**Three Rivers Community College**

**ECE K215 Syllabus**

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**Office Hours – By appointment**

**Course Description:**

An overview of the field, problems and trends in special education in America. Emphasis on the history, concepts, practices and terminology used by professionals in the field of special education. Implications of the intellectual, physical, and social variations among children are examined. Additional topics will include mental health, diversity, and family based practice. Inclusion, educational theories and Universal Design will be discussed. Sessions will include both general and specific information which will assist students in defining their role with Special Education students and their families as well as possible future careers in the field. Field observations included.

**Required Text(s):**

* Text: It’s More than “Just Being In” by Cheryl M. Jorgenson (2018)
* Articles: Articles *may* be posted on the FB group page at the beginning of each class. Please check to see if this is posted upon arrival.

**Candidate Objective and Outcomes:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Candidate Objectives****Candidates will:** | **Key Experiences in which candidate outcomes will occur** | **Related Assignments** | **NAEYC and DEC (Division of Early Childhood) Standards or CEC**  |
| Demonstrate understanding of the multiple influences on a child’s development, learning, and health and recognize these influences  | Theories of learning and development Impact of ability on development and learning  | Reading #1Children’s book showcaseJournal  | NAEYC-Standard 1 (1a, 1b)DEC – 1.1K, 1.2K, 1.3K, 1.4K, 1.6K, 1.8K |
| Demonstrate an understanding the process of the identification of special needs children in the classroom and early intervention.  | SRBI mock process based on mock dataEarly Intervention  | Reading #2 | NAEYC Standard 6 (6c)DEC – 7.1S, 7.2S, 7.7S |
| Demonstrate understanding in practices and terminology used in the field and roles professionals play in the process.  | Mock PPTIEP developmentStandards –based goals and objectives | Reading #5 | NAEYC Standard 6 (6a, 6b)DEC – 6.2K 6.3K |
| Understand various use of assessments and benefits and uses including data collection and documentation in the 5 developmental domains, play, and temperament in different environments  | Mock Assessment |  | NAEYC Standard 3 (3a, 3b)DEC – K4.3, K4.4, 4.3S, 4,4S,4,6S,4.7S |
| Demonstrate understanding of the role and uses of assistive technology for children with disabilities  | Review of assistive technology and barriers/implications  | Reading #4 | NAEYC Standard 3 (3c)DEC – 4.4S, 4.5S |
| Demonstrate positive dispositions through professional, respectful, and ethical interactions with children, teachers, other school personnel, and family members | Field hours  |  | NAEYC Standard 2 (2b)DEC – 6.3S |
| Reflect on their own professional practice and show a desire to continually learn and grow as professionals in their interactions with supervisors, peers, responses to feedback, and application of ideas and readings in the course.  | Reflection of field experience  | Movie Presentation (Part 1)Exit Reflections  | NAEYC Standard 6 (6a, 6b,6d, 6c)DEC – 6.2K, 3.3K, 6.5S, 6.6S |
| Demonstrate awareness of issue and trends in early childhood special education and early intervention  | In class discussions  | Content Creation Children’s book showcase (part 2) | NAEYC Standard 6 (6a)DEC 6.2K |
| Use family based practices in all discussion and interactions with families and peers, providing resources demonstrating knowledge and understanding of diversity and community  | Field hours | Movie Presentation (part 2) | NAEYC Standard 2 (2a, 2b, 2c)Broader CEC standard 5.1, 5,5) |
| Demonstrate empathy and awareness of families and children with disabilities through advocacy, interactions, and skillset  | In class discussions  | Journal Assignment Reading #5 | NAEYC 6 (6e)DEC – 6.4K, 6.6S |
| Demonstrate problem solving skills while working with mock or real situations to meet family and children’s needs  | Field experiences  | Reading #6 | NAEYC Standard 4 (4a)DEC – 5.4S |
| Specifically create learning experience plans with adaptations and accommodations for children with disabilities  | Learning experience and lesson plan development  |  | NAEYC 5 (5c) |

**Policies:**

Active participation in class discussions and activities is required. Students are expected to complete assigned readings prior to class and come to class prepared to discuss them. Students must utilize the Blackboard Learning System, to review course materials, and view articles and other materials for the course.

Blackboard: All assignments will be submitted on blackboard. Hard copies will not be accepted unless otherwise noted.

Missed Classes: The student is responsible for all materials covered in class. If a student misses a class, it is the student’s responsibility to get the notes from another candidate and/or notify the professor. Learn to rely on your syllabus and / or another candidate If you have problems with the course or material, please see me or email me to arrange for an appointment

Late Assignments: The expectation is all assignments will be completed and turned in on time. Two points will be deducted each day an assignment is late. Assignments will not be accepted beyond a one-week extension. There may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on a one-on-one basis. Late assignments cannot be rewritten or resubmitted.

Partners: Students may work in partners on the movie assignment. All other assignments are to be completed independently.

Spelling/Grammar/Plagiarism: Spelling and grammar will be included as part of the grade for all written work. Please see the assignment rubric to see how this is scored. Thus, proper spelling and careful proofreading are important. A student's written work is expected to be originaland done independently unless otherwise indicated. Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to the dealt with in accordance with the college policy.

Electronic Devices: Lap top computers, iPad and tape recorders may be used during class time, with prior permission. Cell phones, pagers, iPod, and other similar devices should be turned off during class. Texting and/or using your cell phones during class is not unless permission is granted from the professor.

Fieldwork: As part of the course, students are required to spend time in a classroom and/or a child development center for observation work. 5 hours is required.

School Closings: TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

TRCC Policies: Please refer to the Institutional Policies available in the Office of the Dean of Candidate Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

Accommodations: Candidates with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students are required to submit a Self Disclosure Form, provide documentation, and meet with a Disability Service Provider before the start of the semester, if possible. Please call the Counseling Center at (860) 215-9017 for more information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence. The following person has been designated to handle inquiries regarding the non-discrimination policies: Ken Saad, Equity and Diversity Officer, Three Rivers Community College, 574 New London Turnpike Norwich, CT 06360, (860) 215-9319, KSaad@trcc.commnet.edu.

Person First: Generally, students should speak in person first, disability second language. This describes what an individual has, not what they are – unless noted differently by the individual with the disability.

This syllabus is subject to change. Any changes will be announced.

**Points given for requirements are as follows:**

Please use this as a tool to keep a record of your progress in this course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Points** | **Due Date** | **Grade Received** |
| Readings | 18 | Throughout semester |  |
| 2 Films | 6 | 9/26 and 10/31 |  |
| Children’s Book Showcase (Digital) | 15 | 9/19 |  |
| Special Journal  | 8 | 10/3 |  |
| Movie Analysis and Presentation | 20 | 11/7 |  |
| Motivation Project | 15 | 11/28 |  |
| Exit Reflections | 13 | Throughout semester  |  |
| Content Creation | 5 | 12/5 or before  |  |

**Final Grade:**

To determine your final grade take the total number of points awarded and review the following breakdown. This will be further explained in class.

Highly Competent A 96% - 100% A- 92%-95% B+88%-91%

Competent B 85% - 90% B- 82% - 84% C+78% - 81

Minimally Competent C 75% - 77% C- 72% - 74% D+ 68% -71%

 D 65% - 67% D-62%

F 61% or below

**Course Content and Study Guide**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date(s)** | **Assignments Due** | **Reading** | **Key Concepts**  |
| 1 | 8/30 | N/A |  | -Introductions, theories of teaching learning practices CEC DEC |
| 2 | 9/6 | Reading 1 | 1 | SRBIResponse Referral processEligibilitySpecial education laws Assessments and screeningsInterrelationships and connections  |
| 3 | 9/13 | Reading 2 | 2 | Individualized Education Programs/Plans (IEPs) 504s and Individual Family Service Plans (IFSPs) · Planning and Placement Teams (PPTs) ·  |
| 4 | 9/20  | Children’s Book Showcase |  | CognitivePlayIntellectual disabilitiesLearning disabilities |
| 5 | 9/27 | Film 1 | F1 | Culture and Diversity Continuum of supports Accommodations/ModificationsEarly Intervention“Diversabilities” |
| 6 | 10/4  | Special Journal  |  | Motivation Mock assessmentTeaming |
| 7 | 10/11 |  Reading 3 | 3 | Physical disabilitiesHealth impairmentsAdaptive equipment |
| 8 | 10/18 | Reading 4 | 4 | Family centered practice Empathy and dispositions  |
| 9 | 10/25  | Reading 5 | 5 | Language development · Speech/Language Assistive technology |
| 10 | 11/1 | Film 2 | F2 | Pyramid Behavioral Interventions  |
| 11 | 11/8  | Movie Analysis and Presentation |  | Presentations  |
| 12 | 11/15 | Reading 6 | 6 | Learning experience plan development  |
| 13 | 11/22  | Motivation Project |  | Recommend Practices |
| 13 | 11/29 | TBD |  | Online Class, will be announced  |
| 14 | 12/6 | Content Creation |  |  |
| 15 | 12/12 | None |  | Discussion of field experiences Problem and trend overview Solutions orientated  |

**Note:** This is a tentative calendar. Some topics may be added and others deleted depending on pace of the course and student needs. **\* Exit reflection are required after each class and due my midnight the day following class**

**Assignments and Rubrics**

**Response to Readings:** You will have assigned readings via BB/FB. As indicated, you will come prepared with their reading role to present in class. Reading roles are due on blackboard before class begins. Reading roles will also be the same for the assigned films. You will only be assigned points if you are present in class to share your role. *18 points*

Reading #1: Text, chapters 1, 2

Reading #2: Text, chapters 3

Reading #3: Text, chapters 4,5

Reading #4: Text, chapters 6

Reading #5: Text, chapters 8

Reading #6: Text, chapters 11

Film #1: I am Sam

Film #2: Wonder

**Children’s Book Digital Showcase (2 parts):**

1.Choose any children’s book that highlights development (exceptional)/disability in an accurate poignant way. Create a mini book review video (appx 3-5 minutes) highlighting the chosen book. Show the book in the video, and use 3-10 points to express how the book is accurate in child development/theory/culture and why you think it is beneficial to raise awareness.

2. Create your own original graphic (feel free to watermark it) to raise awareness about the topic covered in the book (Do not use pictures from the book or copyright images)

*15 points*

|  |  |  |
| --- | --- | --- |
| 5 (Highly Competent) | Competent | 0 (Not Competent) |
| Book demonstrates understanding of multiple influences of development is thought provoking and inspiring that highlights development **(1a,1b)** |  | Chosen book does not that highlight development in any way |
| Video is accurate and appears to be well thought out and evaluates the book in an accurate way **(1a, 1b)** |  | Video is scattered and does not reflect the book |
| Graphic is original to the artist (student) and does not include copyright infringement and shows application of knowledge of issues and trends in the field **(6a)** |  | Graphic is not original/copyright infringement is evident  |

**Special “Journal assignment”:**

Write a fictional diary entry from the point of view of a character who is struggling with some sort of learning. It might be a kind of learning that happens in school, like memorizing a set of dates for a history class. It might be something outside of school, like learning to play the trumpet. Or, it might be something that could happen in or outside school, like learning to speak out when you are feeling shy in a big group of people.  It could be motivation, or cultural. The possibilities are endless. Your diary entry should show that you are trying to understand what it would feel like to struggle with this kind of learning. It should also show how other people might respond to you. (Inspired from teachingtolerance.org). Be prepared to read entry aloud in class.

Afterwards you will partner with someone in class and create a graphic zine of one of your two characters (in class). *8 points*

|  |  |  |
| --- | --- | --- |
| 3 (Highly Competent) | Competent | 0 (Not Competent) |
| Diary entry shows deep understanding of an individual with a learning disability in a unique character in which created fictionally **(6e)** |  | Little to no understanding evident |
| Journal is about a page and a half long (double spaced, 12 times font) and free from grammatical errors |  | Not sufficient in length, grammatical errors abundantly present |

**Movie Analysis and Presentation:**

You will choose a movie that highlights and individual or individuals with a disability (It does not have to be diagnosed in the film). You will sign up for the movie in class a few weeks prior to the due date. No two groups or individual students can choose the same movie. After watching it, you will design a presentation for the class using a power point that includes (do not include more than 1-2 sentences per slide, include graphics, images, clips etc. and expand on those in your presentation). All PP should be posted to FB before class begins.

* a range of specific examples from the movie that exemplify each of criteria for the disability
* the character’s strengths and how they were positively utilized, with specific examples
* specific examples of strategies and adaptations implemented by the character and those around her (family, teachers, etc),
* the impact this movie had on your understanding of individuals with disabilities in general, as well as the specific impact on your teaching philosophy and practice.

\*This paper should NOT be a synopsis/critique of the movie.

**Part 2 of Movie Analysis - Teacher Resource:** For the same disability, you will create a list of resources for teachers. You must include a minimum of 7 high-quality, reliable resources. For each resource, you will include the name and a brief description (not just URLs/links). These must include at least 3 of the following types: websites, books, journal articles, agencies, webinars, videos and professional development opportunities. This should not be highlighted in the presentation but submitted separately on FB. *20 points*

|  |  |  |
| --- | --- | --- |
| 5 (Highly Competent) | Competent | 0 (Not Competent) |
| Movie chosen highlights disability in some way that the student respectfully reflects on **(6a, 6b, 6d, 6c)** |  | Movie does not highlight a disability |
| Power point contains all components mentioned above |  | Missing all components |
| Presentation is smooth and easy for the audience to follow |  | Presentation choppy or not presented |
| Resource includes all components mentioned above |  | Missing all components |
| Power Point and resource are free from grammatical errors and organized |  | Grammatical errors abundantly present |

**Motivation Project:** You will pair with another person in the class and use interviews/checklists/questions according a motivation theory (Behavioral Learning Theory, Human Needs, Attribution Theory, Expectancy Theory, Intrinsic and Extrinsic Motivation) to develop a list of strategies to increase motivation for them. Specific examples and why these strategies were chosen should be outlined. *15 points* The strategies should be a grid list format like the grid here:

|  |  |  |
| --- | --- | --- |
| Strategy  | Example  | Reasons why it would help this particular person |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| 3 (Highly Competent) | Competent | 0 (Not Competent) |
| Multiple methods were used for inquiry purposes and documented (**1a, 1b)** |  | Documentation is not evident |
| Strategies are congruent with the documented evidence **(1a, 1b)** |  | Strategies do not align with the student |
| Reasons and examples are congruent with the chosen strategies **(1a,1b)** |  | Reasons and examples do not align with the student |

**Content Creation:** You are becoming an expert in the field. This assignment is to create content based on what you have learned and how you will raise awareness for others in the community and world. More details will be provided in class (**6a**). *5 Points*

**Exit Reflection/Journal:**

After each class and exit reflection/journal will need to be entered on blackboard. The guidelines are as follows:

* 6-10 sentences related to the class
* Your unique thoughts, ideas, and questions related to the content are included **(6a,6b,6d,6c)**

|  |  |
| --- | --- |
| 2 (Component) | 0 (Not Competent) |
| 6-10 sentences free from grammatical errors | Lacks sentences or many errors present |
| Evident of critical thinking through unique entry related to content | Lack of related content or critical thinking |

*13 Points*

**NAEYC 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

**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 APPROACHE**S

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)