus will be provided the first day of class.*