

College Name: Middlesex Community College

Title: Course Syllabus

Semester: Fall 2018

Course Number: ECE 215

Course Title: The Exceptional Learner (CRN#: 3104)

Course Duration: Wednesday August 29, 2018-Wednesday December 8, 2018

Credit Hours: 3 credits

Department: Social Science (Early Childhood Education Program)

Instructor: Dr. Ijeko Nwachuku

Course Location: Online

Course Prerequisites:

Meeting Time (days/hours): This is a distance learning course and students are required to log on daily/weekly to complete class assignments. Check "Announcement", Q & A and "Course Messages" each time you log on to the course.

Phone: (860) 343-5814; My office phone does not receive any "text" messages.

Email: Always use Blackboard internal mail, labeled as "Course Messages" in Course Menu. Use my official email only when you are unable to access Blackboard site, inwachuku@mxcc.commnet.edu.

College Email: You are required to access college emails to receive college information. Instruction on how to access your college email and forward your college email to your personal email can be found at <http://mxcc.edu/distance/student-technology-resources> (scroll down to College Email section)

I. Course Description:

This course provides an overview of the study of the exceptional child with emphasis on the history, laws, practices and terminology used by professionals in the field within inclusive settings. The course will lead the student in understanding the needs of children with exceptionalities, and learning to identify the characteristics, issues, and instructional considerations for children with disabilities. It will cover classroom practices as well as the psychological, sociological, and medical aspects of disabilities and giftedness. Accommodations and teaching techniques effective with children who have special needs will be covered.

II. Course Textbook: Kirk, Gallagher, Coleman: Educating Exceptional Children, 14th ed. Cengage Learning. (2015)

III. Other Required Materials Posted on Course Blackboard

1. **CTELDS and/or** Connecticut State Department Preschool Guide; Preschool Curriculum Framework; Preschool Assessment Framework, and Flipchart. All available at: <http://www.sde.ct.gov/sde>, (Early Childhood link).
2. NAEYC Standards for Early Childhood Professional Preparation Programs (2009). Available at: <http://www.naeyc.org/positionstatements>
3. Council for Exceptional Child ten core standards (CEC - see course textbook)

IV. Course Contents:

The following topics will be covered:

1. Children with Exceptionalities and Their Families

2. Children with Exceptionalities and Social Institutions: Government, Schools, and the Courts
3. Early Intervention Supports and Services
4. Children with Intellectual and Developmental Disabilities
5. Children with Autism Spectrum Disorders
6. Children With Learning Disabilities
7. Children With Attention Deficit//Hyperactive Disorders (ADHD)
8. Children With Emotional and Behavior Disorders
9. Children With Communication, Language, and Speech Disorders
10. Children Who Have Special Gifts and Talents
11. Children Who Are Deaf or Hard Of Hearing
12. Children With Visual Impairments
13. Children With Physical Disabilities, Health Impairments, and Multiple Disabilities

III. Course Objectives:

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

1. Discuss the etiology and social/emotional impact of a variety of disabilities (physical, mental, and behavioral) and how they affect the development of the young child.
2. Examine the law as it protects children with disabilities and promotes inclusion.
3. Implement policies, accommodations, and adaptations in learning and care environments so that children with special needs can be successfully educated with their peers without disabilities.
4. Access the range of services available to children with developmental delays and their families.
5. Support parents in all aspects of the educational process.
6. Initiate and facilitate the identification and referral process when appropriate and facilitate cooperation and transitions of the child between programs and services.
7. Examine the process and steps in writing an Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP).
8. Outline the major requirements of the IFSP with emphasis on cultural differences.
9. Explore giftedness in young children and explain the contributing factors.
10. Plan and provide developmentally appropriate program activities that are appropriate to diversity in culture, ability, and background.

IV. COURSE REQUIREMENTS- OVERVIEW:

1. Course materials will be delivered via Blackboard and will enable students to complete their academic work in a flexible manner, completely online. The course is broken down into 4 units:
Unit #1: Chapters 1-3,
Unit #2: Chapters 4-6,

Unit #3: Chapters 7-9

Unit #4: Chapters 10-13

2. The “lectures” for this course consist of PowerPoint materials. They will be posted on Blackboard for students to access. It is strongly recommended that students thoroughly read the PowerPoints.
3. You must contact the instructor **in advance** if you have a good reason to miss an assignment or exam. **Only students with a prearranged absence will be permitted to make up assignments or exams.**
4. Reading assignments must be completed before completing the discussion forum. Questions may be posted on the discussion forum to assure that the readings have been completed, the materials understood, and to stimulate class discussion.
5. Assignments must be turned in on time. **Late work will not be accepted.**
6. Your final grade is on 1000 points. See table below

COURSE REQUIREMENTS/EVALUATIONS TABLES - My 1000 Point Worksheet

Categories	Weight by %	Point Value	Actual Scores
Self-Introduction on Discussion Board	3.0%	30	
12 Discussions, Chapter reflection & Response (420/12 = 35 points each)	42.0%	420	
Research Project on Disability with 25 Hours Field Internship	15.0%	150	
Exam #1-----chapters 1-3	10.0%	100	
Exam #2-----chapters 4-6	10.0%	100	
Exam #3-----chapters 7-9	10.0%	100	
Exam #4-----chapters 10-13	10.0%	100	
TOTAL POINTS:	100%	1000	

Total # of points/Letter Grade

Letter Grade	Point Ranges	Grade Point Value
A	930 - 1000	4.000
A-	880 - 929	3.667
B+	850 - 879	3.333
B	820 - 849	3.000
B-	780 - 819	2.667
C+	750 - 779	2.333
C	720 - 749	2.000
C-	680 - 719	1.667
D+	650-679	1.333
D	620-649	1.000
D-	580-619	0.667
F	579	0.000

Course Requirements Descriptions(From Grade table Above)

V. Self-Introduction (30 points)

1. Tell us a about yourself, why you are in school, why you are taking this course. Share something of interesting about yourself such as hobbies, places traveled, languages spoken, food likes/dislikes, etc. (about ½ a page)

2. What is your major and academic goals?
3. What has been your experience with children?
4. What do you expect to learn from this class and how do you plan to achieve your goal from this class?
5. Where do you see yourself in the next 3 years or after you graduate from MxCC?

This introduction assignment is due on discussion board by **Sunday September 2, 2018.**

VI. Weekly Unit Discussions (35 points each)

Weekly Discussions Board will consist of 3 different sections (Initial Discussions, Reflections and Responses) with specific due dates as specified in green color below. **Initial Discussions** will include **topical activities and videos**; **reflections** will be on **dilemmas** found in the course textbook where students will have opportunity to give their views on the issues; and finally **Responses** where students will be required to **respond on at least ONE other classmate's Initial Discussion posts.**

The purpose of this assignment is to help students better understand basic concepts in exceptionalities. The main goal and objective of these activities are to help students to utilize critical thinking skills and apply information that they are learning from the course into their various classrooms and field of study.

The responses must be informative and contribute to the advancing knowledge of the topic. Close-ended remarks such as "Good job," "I love your post" or "nice post," are not acceptable. See below for posting directions for the 3 unit sections:

Initial Discussion Requirements (20 points):

- Each discussion assignments opens Saturday at 12:00 am
- Consist of activities and videos
- **Due Wednesdays at 11:59pm**
- 500 words in length – no more no less (refers only to the body of your response)
- 12 font double space – Times New Roman
- Proper grammar, punctuation, and sentence structure
- Supported by Two Scholarly Sources – one will be the course textbook and the second is your free choice.
- **In text citations and references required**
([Use APA Style Guide for in-text citation and the list of references](#))
- Plagiarism and proper citations rules must be followed.

Chapter Dilemma Reflection (10 points):

- **Due Sundays at 11:59pm**
- 300 words in length - Describe what you learned & their application to your classroom/field of study. Tie this to the dilemma as you give your views based on the questions asked.
- 12 font double space – Times New Roman
- Proper grammar, punctuation, and sentence structure
- **This is almost your journal for the chapter.**

Response Posts Requirements (5 points):

- **Due Sundays at 11:59pm**
- Respond to at least **ONE** course mate's Initial Discussion post.
- Each post must be at least 200 words in length.
- 12 font double space – Times New Roman

- Proper grammar, punctuation, and sentence structure

Student are expected to adhere to the Netiquette Guide as well as the Discussion Grading Rubric when posting to the discussion board.

DISCUSSIONS GRADING RUBRIC: The purpose of this rubric is to measure individual student's Discussion responses on discussion Board. Points has been assigned for both original post and one reply. Individual posts and replies to another student work must be substantive and thoughtful. Agree, not agree, like, not like, etc. responses will not be seen as thoughtful and substantive.

Items	Met/Exceeded Expectation	Somewhat Met Expectation	Expectation Unmet	Total
Initial Discussion Post -20pts due Wed. 11:59pm	Provided detail & very informative responses to the selected activities with clear references from the course textbook and others so that other students will be able to understand it write meaningful responses to your work. 17-20 pts.	Provided good responses to the selected activities with some references from the course textbook & others so that other students will be able to understand it write meaningful responses to your work. . 14-16 pts	Provided some responses to selected question but no references from book or others and other students will not be able to understand it or write a meaningful response to your summary. <13 pts.	
Reflection Post -10pts due Sunday. 11:59pm	Provided very clear summary & overview of the problem citing examples from relevant sources. Provided very meaningful point of view on the questions asked at the end of the dilemma. 7-10 pts.	Provided clear summary & overview of the problem citing examples from some sources. Provided some meaningful point of view on the questions asked at the end of the dilemma.. 5-6 pts.	Provided very little clear summary & overview of the problem without citing examples from different sources. Did not provide meaningful point of view on the questions asked at the end of the dilemma. ≤4 pts	
Response 5 pts due Sunday 11:59pm	Provided meaningful responses to at least one student's initial posts with clear explanations. 4-5 pts.	Provided some meaningful response to at least 1 student's initial post with moderate explanations. 1-3 pts.	Responded to no student. 0 point	

XIII. Research Project on Specific Disability with 25 Hours Field Internship component (150 Points):

There is a 25 hours of observation in this assignment. You will find a site to carry out this observation. On completing all the processes involve in site finding, you will then select a child with a specific disability/challenge to observe. The goal of this assignment is two-fold: to be exposed to scientific research and to develop evaluative thinking skills. Choose an area that picks your curiosity or that is personally meaningful. As students of psychology, child development and education, we are engaged in a continuous cycle of questioning current knowledge and testing new ideas. To complete this assignment, follow the instructions and the format given by the Professor. (See the STEPS below).

Late papers will not be accepted and student will receive zero points for the paper. In addition, any indications of plagiarism will automatically receive zero points. Remember, this is a combination of research and field-work experience.

Step I: 25 Hours Field Internship with Signed Attendance Sheet

Each student is required to spend 25 hours observing an exceptional child (as your focus child) in a Special Education program, center or school or an institution. During this process you are required to keep a comprehensive journal on the whole field work experience including your focus child. This child can be from your own classroom, program, center, or an institution.

Submit the program name, Director/host teacher's name, address, and phone number immediately you are sure of the site at least by the 3rd week of the semester.

You are required to write 3 letters and Time log sheet as follows:

- 1. Letter of introduction to parents letting them know why you are their children's classroom.**
- 2. Permission letter for the parent of the particular child you will be observing.**

3. Good-bye letter to parents, host teacher/other staff at the end of the 25 hours field internship.
4. Observation Log/Time Sheet (**page 15**)

This field internship is not complete without the 3 letters and the Time-sheet(s).

Step II:

You are required to write 5 pages of assessment and reflection paper on your observation experience for the 25 hours. The report needs to include the following:

- Describe the program, number of children, staff, and overall impression of the program.
- Give a description of the child including name (do not use the child's actual name. Instead use initials or a pseudonym) family dynamics and gender.
- Describe the disability/exceptionality of the child.
- Write about his/her strengths and challenges.
- Describe his/her development in terms of physical, social/emotional, cognitive and creative skills. Give at least one detailed example for each of the skill development.
- Where is this child developmentally in comparison to the other children in the group?
- Give a detailed description of a typical day in the life of this child.
- Describe the interaction by staff, parents, and other children in the group.
- Highlight any achievements, successes, or changes you may have observed during your time there regardless of how small.
- List any adjustments the program is making to meet the needs of this child. For example, does this child have an IEP? If so, are there any special services the child receives throughout the day? If any, describe the services and how often they are provided.

Report Sample Order using the information above

1. Cover page (your information).
2. Introduction (information about the observation site).
3. Child's name, gender, family life and disability/special needs.
4. Skill development/strengths and challenges.
5. Observation Results
6. Conclusions/Recommendations.

Step III: Review of Literature

Carry out a detail literature review on your research topic base on the disability/challenge of the child you observed and reported in **Steps I and II**. *For example, if you observed a child with autism, your research topic will be on autism.* Report your findings on the topic after the review – 5 pages, double space and 12 font size.

Great research references and journal articles can be found via MxCC library databases or officially published book (not self-published books on Internet). **Look for Joy Hansen's reference tutorial on course Blackboard.** You should have at least five scholarly resources. Do not solely rely on informational web-sites for your research; this is not considered scholarly research. Wikipedia, Internet based web pages or an

encyclopedia cannot be considered as one of your major five research sources but are regarded as extra but also important.

Step IV:

Write your final 5 pages report paper based on information you gathered from Steps I-III. Here you will also compare and contrast your actual observation of the child and your research findings on the topic. Paper font size should be 12 and Time New Roman, double-spaced. *Conclude this section with a page of your overall experiences in this project.*

Given that this is a college level paper, you must appropriately cite your resources. Use the APA standard of citation and references (APA guides found here:

Mxcc.libguides.com/apa). **Again, look for Joy Hansen’s reference tutorial on course Blackboard.** Make sure you proof-read your paper for spelling and grammar prior to submission. Do not merely rely on your computer’s ability to check for any errors. It is only a machine. *See Research Paper with Observation Component Rubric below*

Research Paper with Observation/Interview Component Rubric				
Steps	Met/Exceeded Expectation	Somewhat Met Expectation	Expectation Unmet	Total
Research Topic & Observation site 10 pts.	Posted clear research paper topic & brief outline on due date. 8-10 pts.	Posted clear research paper topic & brief outline 2 days late 6-7 pts.	Did not post research paper topic & brief outline 0-5 pts.	
25 hours’ Time Sheet with Observation and/or Interview Summary. 40 pts	Submitted complete signed observation time-sheet & very informative 5 pages of assessment and reflection paper on the child’s observation for the 25 hours with report that included 95-100% of the questions in Step II. 36-40 pts.	Submitted complete signed observation time-sheet & good 4 pages of assessment and reflection paper on the child’s observation for the 25 hours with report that included 80-90% of all the questions in Step II. 28-35 pts.	Did not submit complete signed observation time-sheet & wrote 3 or less pages of assessment and reflection paper on the child’s observation for the 25 hours with report that included <75% of the questions in Step II. 28-35 pts.	
Literature Reviewed 40 points	Conducted literature review in a clear detail understanding with 5 pages clearly presented and very informative on the topic 36-40 pts.	Conducted literature review with good understanding with 4 pages clearly presented on the topic. 28-35 pts.	Conducted literature review with 3 pages but shows not much understanding on the topic. 0-27pts.	
Compared/contrasted Observation & literature findings on the topic. 30 points	Clearly compared & contrasted the observation with the findings on the literature reviewed with great understanding. 27-30 pts	Compared & contrasted the observation with the findings on the literature reviewed with good understanding. 21-26 pts	Did not show any understanding on how to compare & contrast the observation with the literature reviewed. <20 pts	
Final Research Paper Conclusion 20pts	Very clear & informative conclusion of research with 5 pages 18-20 pts	Understandable conclusion of research with 4 pages 14-17 pts	Research conclusion not clear with 3 or less pages. <13 pts.	
Overall project 10 points	Final project organization, clarity, coherence, spelling/grammar, APA style citations clearly followed & submitted on due date. 8-10 pts.	Mostly followed final project organization, clarity, coherence, spelling/grammar, APA style citations but submitted 2 days late. 6-7 pts.	Did not follow final project organization, clarity, coherence, spelling/grammar, APA style citations. > 2 days late. 0-5 pts.	

Expectations of Students during On-site Observations:

1. Present a professional appearance and demonstrate a professional manner while in the center/classroom including in the presence of children and in communicating with center/classroom staff and parents. Dress appropriately & look professional.
2. Respect all applicable policies and procedures of center/classroom including protecting children/students, staff and family confidentiality.

3. Acquaint yourself with center administrative and classroom staff, children and parents (to the extent necessary to complete course requirements) and with all procedures for entering the facility, the classroom and being with children.
4. Keep a comprehensive journal that will help you write your final report focusing on the observed child's physical, social/emotional, cognitive, creativity, and functional abilities.
5. A student should not be alone with a child or children for any length of time. If you find yourself in this position, immediately inform center staff. Inform your college instructor if the situation is not resolved.

NOTE: All information is confidential and only for class purposes.

- a. NEVER use the observed child's name but create a pseudo/fake name.
- b. Once the observations are complete, be sure to thank family and staff for their assistance in this assignment and for allowing you to utilize their program for observation purposes.
- c. All assignments are due on the dates indicated, unless pre-arrangement has been made with the instructor.
- d. Assignments must be typed with 12-size font and double-spaced.
- e. All written course work must include Standard English Practices, including spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.
- f. All resources reviewed to complete assignments or cited in the report must be acknowledged in the reference list. Use APA or MLA format in writing your references. See websites below.

APA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/APA.pdf

MLA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf

IX. EXAMS:

- There will be ***FOUR UNIT EXAMS*** which will be **ONLY** online with a 5 hour time limit. They are a combination of multiple choice and true and false. Exams are not cumulative. Exam material comes from course textbook readings, lecture material, chapter PowerPoints, or any other material posted in the Blackboard.
- Exams must be completed before the deadline of 11:59 pm on the due dates. Late submissions will not be accepted.
- Please make certain to read all the chapters materials and complete all assignments prior to starting the exam.
- Please note that it is the student responsibility to make sure you have a continuous internet connection for the duration of the exam. Exams will not be reset if you lose internet access during the exam duration.
- **Cheating of any kind will not be tolerated and will result in an "F" for the course and will immediately be referred to Administration for further disciplinary action.**
- **ALWAYS** click on Save Answer button under **EVERY** question you have answered.
- All exams are open book and you are given 5 hours to complete after you have started the exam
- While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

Fall 2018 – ECE 215 Topics Covered

- The table below is a list of topics that will provide a guide for students during the semester.
- The students should become familiar with each of these topics.
- Each topic includes important concepts and vocabulary with which the students will develop competencies.

Units	Instructional Unit	Specific Chapter Objectives
Unit #1	Chapters 1-3	
	Ch1: Children with Exceptionalities and Their Families	<ul style="list-style-type: none"> • Who are children with exceptionalities? • Why is early identification of children with exceptionalities so important? • What are some of the major causes of exceptionalities? • How many children with exceptionalities are there? • How does the child with exceptionalities affect the immediate family – the parents and the siblings? • How do cultural differences in families affect children with exceptionalities? • What challenges do students with exceptionalities face as they transition to life beyond school?
	Ch2: Children with Exceptionalities and Social Institutions: Government, Schools, and the Courts	<ul style="list-style-type: none"> • How has society at large responded to children with exceptionalities over the years? • What government legislation supports and protects students with disabilities? • How have the courts influenced the development of educational services for children with disabilities? • What are some organizational and instructional ways in which schools can modify programs for children with special needs? • How will we adapt to children from different cultural backgrounds who also have special needs? • How do we assess the effectiveness of these special adaptations we have introduced? • What are the special requirements for ensuring effective transition for the child with exceptionalities from school to community?
	Ch3: Early Intervention Supports and Services	<ul style="list-style-type: none"> • In what ways did research change historical beliefs about child development and set the stage for early intervention? • What is early intervention and why is it so important for young children with disabilities? • Why is a “family-centered” approach to early intervention so critical? • How do we identify children who are in need of early intervention shortly after birth and during their toddler years? • What are the five developmental domains that states use to define developmental delays in young children? • What educational responses are needed for young children with disabilities? • What kinds of supports are needed to help families navigate the transitions in services for young children?
Unit #2	Chapters 4-6	
	Ch4: Children with Intellectual and Developmental Disabilities	<ul style="list-style-type: none"> • Who were key pioneers in the early evolution of the field of intellectual and developmental disabilities (IDD)? • How do educators define IDD? • What are some of the biological and environmental factors that can cause IDD? • What are some characteristics of children with IDD? • How are children with IDD identified? • What are important educational interventions related to students with IDD? • What are some of the problems students with IDD may have in making the transition to the community?
	Ch5: Children with Autism Spectrum Disorders	<ul style="list-style-type: none"> • What is the history of autism spectrum disorders (ASD)? • How do we define ASD? How does the DSM-5 change our views and actions? • What are the presumed causes of this condition? • How are children with ASD identified? • What are the characteristics of children with ASD? • What educational responses help meet the needs of children with ASD? • What role do families and communities have in the lives of children with ASD?
	Ch6: Children With Learning Disabilities	<ul style="list-style-type: none"> • What is the history of the learning disabilities field? • What are some characteristics of children with learning disabilities? • How are learning disabilities defined and identified, and what are some of their causes? • What challenges do we face in working to identify students whose primary language is not English? • How does the information processing model help us understand learning disabilities? • What educational responses are needed to help students with learning disabilities meet with success in school? • How does a child with learning disabilities impact the family? • What kind of supports will students with learning disabilities need to be successful in college, in the workplace, and in adult life?
Unit #3	Chapters 7-9	
	Ch7: Children With Attention	<ul style="list-style-type: none"> • How has the field of education for students with attention deficit/hyperactive disorder (ADHD) evolved?

	Deficit/Hyperactive Disorders (ADHD)	<ul style="list-style-type: none"> • What characteristics of students with ADHD can impact their learning and life success? • What is the definition of ADHD, how are students identified, and what are some causes of ADHD? • How is ADHD related to other areas of disabilities (e.g. learning disabilities, emotional and behavior disorder, communication difficulties)? • What are some of the pros and cons of using medication to address the challenges of ADHD? • What educational responses are needed to address the needs of students with ADHD? • How can families help support children with ADHD? • What challenges do youth with ADHD face in their transition from school to work and adult life?
	Ch8: Children With Emotional and Behavior Disorders	<ul style="list-style-type: none"> • How did the field of education for children with emotional and behavior disorders (EBD) evolve? • How do we define children with EBD? • What are some proposed causes of EBD? • What are the characteristics of children with EBD? • What educational responses help meet the needs of students with EBD? • What role can the family and community play in supporting children with EBD?
	Ch9: Children With Communication, Language, and Speech Disorders	<ul style="list-style-type: none"> • How did the field of speech and language disorders evolve? • What are some characteristics of children with difficulties in these areas and how are communication, language, and speech defined? • How does typical language develop and what kinds of problems and/or disorders can affect communication, language, and speech? • Why must a child's culture and linguistic background be factored in when assessments and services are determined? • How do other disability areas impact communication, language, and speech disorders? • What educational responses are needed to support children with speech, language, and communication disorders? • What family and lifespan issues are important for individuals with speech, language, and/or communication disorders?
Unit #4	Chapters 10-13	
	Ch10: Children Who Have Special Gifts and Talents	<ul style="list-style-type: none"> • Why should we care about educating students with special gifts and talents (SGT)? • What are the current components of definitions for children with SGT? • What are special characteristics of students with SGT? • How do we identify students with SGT? • What educational responses are needed to educate students with SGT? • What adjustments for postgraduate experiences are needed for students with SGT? •
	Ch11: Children Who Are Deaf or Hard Of Hearing	<ul style="list-style-type: none"> • How did the field of deaf education evolve, and what is the history of the debate between oral and manual communication? • What are some characteristics of children with hearing impairments, how are the terms <i>deaf</i> and <i>hard of hearing</i> defined, and why must we consider the degree, type, and age of onset of the hearing loss? • What are some causes of hearing loss, how are they detected, and why is early intervention so critical? • How do hearing losses affect a child's cognitive, academic, social, and language development, and what can be done to maximize a child's communication potential? • What is the Deaf culture, and why are bilingual and bicultural approaches to understanding the needs of individuals who are deaf and hard of hearing important? • What kinds of educational responses are needed for children with hearing loss? • Why are family involvement and transition planning so important for the child's communication?
	Ch12: Children With Visual Impairments	<ul style="list-style-type: none"> • How has the field of education for students with visual impairments (low vision and blindness) evolved? • What is the definition of "visual impairment" and how is it defined? • What are typical causes of visual impairments? • What are some general characteristics of children with visual impairments? • Why is early intervention so critical for children with visual impairments? • How can families support children with visual impairments? • What are some needs of culturally and/or linguistically diverse children with visual impairments? • What educational responses are needed to address the needs of students with visual impairments? • What challenges in transition to the adult world are faced by youths with visual impairments?
	Ch13: Children With Physical Disabilities, Health Impairments, and Multiple Disabilities	<ul style="list-style-type: none"> • What are some of the historical events that contributed to disability awareness and legislation? • What are some characteristics of children with physical disabilities, health impairments, and multiple disabilities? • How are physical disabilities, health impairments, and multiple disabilities defined and what are the prevalences of these? • What challenges are associated with the assessment of children with physical disabilities, health impairments, and multiple disabilities? • What educational responses are needed for students with physical disabilities, health impairments, and multiple disabilities at each intervention tier? • What special issues face the families of children with physical disabilities, health impairments, and multiple disabilities across their life span?

NOTE FOR ALL ASSIGNMENTS:

All assignments must be typed with 12-size font double-spaced and must be submitted on due dates. No hand written assignment will be accepted.

- ***All assignments must creatively have page one as cover page or background page to include the following:***
 - i. Student name:
 - ii. Instructor's name:
 - iii. Course title and code:
 - iv. Course CRN#:
 - v. Assignment topic/heading:
 - vi. Submission date:
- Assignment Schedule and Assignments are subject to Change as a result of some unpreventable situation such as blackboard breakdown. Instructor will inform students of changes in advance. Students are responsible for reading and completing all assignments. Please take note of assignment **DUE Dates**.
- All biographic notations of any articles, sources reviewed to complete assignments, or sources cited in a report must be acknowledged in the reference list.

Fall 2018 – August 28-December 13; Online ECE 215 Assignments Due Dates (*It is STRONGLY recommended that students print this calendar and post it by their computer*)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
AUGUST 26	27	28 First Day of Class Preparation and Self-Introduction	29 Preparation and Self-Introduction	30 Preparation and Self-Introduction	31 Preparation and Self-Introduction	
SEPTEMBER						1 Readings Chapter 1
2 Self-Introduction Due	3 Labor Day NO CLASSES	4 Readings Ch. 1	5 Discussion Due	6 Readings Ch. 1	7 Readings Ch. 1	8 Readings Ch. 1
9 Response posts Due Chapter reflection due	10 Readings Ch. 2	11 Readings Ch. 2	12 Discussion Due	13 Readings Ch.2	14 Readings Ch.2	15 Readings Ch.2
16 Response posts Due Chapter reflection due	17 Readings Ch.3	18 Readings Ch3	19 Discussion Due	20 Readings Ch3	21 Readings Ch.3	22 Readings Ch.3
23 Response posts Due Chapter reflection due Exam #1 –Ch1-3	24 Readings Ch4	25 Readings Ch.4	26 Discussion Due	27 Readings Ch4	28 Readings Ch.4	29 Readings Ch.4
30 Response posts Due Chapter reflection due						
OCTOBER						
	1 Readings Ch5	2 Readings Ch5	3 Discussion Due	4 Readings Ch.5	5 Readings/Study Ch5	6 Readings Ch5
7 Response posts Due Chapter reflection due	8 Readings Ch6	9 Readings Ch.6	10 Discussion Due	11 Readings Ch.6	12 Readings Ch.6	13 Readings Ch.6
14 Response posts Due Chapter reflection due Exam #2 –Ch4-6	15 Readings Ch7	16 Reading Day NO CLASS	17 Discussion Due	18 Readings Ch7	19 Readings Ch7	20 Readings Ch7
21 Response posts Due Chapter reflection due	22 Readings Ch8	23 Readings Ch8	24 Discussion Due	25 Readings Ch8	26 Readings Ch8	27 Readings Ch8
27 Response posts Due Chapter reflection due	28 Readings Ch9	29 Readings Ch9	30 Discussion Due			
NOVEMBER						
				1 Readings Ch9	2 Readings Ch9	3 Readings Ch9
4 Response posts Due Chapter reflection due Exam #3 –Ch7-9	5 Readings Ch10.	6 Readings Ch10	7 Discussion Due	8 Readings Ch10	9 Readings Ch.10	10 Readings Ch.10
11 Response posts Due Chapter reflection due	12 Readings Ch11	13 Readings Ch.11	14 Discussion Due	15 Readings Ch11	16 Readings Ch11	17 Readings Ch11
18 Response posts Due Chapter reflection due	19 Research Project due	20 Research Project due	21 NO CLASS	22 NO CLASS	23 NO CLASS	24 NO CLASS
25 NO CLASS	26 Readings Ch12	27 Readings Ch.12	28 Discussion Due	29 Readings Ch.12	30 Readings Ch.12	
DECEMBER						
						1 Readings Ch.12
2 Response posts Due Chapter reflection due	3 Readings Ch13	4 Readings Ch13	5 Readings/Study Ch13	6 Readings Ch13	7 Readings/Study Ch13	8 Readings Ch13
9 Final Exam –Ch10-13	10 FINAL EXAM OPENS	11 FINAL EXAM	12 FINAL EXAM ENDS			

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.



NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator
Dr. Adrienne Maslin
Dean of Students/Title IX and Section 504/ADA Coordinator
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|



Early Childhood Education Program

Fall 2018

Student _____

The above student is currently enrolled in **ECE 215- The Exceptional Learner** at Middlesex Community College. Students enrolled in this course are expected to complete 25 hours of field observation in an approved early childhood education setting. This student has expressed an interest in observing in your respected facility and would like your permission to do so.

The purpose of this observation is to give students the opportunity to observe firsthand types of inclusive settings and early intervention programs. They can survey implementation of policies, accommodations, and adaptations in learning environments that allow children with special needs to successfully be educated along with their peers without disabilities. During the observation, students will be taking notes and are required to refer to children observed by pseudonyms to protect confidentiality both in class discussions and assignments. Students are also expected to conduct themselves in a professional manner and to adhere to your program policies at all times.

Feel free to discuss with the student the expectations/course work required for this course as well as your center/classroom expectations. If you have any questions or concern, feel free to contact me at 860-343-5814 or through email inwachuku@mxcc.commnet.edu

Thank you for partnering with Middlesex Community College – Early Childhood education program. Your participation in this teacher education preparation is extremely valuable and much appreciated.

Sincerely,
Dr. Ijeko (Ijey) V. Nwachuku
Professor of Early Childhood Education

I give my permission for (student name) _____ to conduct
his/her observation hours at (name of facility) _____

Director/Head Teacher Signature _____ Date _____

Student Signature _____ Date _____

