Class Syllabus

Instructor: Meredith Mathias, M.S., P.P.S, School Psychologist

Course: CHDEV-35-51772 W Exceptional Children

Wednesdays, 6:00 – 8:50 pm

Place: CCI-205

E-mail: Meredith.mathias@reedleycollege.edu

Textbook: Allen, K. Eileen; Cowdery, Glynnis E., (2009) **The Exceptional Child Inclusion in Early Childhood Education.**

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

1. Interpret the parts of law with greater accuracy as it pertains to working with children with special needs.

 2. Apply knowledge of the special education regulations, by writing appropriate and compliant IEPs.

 3. Self-assess and educate others in disability sensitivity.

 4. Utilize the observation model in writing IEPs.

 5. Provide appropriate accommodations for children with special needs.

 6. Evaluate curriculum for bias.

COURSE OBJECTIVES:

In the process of completing this course, students will:

 1. Examine the parts of law as it pertains to working with children

 with special needs.

 2. Examine the regulations surrounding special education, as it applies

 to the classroom, curriculum and treatment.

 3. Recognize the importance of classic studies in special education

 research, their relevance to the lives of the child with

 disabilities and the family.

 4. Demonstrate the skill of critical observation of children with

 disabilities, applying knowledge of trends, theories, and

 philosophies in understanding typically and atypically developing

 children.

 5. Understand accommodations needed for children with special needs.

 6. Review curriculum for bias.

**ACCOMODATIONS**-If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.), per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Ace, please contact me ASAP. I am happy to work with students to ensure and support your academic success.

**Blackboard Companion Course**: You can visit the Blackboard companion for this course to review the instructor presentations and discussion topics for any class meeting you may have missed or want to review.

To visit Blackboard, simply click on the Bb link near the bottom of the Reedley College Web-page at www.reedleycollege.edu.

Blackboard is not a required part of this course. This companion is provided simply as a courtesy to the students. Blackboard may be used to find grades, assignments or class information.

**Having Problems**? If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don’t understand about the material, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework such as the tutoring center and writing center.

**Class Policies and Procedures**:

**Attendance**: Learning through sharing and classroom activities is a VERY large part of this class. You will not pass this class if you do not attend regularly. Regular attendance is EXPECTED. If you stop coming to class after the deadline, you will get an "F." If you choose to be dropped from this course it is YOUR responsibility to notify the records office by the drop deadline. If you miss more than 2 consecutive class lectures within the first 4 weeks of class you MAY be dropped from the course. Late arrivals and early departures will have a negative effect on your grade. There will be extra points when participating in discussion groups.

It is your responsibility to respect the requirements and rules of this course. You will be held accountable for all announcements made in class whether you are present or not. It is NOT my responsibility to “fill you in” on what you missed. If you are absent you may e-mail me or contact someone from your discussion group and collect any handouts given during class. I will not bring extra handouts to class the next lecture. You need to get the phone number/email address of a fellow student(s) in order to get information in case of your absence.

**Here is a place to get a fellow student(s) name, number, and/or e-mail**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone#/email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone#/email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cheating/Plagiarism**: Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated

**Late Work**: All assignments must be turned in on the due date at the beginning of class for full credit. If assignments are turned in after the first 15 minutes of class they are considered LATE and will lose points. The semester is broken up into four different units. Any work due during that unit MUST be turned in by the end of the unit.

**Submitting Assignments**: You can submit assignments to the instructor during class, to the main switch board before the class period or on blackboard in the course turnitin assignments section (if the assignment permits). NO EMAILED ASSIGNMENTS WILL BE ACCEPTED!! YOU MAY NOT TURN ASSIGMENTS INTO THE CHILD DEVELOPMENT OFFICES! I will only accept assignments during class for the class in session

**Missed Tests/Quizzes**: Inform the instructor as soon as you know you will miss a test day and arrangements will be made for you to take the test at another time. If you fail to inform the instructor before the test date, it will be too late for you to make up that test. Do not take this lightly. No excuses will be accepted.

**Retaining Returned Assignments**: Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed-out on the final day of class.

**Changing Syllabus Statement**: This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the semester. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student’s decision to attend the class denotes acceptance of:

This syllabus as a contract outlining the student’s responsibilities to complete all required assignments by the due dates

The policy that late assignments will not be accepted

The changing syllabus statement

The expectations of this course as outlined in this syllabus

That final grades are determined on the basis of accumulated points from required assignments

The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.

**Important Dates**:

January 9- Spring 2012 instruction begins

January 16-Martin Luther King Jr. Day –No Classses held

January 20 Last day to drop a full term class

January 27-Last day to drop a full term class to avoid a “W”

February 17-Lincoln Day observed-no classes held

February 20-Washington Day –No classes held

March 9-Last day to drop a full term class

April 2-7 Spring Recess

May 14-18- Finals Week

**Assignments**

**Paper:** In this 3-5 page paper about what was the most valuable information you received in this class and how you will use it field of Early Childhood Education. APA format please.

**Assignments**: Will be given out by instructor either will be a written out assignment that you must complete or an article to read and discuss within your discussion groups.

**Quizzes**: A short quiz will be given on lectures/chapters/guest speakers when announced by instructor.

**Extra Credit**: Opportunities for extra credit will be given continuously throughout the semester.

\*Accommodations will be made for students with Disabilities.

**Grading Policy**:

10 quizzes at 20 points each=200 points

Discussion Groups/Assignments 10 points each=100

Paper=100 points

Final=100 points

**Grading Distribution**:

|  |  |  |
| --- | --- | --- |
| Grade | Percent | Points |
| A | 90% | 450-500 |
| B | 80% | 400-449 |
| C | 70% | 350-399 |
| D | 60% | 300-349 |
| F | 50% | 250-299 |

 **Class Schedule**

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| --- | --- | --- |
| Class Dates/Schedule | Quizzes | Assignments due for the following week |
| 1/11-Registraton, Attendance, Ice Breaker, assign discussion groups, and Class Syllabus. | None | Read Chapter 11 and be able to discuss within your discussion groups and elaborate through examples this statement taken from the introduction to the chapter: “All children have basic needs and all children have special needs.” |
| 1/18 Lecture on chapter 11, discussion groups.  | No Quiz | Read “Early Childhood Inclusion” NAYC/DEC position paper |
| 1/30 Quiz on chapter 11, discuss article in discussion groups. Look at video samples teaching in an inclusion classroom and discuss different teaching strategies.  | Chapter 11 | Think of a classroom activity or concept you would like to teach in an inclusive classroom and how would you teach it. What strategies would you use? You will discuss this in your group then with the whole class.  |
| 2/1 Guest Speaker ECSE teacher, Lecture on Special Education Law, IDEA and Parents Rights  | No Quiz |  |
| 2/8 Quiz on Parents Rights and IDEA, lecture on referral and assessment process for special education | Quiz on Parents Rights and IDEA | Read CA Education code on assessing preschoolers and Quiz on Assessment and referral process for special education |
| 2/15 Quiz on assessment and referral process and discussion of assessment tools and groups pick an assessment to present on.  | Quiz on assessment and referral process |  |
| 2/22 Discussion groups about reading, lecture about report writing, and questions about assessment tool presentation. | No Quiz | Assessment tools presentation |
| 2/29 Discussion groups about report example and tool assessment presentations. | No Quiz | Read Ch. 14 |
| 3/7 Lecture on eligibility categories, prompting, adaptive assessments, and Ch. 14 |  | Quiz on Ch. 14/lecture and do student activity |
| 3/14 Quiz and discussion groups about student activity. Lecture on Ch. 15 and age appropriate social skills and how to teach them, and do case study with discussion groups. | Quiz on Ch. 14/lecture  | Read and quiz Ch. 15  |
| 3/21 Quiz Ch.15 discuss, classroom observation, lecture on Ch. 16 | Quiz on Ch. 15/lecture | Read and quiz on Ch. 16 |
| 3/28 Quiz Ch. 16, guest speaker, and discussion groups | Quiz Ch. 16 | Classroom Observations |
| 4/11 Classroom observations class discussion and lecture on Ch. 17, cognitive assessments, and Autism  |  | Read and quiz on Ch. 17 and lecture |
| 4/18 Group discussion of reading and lecture on IEP paper work and process. | Quiz Ch. 17 and lecture | Quiz on IEP paper work with groups |
| 4/25 Quiz on IEP paper work with groups. Will watch a mock IEP and groups will pick scenarios; assign roles for mock IEP, and practice. | Quiz on IEP paper work with groups | Mock IEP presentations with group |
| 5/2 Mock IEPs and lecture on Ch. 12 and 18, Applied Behavioral Analysis, and Behavior plans. | No Quiz | Read Ch. 12 and 18Paper  |
| 5/8 Turn in papers. Quiz and do a behavior plan within your discussion groups, and discuss final. | Quiz Ch. 12, 18, and lecture  | Study for final |
| 5/15 Final |  |  |