

**Middlesex Community College**  
**Early Childhood Education Program**

**ECE 215-The Exceptional Learner**

Professor: Norma Rosado-Javier  
Online  
Email: Use Blackboard Message Tool

CRN# 2008  
Credit: 3  
Semester: Summer 2015

College Email: **nrosado-javier@mxcc.commnet.edu**  
(Use only if Blackboard is down)

**COURSE TEXT**

Kirk, Gallagher, Coleman: Educating Exceptional Children, 14<sup>th</sup> ed. Cengage Learning. (2015)

**COURSE DESCRIPTION**

This course provides an overview of the study of the exceptional learner or special needs child. Emphasis is on the history, laws, concepts, practices, and terminology used by professionals in the field. Educators are assisted in understanding the needs of students with exceptionalities and helped to identify the characteristics, issues, and instructional considerations for students with disabilities.

**COURSE OBJECTIVES**

- Gain an understanding of the social/emotional impact of a variety of disabilities (physical, mental, behavioral) and how they affect the development of the young child.
- Study the law as it protects children with disabilities and promotes inclusion.
- .Describe types of programs where inclusive services are provided.
- Examine the process and steps in writing an Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP).
- Outline the major requirements of the Individualized Family Service Plan (IFSP) with emphasis on cultural differences
- Distinguish between developmental sequences and developmental milestones for typical and atypical children.
- Identify and examine causes, prevalence, and classifications of disabilities among various groups.
- Define giftedness in young children and explain the contributing factors.
- Practice how to plan and provide developmentally appropriate activities to meet individual children's needs.
- Define the concept of family uniqueness and how this concept affects teachers' practices in early childhood education.

## **COURSE REQUIREMENTS/GRADING GRID/DESCRIPTION GRADING**

	<b>Items</b>	<b>Points</b>
<b>A</b>	<b><u>Weekly Discussion Boards</u></b> <b>(7 at 20 points each)</b>	<b>140</b>
<b>B</b>	<b><u>Article Review</u></b> <b>(Current topic in exceptional children)</b>	<b>160</b>
<b>C</b>	<b><u>Quizzes (4 at 50 points each)</u></b>	<b>200</b>
<b>D</b>	<b>Research Project on Person with Disability</b>	<b>200</b>
<b>E</b>	<b><u>Field Observation/ Written Report</u></b> <b>Hours of observation with signed timesheet</b> <b>Written Report</b>	<b>150</b> <b>150</b>
	<b>Total</b>	<b>1000</b>

### **Total # of points/Letter Grade**

<b>A =1000-950</b>	<b>B+ =899-850</b>	<b>C+ =749-700</b>	<b>D+= 599-550</b>	<b>F 450-0</b>
<b>A- =949-900</b>	<b>B = 849-800</b>	<b>C= 699-650</b>	<b>D = 549-500</b>	
	<b>B- =799-750</b>	<b>C- =649-600</b>	<b>D- =499-450</b>	

## **COURSE REQUIREMENTS/DESCRIPTION**

### **A. Discussion Boards (140 Points):**

Every week, you are responsible for posting an initial response thread in the discussion link located in the course menu. You will also need to respond to someone else's thread. (You may respond to more than one if you wish). The initial thread must respond directly to the discussion question posted. (More information about discussion boards will be found in the discussion board link).

### **B. ARTICLE REVIEW (160 points):**

You will be responsible for researching and summarizing an article on any aspect of disabilities/exceptionalities in early childhood education. The article can relate to an issue we discuss in the course or can be on another topic related to special needs. The article must be from a scholarly source and should be about 2-3 pages long. A two page typed-written **reflection** will need to be submitted with your reactions and thoughts about the topic. Choose something you are interested in and would like to know more about. You will need to submit a copy of the article along with your written report.

### **C. Quizzes( 200 Points):**

There will be four quizzes total for the course (about one every two weeks). Each quiz will be worth 50 points.

**D. Research/ Success Story on Individual Who Overcame Disability/Exceptionalities (200 points):**

Write about an individual that in spite of their disability has been successful and productive in a particular area of expertise. Such individuals often times teach us about adversity and perseverance. Think about athletes, musicians, dancers, teachers, etc....Choose one and write a two-page brief summary of their accomplishments. Discuss why you chose that individual and what lessons/impression you may have learned after reading their story.

**E. Field Observation (150 points):**

**Part I: Observation**

Students are required to spend a number of hours observing an exceptional child in a special education program, center or school. During this process you are expected to keep a comprehensive journal on the field work experience which includes the child you are observing. This child can be from your own classroom, program, center, or an institution. Please submit the program name, address, and contact person of the site once you decide where your observation will take place. **(See letter on page 6 & 7 of syllabus).**

**Part II: Written Report (150 Points)**

Students are required to write a 3-5 assessment and reflection paper on your observation experience. 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.
- Report about how he/she is viewed 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.
- Finally, write about the adjustments the program is making to meet the needs of this child. Does this child have an IEP? Are there any special services the child receives throughout the day? If they are receiving any special services, mention what they are and how often these services are received.

**Report Sample Order**

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 if any.

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

Once the observations are complete, be sure to thank the staff for their assistance in this assignment and for allowing you to utilize their program for observation purposes.

**Instructor's 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 and look presentable.
2. Respect all applicable policies and procedures of center/classroom including protecting student, staff and family confidentiality.
3. Get acquainted 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. No student can be left alone with a child or children for any period of time. If you find yourself in this position, immediately inform staff that you are not allowed to do so. Inform your college instructor if the situation is not resolved.
5. 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.

**WRITTEN COMMUNICATION STANDARDS:**

Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

**NOTE FOR ALL ASSIGNMENTS:**

Assignments must be typed with 12-size font and double-spaced and must be submitted on due dates.

**All biographic notations of other sources 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](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](http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf)**

**All assignments are due on the dates indicated. Assignments will not be accepted after the due date unless the instructor has been consulted prior to the due date.**

## 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/](http://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/](http://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|
- Secondary Title IX Coordinator  
Ms. Mary Lou Phillips  
Director of Human Resources, Middlesex Community College  
mphillips@mxcc.edu; 860-343-5751; Founders Hall Room 115
- Secondary Title IX Coordinator  
Ms. Queen Fordham  
Coordinator of the Meriden Center Welcome Desk  
qfordham@mxcc.edu; 203-608-3011



Early Childhood Education Program

Summer 2015

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 a number of hours of field work 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.

During the observation hours, 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 860-343-5758 or through email at [nrosado-javier@mxcc.commnet.edu](mailto:nrosado-javier@mxcc.commnet.edu)

Thank you for partnering with Middlesex Community College. Your participation in teacher education is extremely valuable and much appreciated.

Sincerely,  
Norma Rosado-Javier  
Assistant Professor/Program Coordinator  
Early Childhood Education Program  
Middlesex Community College

I give my permission for \_\_\_\_\_ to conduct their  
observation hours at (name of facility)\_\_\_\_\_

Director/Head Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

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



## **WEEKLY COURSE OUTLINE**

<b>Date</b>	<b>Reading Topics/Chapters</b>	<b>Assignments</b>
Week 1 6/15-6/21/15	Getting Started/Introduction Blog/Review Syllabus <b>Chapters 1</b> -Children with Exceptionalities and Their Families <b>Chapter 2</b> - Children with Exceptionalities and Social Institutions: Government, Schools, and the Courts	<b><u>First Discussion Post due on 6/21/15 by 11:59pm</u></b>
Week 2 6/22-6/28/15	<b>Chapter 3</b> Early Intervention Supports and Services	<b><u>Discussion Post / Quiz # 1</u></b>  <b><u>Both assignments due on 6/28/15 by 11:59pm.</u></b>
Week 3 6/29-7/5/15	<b>Chapter 4</b> -Children with Intellectual and Developmental Disabilities <b>Chapter 5</b> Children with Autism Spectrum Disorders	<b><u>Discussion Post / Article Review</u></b> <b><u>Both assignments due on 7/5/15</u></b> <b><u>By 11:59pm.</u></b>
Week 4 7/6-7/12/15	<b>Chapter 6</b> - Children With Learning Disabilities <b>Chapter 7</b> - Children With Attention Deficit//Hyperactive Disorders (ADHD)	<b><u>Discussion Post / Quiz # 2</u></b>  <b><u>Both assignments due on 7/12/15 by 11:59pm.</u></b>
Week 5 7/13-7/19/15	<b>Chapter 8</b> - Children With Emotional and Behavior Disorders <b>Chapter 9</b> - Children With Communication, Language, and Speech Disorders	<b><u>Discussion Post /Success Story Report.</u></b>  <b><u>Both assignments due on 7/19/15 by 11:59pm.</u></b>  <b><u>July 17-Last Day to Withdraw from Class.</u></b>
Week 6 7/20-7/26/15	<b>Chapter 10</b> - Children Who Have Special Gifts and Talents <b>Chapter 11</b> - Children Who Are Deaf or Hard Of Hearing	<b><u>Discussion Post / Quiz # 3</u></b>  <b><u>Both assignments due on 7/26/15 by 11:59pm.</u></b>
Week 7 7/27-8/2/15	<b>Chapter 12</b> - Children With Visual Impairments <b>Chapter 13</b> - Children With Physical Disabilities, Health Impairments, and Multiple Disabilities -	<b><u>Field Observation Reports / Last Discussion Post</u></b>  <b><u>Both assignments due on 8/2/15</u></b> <b><u>by 11:59pm.</u></b>
Week 8 8/3-8/4/15		<b><u>Quiz # 4 due on 8/4/15 by 11:59pm.</u></b>