Class Syllabus

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

Course: CHDEV-11 The Young Child With Special Needs Hybrid Course

Place: CCI 205

Day/Time: Wednesday/4:00-5:50

E-mail: meredith.mathias@reedleycollege.edu

Text book: *Exceptional Learners* (Loose leaf) Author: Hallahan, ISBN 978-0-13-357072-4, Pearson Edition 13

Course Outcomes:

***In the process of completing this course, students will:***

Student Learning Outcomes: Upon completion of this course, students will be able to: \*Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

\* Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

\* Collaborate with families and community members in supporting inclusion of children with special needs.

**Canvas Companion Course:**

Canvas is a **REQUIRED** component of this course. This course syllabus as well as all assignments and reading assignments will not be printed out but be available to you via Canvas. There will also be assignments, discussion boards, and quizzes that must be completed within the canvas system when instructed by your teacher. Course PowerPoints presentations and discussion topics for any class meeting will also be available for your review. Canvas will also be used to post reminders and notifications of class session cancelations. To visit Canvas, simply click on the Bb link near the bottom of the Reedley College Web-page at [www.reedleycollege.edu](http://www.reedleycollege.edu). As a child development student you may access black board by using the Child Development resource room hours of operation will be posted on Canvas. You may also use the on campus computer center.

**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.

**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.

**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 online assignments 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 when we meet for our face to face times.

**The statements below are taken directly from the Reedley College Catalog**

***Academic Dishonesty***

*Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur*

*serious consequences.*



***Cheating***

*Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from*

*another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or*

*failing to disclose research results completely.*

***Plagiarism***

*Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved,*

*or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range*

*from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on*

***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**

**IMPORTANT**

It is your responsibility to respect the requirements and rules of this course. You will be held accountable for all announcements made in class or on Canvas 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 email me and you may also need to get the phone number or email address of a fellow student(s) in order to get information in case of your absence.

***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 5 minutes of class they are considered **LATE** and will lose points. Assignments must be turned in within 7 days of the due date and will automatically lose 50% of the available points for the assignment.

**Submitting Assignments**: You can submit the assignments according to when instructed to do so on Canvas or face to face. NO EMAILED ASSIGNMENTS WILL BE ACCEPTED!! YOU MAY NOT TURN ASSIGMENTS INTO THE CHILD DEVELOPMENT OFFICES!

***Missed Quizzes***: You have a week to complete the quizzes so there will be no makeups or late quizzes, if you don’t take it on time you will receive zero points. 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.

***Accommodations for Students with Disabilities****:* 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 Act, please contact me as soon as possible.

***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.

**Important Dates**:

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January 8 Instruction begins

January 15 Martin Luther King, Jr. Day Holiday (Campus Closed)

January 19 Last day to drop class

March 26-30 Spring recess

May 14-18 Final examinations

May 18 End of Spring Semester 2018

**Assignments:**

**Discussion Groups/Posts:** These will be weekly discussions you will have with classmates. You must post weekly to the groups or you will be marked absent for that week and receive no points. You cannot makeup discussion groups/posts. Posts must consist of 2 paragraphs so at least 10 complete sentences.

**Assignments**: Will be given out by instructor on Canvas on a weekly basis either will be a written out assignment, shared with fellow students on Canvas in a power point form, or will be presented during our face to face meetings.

**Exams**: Short quizzes will be given that you will be on Canvas.

\*Accommodations will be made for students with Disabilities.

**Grading Policy**:

15 quizzes at 20 points each=300 points

15 Discussion Groups/Posts 10 points each= 150

15 Assignments 10 points each= 150

**Grading Distribution**:

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| --- | --- |
| Grade | Points |
| A | 500-600 |
| B | 400-499 |
| C | 300-399 |
| D | 200-299 |
| F | 0-199 |

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| --- | --- |
| Please see calendar on canvas for due dates for quizzes and assignments |  |
| Topic(s) | Readings due & Assignments Due  |
| 1st Face to Face meeting Syllabus/Class Expectations Introduction to class | Read Ch. 1Canvas assignment and discussion due according to Canvas directionsCh. 1 Quiz |
| Ch.1 Exceptionality and Special Education | Read Ch. 2Canvas assignment and discussion due according to Canvas directions |
| Ch. 2 : Current practices for meeting the needs of exceptional learners  | Continue Ch. 2Canvas assignment and discussion due according to Canvas directionsCh. 2 Quiz |
| Ch 2 ContinuedCh. 3: Multicultural and Bilingual aspects of special education | Read Ch. 3Canvas assignment and discussion due according to Canvas directionsCh. 3 Quiz |
| Ch. 4: Parents and families | Read Ch. 4Canvas assignment and discussion due according to Canvas directionsCh. 4 Quiz |
| Ch.5: Learners with Intellectual and Developmental Disabilities | Read Ch. 5Canvas assignment and discussion due according to Canvas directionsCh. 5 Quiz |
| Ch. 6: Learners with Learning Disabilities | Read Ch. 6Canvas assignment and discussion due according to Canvas directionsCh. 6 Quiz |
| Ch 7: Learners with Attention Deficit DIsorder  | Read Ch. 7Canvas assignment and discussion due according to Canvas directionsCh. 7 Quiz |
| Ch. 8: Learners with Emotional or Behavioral Disorder | Read Ch. 8Canvas assignment and discussion due according to Canvas directionsCh. 8 Quiz |
| Ch. 9: Learners with Autism Spectrum Disorder | Read Ch. 9Canvas assignment and discussion due according to Canvas directionsCh. 9 Quiz |
| Ch 10: Learners with Communication Disorder  | Read Ch. 10Canvas assignment and discussion due according to Canvas directionsCh. 10 Quiz |
| Ch 11: Learners who are Deaf or Hard of Hearing | Read Ch. 11Canvas assignment and discussion due according to Canvas directionsCh. 11 Quiz |
| Ch 12: Learners with Blindness or Low Vision | Read Ch. 12Canvas assignment and discussion due according to Canvas directionsCh. 12 Quiz |
| Ch 13: Learners with Low-incidence, multiple, and severe disabilities | Read Ch. 13Canvas assignment and discussion due according to Canvas directionsCh. 13 Quiz |
| Ch. 14: Learners with Physical disabilities and Other Health Impairments  | Read Ch. 14Canvas assignment and discussion due according to Canvas directionsCh. 14 Quiz |
| Ch. 15: Learners with Special Gifts and Talents | Read Ch. 15Canvas assignment and discussion due according to Canvas directionsCh. 15 Quiz |
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