

Spring 2016

SYLLABUS

Children on the Autism Spectrum



THURSDAY 4:00-6:45 PM

CRN 13365

ECE K252

CREDITS 3

TRCC ROOM E202

Three Rivers Community College

Norwich, Connecticut 06360

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Office Hours: by appointment

COURSE DESCRIPTION:

ECE* K252 - Children on the Autism Spectrum

3 CREDIT HOURS

Prerequisites: [ENG K101](#) or [ENG* K101S](#); [ECE* K101](#); [ECE* K182](#); or permission of the instructor. [ECE* K215](#) or [PSY* K245](#) recommended.*

This course introduces students to the application of a variety of autism teaching strategies and philosophies which may be applied within the context of a school, home or child care setting. Specific Diagnostic categories of ASD (Asperger's Disorder, Pervasive Developmental Disorder, Autism...) will be identified and aligned with both traditional and nontraditional strategies for engagement, learning and relationships. The identification process of ASD, general causes and symptoms and incidences of this disorder will be outlined before discussing classroom strategies. Samples of these strategies will include ABA (Applied Behavioral Analysis) DIR Model (Developmental, Individual-Differences), Relationship Based and Floor Time.

COURSE OUTCOMES:

Students will:

- Understand the history of autism and related disorders.
- Identify current research on the causes of ASD.
- Identify and describe the neurological, behavioral, and developmental characteristics of children with ASD.
- Understand the systems and institutions involved in the diagnosis, treatment, and case management of students with ASD.
- Identify key assessments used to measure cognitive, adaptive, and academic skills in order to contribute to the development of the child's profile, and evidence-based treatment plan.
- Identify effective treatment approaches and classroom strategies for the ASD student.
- Understand key elements of special education and its impact on the ASD child and family.
- Identify parent support systems in home, school and community settings.

KEY LEARNING GOALS:

Students who successfully complete the course will have demonstrated the ability to:

1. make appropriate career decisions relative to working with the ASD student;
2. utilize knowledge that will allow you to develop confidence and the skills necessary to work successfully with the autistic learner;
3. understand the social and educational impact public schooling has on the autistic child;
4. be knowledgeable about the range of services available to children with autism spectrum disorder and their families;
5. support parents in all aspects of the educational process;
6. understand the importance of implementing programs and activities for the ASD student that are sensitive to diversity, culture, ability, and background;
7. recognize ethical concerns, situations, and dilemma's related to working with children with ASD and their families.

ADDITIONAL LEARNING GOALS:

1. Discuss the history of autism and become familiar with essential terms, programs and historical movements.
2. Compare and contrast historical characteristics, theories, diagnostic criteria and philosophies.
3. Identify and understand the theorized etiologies, onset and prevalence of ASD.
4. Describe and discuss issues and challenges surrounding the education of students with autism in our schools including concerns with communication, socialization, cognition, ethics and family.
5. Examine and discuss special education law and how it impacts the ASD student, regular education students, staff and learning environment.
6. Understand the roles and responsibilities of staff and identify appropriate support services.
7. Discuss appropriate methods, strategies, and interventions utilized across grade levels, programs, learning environments, and settings.
8. Recognize and relate to the roles, responsibilities, and reactions associated with being the parent of a child with ASD.
9. Demonstrate knowledge gained throughout this course by showing proficiency on the end of semester assessment (exam).
10. Conduct independent research and write a reaction paper on a topic related to autism that you were either assigned or chose on your own. **(ONLINE LEARNING PORTFOLIO)**
11. Prepare and present assigned topics to the class that support and reinforce course content.
12. Develop and maintain a well-organized course journal throughout the semester.

METHOD OF EVALUATION:

- 1.) Research and Reaction Paper
- 2.) Individual Presentations
- 3.) Final Assessment (*final exam*)
- 4.) Journal/Notebook
- 5.) Class Attendance, Participation

COURSE EVALUATION OUTLINE:

1.) Research and Reaction Paper

A reaction paper will be developed and written on a topic related to autism that you were either assigned or selected based on your personal interest, experience, profession, or ambitions. There are **three** (A, B, and C) elements that must be included in your reaction paper.

A. Write a reaction to the ideas, issues, and information you encountered during your research experience and related readings. This section should also give your reader a sense of your particular professional background/work situation or interest. A reaction is not simply a summary of the content of the readings or a log of your experiences; it is a synthesis of your significant ideas which were generated by the readings. *Please note:* Reaction Papers submitted with only a summary and no personal reflection are not satisfactory and will be downgraded accordingly.

B. Describe the important and/or useful ideas you discovered during your research. This includes a discussion of any assumptions or trends with which you disagree or concur. Cite the readings you are referring to.

C. Describe how you might incorporate these ideas into your personal interests, daily work or profession. Discuss how the information found in your readings might need to be modified to meet your particular beliefs and personal situation. Also, discuss any ways in which this information may not be suitable and critique them accordingly.

Format:

- Prepare a cover page that includes: topic title, course name and number, professor's name, your name and submission date.
- Begin each page with a topic heading or title at the top.
- Reaction papers must be type written or word-processed.
- 1.5 spaced; one inch margins; 12pt. font; 8.5 x 11 white paper no covers, staple only.
- The Reaction Paper should run 3 - 5 pages long, not including the cover sheet and bibliography page.

Due Date: _____

2.) Individual Presentations

Course participants will share orally (at a predetermined time), in class, their research topic (randomly selected) that aligns with and supports the variety of topics associated with this course. Each student will be allowed 5 -10 minutes (max) to share their research with the class using a variety of presentation formats (PowerPoint, Presi, etc.,) and address any questions the class may have. Each student is responsible for developing and sharing at least three (3) multiple choice questions and answers with their instructor and class mates. These questions will be developed to reflect higher order thinking and will be included in your end of semester assessment.

3.) End of semester Assessment

A final assessment will be given on major topics reviewed during this course. The assessment be constructed using **multiple choice questions provided by each student** related to their specific topic presentation and shared with all members of the class. Additional information included in the assessment will be provided by the instructor. The final assessment is tentatively scheduled for **May 5, 2016**.

4.) Journal/Notebook

Course participants will be responsible for developing and maintaining a course journal/ notebook. The intent of this assignment is to provide the student with a well-organized package of information (resource) related to **Autism Spectrum Disorder** that can be accessed and utilized in the future. The journal should be in a **3 Ring Binder** and include at least the following materials: textbook (if in a loose-leaf format), class notes, handouts, research assignments, lesson plans, and any additional materials or information that will enhance the quality of this resource document. Effort, organization, creativity and neatness are essential to successfully completing this assignment.

Journal/Notebooks will be graded and returned to you at the end of the semester.

Journal Grading Information:

Journals will receive one of three grades:

- 1.) v+ = 89.50 - 100 or A RANGE
- 2.) v = 77.50 - 88.50 or B RANGE
- 3.) v- = 65.50 - 76.50 or C RANGE

Due Date: _____

5.) Class Attendance and Participation

This course is designed in such a way that the student will get more out of the in-class activities than from their independent reading and research. ***Therefore, students who are registered for this course are naturally expected to attend class regularly.*** Over the span of the semester I will become familiar with the attendance habits of individual students. Therefore, these habits cannot help but be a factor in my evaluation of class participation and student contribution. The student is responsible for all materials covered in class as well as the assignments. If a student misses a class, it is the student's responsibility to get the notes from another student. **Do not contact the Instructor and ask for a review of the class.** Learn to **rely on your syllabus, related materials and stay organized.** You may want to share your contact information with other students to help facilitate this process.

Attendance Grading Scale:

The following scale will be used to calculate your attendance/participation grade.

All absences will be factored in!

- NO ABSENCES = 100
- ONE ABSENCE = 96
- TWO ABSENCES = 86
- THREE ABSENCES= 76
- FOUR ABSENCES = 66
- FIVE OR MORE = 00

Evaluation Breakdown and Weighting:

- | | |
|-----------------------------------|------------|
| 1. Research/Reaction Paper | 30% |
| 2. Individual Presentation | 30% |
| 3. Final Assessment (exam) | 20% |
| 4. Journal\Notebook | 10% |
| 5. Class Attendance/Participation | 10% |

TOTAL 100%

GRADING SYSTEM:

Grading System

The following numerical grade system will be used

<u>Grade</u>	<u>Equivalent</u>	<u>Quality Points</u>
A	96-100	4.0
A-	90-95	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F		0.0

RESEARCH ASSIGNMENT(S)

EARLY SUBMISSION GUIDELINES

The early submission option for specified assignments is designed to allow students to submit their work early in order to have work graded and returned in time for the student to make corrections and resubmit for a final grade. Any student wishing to utilize the early submission option for specified assignments must adhere to the following guidelines:

- assignment must be submitted two or more weeks prior to the official due date;
- assignment is completed and all criteria have been met;
- assignment is representative of the student's best work and effort;
- corrected assignment, scoring rubric, and your newly revised assignment, must all be submitted together by the final submission date.

Note: if you are satisfied with the grade you received from your early submission and you **do not** want to make any corrections, you must still resubmit your assignment and scoring rubric by the final submission date.

MAKEUPS:

Students are required to take both the mid-term and final exams. However, students who have a legitimate reason for missing an exam will be expected to show mastery of content covered through special arrangements with the instructor. Students who have a legitimate reason for missing an assignment deadline will need to make special arrangements prior to submission

REQUIRED TEXT:

Connecticut Guidelines for a Clinical Diagnosis of Autism Spectrum Disorder

www.uconncedd.org/actearlyct/

Note: All students are required to download and reproduce this document for classroom use. Electronic use of this document during class may also be an option.

RECOMMENDED WEB SITES:

The Council for Exceptional Children

<http://www.cec.sped.org/>

National Association for the Education of Young Children

<http://www.naeyc.org>

National Autism Association

<http://nationalautismassociation.org/>

GENERAL COURSE OUTLINE:

1. INTRODUCTION TO COURSE AND RELATED REQUIREMENTS
2. WHAT IS AUTISM SPECTRUM DISORDER
3. HISTORICAL OVERVIEW OF AUTISM
4. UNDERSTANDING AUTISM SPECTRUM DISORDER
5. EMERGING TRENDS IN AUTISM SPECTRUM DISORDER
6. ETIOLOGY OF AUTISM SPECTRUM DISORDER
7. DIAGNOSTIC ASSESSMENT EVALUATION AND RESULTS
8. USE OF EVALUATION RESULTS FOR EARLY INTERVENTION AND SPECIAL EDUCATION
9. ADDRESSING THE NEEDS OF THE ASD STUDENT IN THE SCHOOL SETTING
10. COURSE CLOSURE, STUDENT REFLECTION AND CRITIQUE

National Association for the Education of Young Children (NAEYC) Professional Preparation Standards

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1:

- 1a:** Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b:** Knowing and understanding the multiple influences on early development and learning
- 1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2:

- 2a:** Knowing about and understanding diverse family and community characteristics
- 2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c:** Involving families and communities in young children's development and learning NAEYC

Professional Preparation Standards

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4:

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5:

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6:

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7:

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

**Assessment of National Association for the Education of Young Children
Professional Preparation Standards by ECE 252 Assignments and Activities**

Competency	Assessed thru:
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING <i>1.a, 1.b</i>	Research and Reaction Paper Individual Student Presentations Journal Notebook Final Assessment
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS <i>2.a, 2.b</i>	Individual Student Presentations Journal Notebook Final Assessment
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES <i>3.a, 3.b, and 3.c</i>	Research and Reaction Paper Individual Student Presentations Journal Notebook
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES <i>4.a., 4.b, and 4.d</i>	Research and Reaction Paper Individual Student Presentations Journal Notebook Final Assessment
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM <i>5.a, 5.b</i>	Research and Reaction Paper Individual Student Presentations Journal Notebook Final assessment
STANDARD 6. BECOMING A PROFESSIONAL <i>6.b, 6.c, and 6.c</i>	Research and Reaction Paper Individual Student Presentations Journal Notebook Final Assessment
STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES	N/A

Council for Exceptional Children (CEC)

Initial Level Special Educator Preparation Standards

Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements:

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptional.

Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Key Elements:

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Key Elements:

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Key Elements:

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Key Elements:

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements:

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements:

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

DIGICATION ONLINE LEARNING PORTFOLIO STATEMENT:

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a "place" where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It's like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

DISABILITIES AND LEARNING DIFFERENCE STATEMENT:

If you have a hidden or visible disability or learning difference which may require classroom or test-taking modifications, ***please see me as soon as possible***. If you have not already done so, please be sure to register with the Student Development Office.

EARLY WARNING POLICY:

Each student will receive a personal grade sheet and related instructions at the start of the semester. Students will be encouraged to maintain their grade sheets throughout the semester. In addition, I will communicate both verbally and in writing with any student who is in danger of failing due to academic difficulty or poor attendance.

COLLEGE WITHDRAWAL POLICY:

Course withdrawals are recommended if you cannot complete your course and are accepted up until the week before classes end. Specific deadline dates are posted in the [academic calendar](#) and are strictly enforced. A grade of "W" will be assigned after you formally withdraw. If you stop attending classes without withdrawing, a grade of "W" will not be automatically assigned. Neglecting to withdraw may result in a grade of "F". It is strongly advised that you speak with your instructor before withdrawing.

Instructor signature is not required to withdraw.

No tuition or fee refunds will be granted for a withdrawn course.

For your convenience, you may choose to withdraw online.

1. **Withdraw Online** - Before you withdraw - Are you receiving:
 - a. financial aid - contact Financial Aid Office - 860-215-9040
 - b. veteran's assistance - contact Veterans Office - 860-215-9235
2. Not **receiving** financial aid or veteran's assistance, go to 3 and 4 below:
3. **Select** the correct course (CRN) you want to withdraw
4. Select WW in the drop down menu and submit changes
Note: Your WW will appear in your myCommNet student record.
No additional withdrawal form required.
5. [Withdrawal form](#) is available online or in person at the Registrar's Office Room A115.
6. Completed withdrawal form may be:
 - a. emailed to: registrar@threerivers.edu or
 - b. faxed to: 860-215-9919
 - c. dropped off in perso

ACADEMIC INTEGRITY POLICY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College Definitions of Academic Dishonesty General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges) Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased borrowed or otherwise obtained) as one's own (d) stealing or having unauthorized access to examination of course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Spring 2016 Standard 15 Week Session

Jan 18	Martin Luther King Day - College Closed
Jan 19	New Student Orientation
Jan 20	Professional Day
	Registration deadline and Last Day for Full Tuition Refund
Jan 21	Classes Begin
	Add and Drop Period Begins
Jan 28	Last Day for Registered Students to Add a Class
Feb 3	Last Day to Drop a class and Partial Tuition Refund
Feb 12-15	Lincoln and Washington's Birthday Observed - College CLOSED, Classes NOT in Session
Feb 17	Last Day to Select Audit Option
Mar 15	Last Day to Apply for Summer (August '16) Graduation
Mar 19-27	Spring Break - Classes Not in Session
Mar 25-26	College Closed
Mar 31	Last Day to Select Pass/Fail Option - 15 Week Session
	Last Day to Submit Incomplete Work from Fall '15 semester and Intersession '15 Sessions
Apr 1	Continuing Degree-Seeking Student Registration for Summer '16 Session and Fall '16 Semester
Apr 18	New Student and Non-Degree Seeking Student Registration for Summer '16 Session and Fall '16 Semester
May 5	Make-up/Supplemental Day - Instructor Discretion/ Reading Day
May 9	Last Day to Withdraw from Classes
May 16	Last Day of 15 Week Session
May 17-18	Make-up/Supplemental Day - Instructor Discretion
May 19	Commencement
May 20	Final Grades Due
May 25	Student Grades Available on Web
May 30	Memorial Day - College Closed
June 15	Last Day to Apply for Fall (December '16) Graduation