



Course Name: ECED 3304 Young Children with Diverse Abilities

Semester Taught: Fall 2020

Credit Hours: 3

Course, Time and Place: Bb-

Instructor Information:

Instructor: Alberto Mares, EdS, MBA, MA	Communication Information: 505-747-2272 alberto.mares@nmmc.edu	Office Hours: Monday 4-6 p.m. Wednesday 6-8 p.m. Friday 8-9 a.m.
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Required Text: Allen, E., & Cowdery, G. (2015). *The exceptional child: Inclusion in early childhood education* (8thed.). New York, NY: Thomas/Delmar Learning.

Required Materials or Readings:

- Center for Response to Intervention in Early Childhood: www.crtiec.org
- Division for Early Childhood of the Council for Exceptional Children: www.dec-spe.org
- National Professional Development Center on Inclusion:
- National Special Quest Leadership Team on Inclusion: www.specialquest.org

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Since this is a hybrid class, attendance will be also measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: 3 credit hours equal 45 contact hours.

Catalog Course Description This course builds on the broad knowledge gained in previous coursework. It provides a specific focus on educational policies, programs, practices, and services appropriate for infants, toddlers, preschoolers, and early primary children who exhibit delays and disabilities. The course will provide a means toward a deeper understanding and sensitivity to the needs and feelings of children with diverse abilities and their families. The foundations include research-based decision-making, developmentally and individually appropriate practices, a holistic view of young children and their families; cultural sensitivity and competence, and activity-based interventions. Legal requirements of educating the child with disabilities or other special needs will be identified. *Prerequisites:* COE permission. (3, 3T+0L).

Course Objectives:

1. Develop an inclusive approach to working with young children with diverse abilities 124 Revised October 11, 2018.
2. Develop an understanding of federal legislation around early interventions, prevention, and educational right of children with learning disabilities.
3. Recognize evidence of exceptional development and causes and classification of this development.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC): On completion of this course, students will be able to demonstrate the **mastery** of the following competencies:



A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning. **A.2, A.3, A.4, A.9.**

C: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with his or her family. The diverse cultures and languages representative of families in New Mexico's communities are honored. **C.6, C.7, C.11, C.12.**

D: Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. children's initial experiences with these content areas form the foundation for later understanding and success. **D.6.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.2, E.4, E.12.**

F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.2, F.8, F.10.**

H: Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus early childhood teachers develop, implement, and value a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. **H.2.**

I: Curriculum and content knowledge. **I.1, I.2, I.13, I.14.**

COE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.



6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Skills-

1. Utilization of technology-based tools to support student learning

Dispositions-

2. A belief that all students can learn

NNMC Student Learning Outcomes:

3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/Assessment Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO		Point Value
Online Discussions	A2, 3, 4, 9 C6, 7, 11 D6, E2,4,12 F2,3,8,10, G7 H2, I1, I2, I13, I14 Objectives 2, 3	K3, 4, 6, 7, S1 D2	3	15@2 pts	30 pts
Reflective Journal Entry: When reading: a) read assignment with diligence; b) develop scholarly notes; c) reflect on the text with a high level of thinking; and d) provide references.	A2, 3, 4, 9 C6, 7, 11 D6 E2,4,12 F2,3,8,10 G7 H3, I1, 2, 13, 14 Objectives 2, 3	K3, 4, 6, 7, S1 D2	3	5@4 pts	20 pts
RTI Paper-Based on R+I manual and articles, write a 5-6-page paper: a) what is R+I? b) How does R+I look in an early childhood setting? c) How is R+I important to address early childhood learners? d) What are examples of early literacy programs? Use citations and follow APA format.	A2,4,9, F2, 3 Objectives 1, 2, 3	K3, 4, 6, 7, S1 D2	3	1@15 pts	15
Design a 3-D learning environment that supports students with diverse abilities	A3, 9 C11, 12 D6, E2,4,12, H2, I1, Objectives 1, 2, 3	K3, 4, 6, 7, S1 D2	3	1@15 pts	15
Case Study – DEC Recommended Practices- Visit www.dec-sped.org and click on resources. Choose one area: assessment, environment, family, instruction, interactions,	A3, 4, 9 C6, 7, 11 D6 E2,4,12	K3, 4, 6, 7, S1 D2	2,3		20



teaming and collaboration or transition. 15-20 Oral presentation/must have visuals to support presentation; i.e., power point, posters, artifacts	F2,3,8,10 G7 H2, 3, I1, 2, 13, 14 Objectives 1, 2, 3				
Total Points					100

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1	Introductions, Requirements, An Inclusive Approach	Online Discussion: Follow Guidelines and rubric: Focus questions
WEEK 2	Federal Legislations: ECE Intervention and Prevention	Online Discussion: Follow Guidelines and rubric: Focus questions
WEEK 3	<u>Inclusive Programs for Young Children</u>	Online Discussion: Follow Guidelines and rubric: Focus questions
WEEK 4	<u>Normal and Exceptional Development</u>	Online Discussion: Follow Guidelines and rubric: Focus questions
WEEK 5	Developmental Disabilities	Online Discussion: Follow Guidelines and rubric: Focus questions
WEEK 6	Physical Disabilities and Health	Online Discussion
WEEK 7	Sensory Impairments	Online discussion/ RtI Paper-Based on R+I manual and articles, write a 5-6-page paper: a) what is R+I? b) How does R+I look in an early childhood setting? c) How is R+I important to address early childhood learners? d) What are examples of early literacy programs? Use citations and follow APA format.
WEEK 8	Learning and Behavior Disorders	Online discussion Readings, Discussion
WEEK 9	Partnerships with Families	Online discussion Readings, Discussion, Reflective Journal 4
WEEK 10	Effective Teaching in Inclusive Environments	Online discussion Readings, Discussion
WEEK 11	Developmental Behavioral Approach	Online discussion Readings, Discussion
WEEK 12	The Learning Environment	Online discussion Readings, Discussion/ Design a 3-D learning environment that supports students with diverse abilities
WEEK 13	Facilitating Care, Adaptive Skills and Independent Skills	Online discussion Readings, Discussion, Reflective Journal 5
WEEK 14	Facilitating Learning & Social Development	Online discussion Readings, Discussion
WEEK 15	Facilitating Speech and Precognitive Development	Online discussion Readings, Discussion, Case Study
WEEK 16	Final Projects	Presentation of Case Study

Grading:

A+ 100 - 97

B+ 89 - 87

C+ 79 - 77

A 96 - 93

B 86 - 83

C 76 - 73

A- 92 - 90

B- 82 - 80

C- 72 - 70



D+ 69 - 67
F 59 - 0

D 66 - 63

D- 62 - 60

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

