

Three Rivers Community College
ECE K215 Syllabus
Fall 2019 (Online)

Heather Bassett
hbassett@trcc.coment.edu
 860-334-1693
 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:

Text: It’s More than “Just Being In” by Cheryl M. Jorgenson (2018)

Candidate Objectives and Outcomes:

Candidate Objectives Candidates will:	Key Experiences/Assignments in which candidate outcomes will occur	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	Reading Roles, discussions, blog posts, special journal	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.	Reading Roles, videos, online discussion	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.	Reading Roles, videos, online discussion	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	Reading Roles, videos, online discussion 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, Reading Roles, videos, online discussion	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	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	Reading Roles, videos, online discussion	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	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	Reading Roles, videos, online discussion, special journal, blog posts	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	NAEYC Standard 4 (4a) DEC – 5.4S
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Policies:

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

As part of the course, candidates will be required to spend additional time observing and/or working with children in actual or simulated child development settings. The number of hours required for each student varies, for example Early Childhood Teacher Credential candidates must complete 5 hours of observation. The ECTC is a Connecticut state requirement and information can be found [here](#).

Active participation in discussions and activities is required. Candidates are expected to complete assigned readings and review the additional materials and incorporate these learning experiences into their weekly discussions, assignments and other activities.

This class is not self-paced and as such you are required to have regular interaction with the instructor and other students using the discussion forum. All correspondence should be done through the Blackboard course or email, either through the Ask the Instructor link which is used for general questions or the Message system when inquiring about a more individualized question. My email address is hbassett@trcc.commnet.edu

Please use the course calendar. This course utilizes a Sunday night due date for major assignments and tests.

It is assumed that all assignments will be completed and turned in on time. Twenty percent of the grade (20%) will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and 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 and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a candidate's ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the primary way the college communicates with you (course schedules, financial aid, etc.). In the past students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as online, which include regulations regarding candidate conduct and the disciplinary code. This and other important information can be found [here](#). 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 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. Information can be found [here](#).

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. Information can be found [here](#). TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. Please be sure the college has your updated contact information.

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/Week	Grade Received
Reading Discussion Role	26	Throughout semester	
Film Discussion Role	3	11/18-11/24	

Children's eBook	12	10/14-10/20	
Special Journal	5	11/18-11/24	
Exit Reflections	14	Throughout semester	
Blog Post/Graphic	10	12/2-12/9	
Quizzes	11	Throughout semester	
Introduction	1	8/27-9/1	
Other discussions/blogs	18	Throughout semester	

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	Key Concepts
1	8/27-9/1	Chapter 1 Reading Role	-Understand the difference between an IEP and 504 plan and the laws that govern these -Understand the impact IDEA had on the history of special education -Think about how far we have come regarding inclusion, and how far we still need to go
2	9/2-9/8	Chapter 2 Reading Role	-Understand the impact of the social model of disability on individuals with and without impairments -Use person-first language and educate other people about using the language -Understand and articulate what an "inclusive vision" looks like for children and adults
3	9/9-9/15	Chapter 3 Reading Role	-Understand and articulate how and why to presume competence with children consistent with words, instruction, and supports.

			<ul style="list-style-type: none"> -Consider the historical context in which society has underestimated the abilities of people with disabilities -Understand how children's behavior is a way of communication
4	9/16-9/22	Chapter 4 Reading Role	<ul style="list-style-type: none"> Understand and articulate the contents on an IEP (Individualized Education Plan) -Understand and practice writing inclusive goals and outcomes -Distinguish the difference between accommodations and modifications
5	9/23-9/29	Chapter 5 Reading Role	<ul style="list-style-type: none"> -Understand and seek out evidence of UDL (Universal Design for Learning) -Continue to explore the differences between accommodations and modifications -Understand why and when Assistive Technology (AT) is used
6	9/30-10/6	Chapter 6 Reading Role	<ul style="list-style-type: none"> -Understand and articulate what the essence of "teaming" -Understand how to facilitate optimal supports for children and families -Understand the different roles in a team
7	10/7-10/13	Chapter 7 Reading Role	<ul style="list-style-type: none"> -Understand the title of the book "It's More than Just In" -Explain what full membership is and why it matters -Explore internal feelings about disability

8	10/14-10/20	Chapter 8 Reading Role Children's ebook	<ul style="list-style-type: none"> -Understand the barriers to facilitating friendships for children with and without disabilities -Understand how to use age-appropriate materials, language and expectations for children with disabilities -Articulate ways to position children with disabilities ways to give back to their school, home, and communities -Describe how active listening allows you to "make friends and influence people"
9	10/21-10/27	Chapter 9 Reading Role	<ul style="list-style-type: none"> -Understand the benefits of learning and participation plans for children and families -Articulate tips for a better IEP meeting -Understand what "Due Process" is and when it is used
10	10/28-11/3	Chapter 10 Reading Role	<ul style="list-style-type: none"> -Understand what "person-centered planning" means and its impact on transition planning -Understand ways individuals with and without disabilities can acquire skills for successful relationships -Understand ways to support students in an inclusive life and community
11	11/4-11/10	Chapter 11 Reading Role	<ul style="list-style-type: none"> -Understand what microaggressions are and how they impact people with and without disabilities -Become more self-aware when using microaggressions, despite being well-intentioned -Understand and articulate the connection between microaggression and implicit bias
12	11/11-11/17	"Choose your own" reading role	<ul style="list-style-type: none"> -Understand and articulate the social versus medical model of disability -Ponder the question, "If an individual with a disability is in an environment where the disability, not "disable" does the disability still exist?"

13	11/18-11/24	Film Role "Breathe" Special Journal	-Display empathy and compassion through the special journal assignment -Understand one's own implicit bias and how to help the biases
	11/25-12/1	Thanksgiving Break	
14	12/2-12/9	"Choose your own" reading role Blog Post/Graphic	-Articulate how one will be a leader in the field of special education -Summarize the issues surrounding disability and ways to solve them -Creating goals to serve children and families with disabilities

Reading/Film role:

Choose any reading role for each reading, but do not use the same reading role more than three times during the course of the semester. If you choose a role such as the illustrator, snap a picture and attach. You are expected to post your role and respond to at least two other roles that others have posted. Roles and responses are due Sunday by midnight each week.

The roles are as follows:

- Illustrator – Draw a picture that describes the readings in the way that you interpreted them. Snap a picture and write a few sentences behind the inspiration for the drawing.
- Poet – Create a small poem that summarizes the readings. Post your poem.
- The Questioner – Generate 3-6 questions that linger after the readings? These can be rhetorical if needed. Post your questions.
- The Reflector – Make a personal connection with the reading and reflect upon the connection. Post your connection.
- Data Digger – Record the most relevant part of the reading. Justify your reasoning and post your "data"
- The Philosopher – Why is this reading important? What specific parts are important and why? Post your response.
- One Liner – What sentence stuck out the most to you and why? Use this line and generate a few thoughts about it and post.
- Myth buster – How does this reading defy other readings or beliefs you have seen and heard? Post your response
- The "Anything" – Add anything to the discussion forum in any form you want.
- The Gap Closer – Will you/How will you use this reading in your practice or future practice with young children? Post ways you will practice these.

(Highly Competent)	(Competent)	(Not Competent)
Reading Role demonstrates a deep understanding of the reading and uses connections to synthesis the ideas		Little to no understanding evident and/or reading role is unrelated to readings

Responses to other roles are respectful and adds value to the online discussion		No responses or responses that do not lead to a respectful online environment are evident
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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).

(Highly Competent)	(Competent)	(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

Blog Post/Graphic: 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.

-The blog (appx. 500 words) can be about any topic that has been covered in the text and/or class discussions. If you are unsure about the structure, peruse some blogs of interest to familiarize yourself with the way they are typically written.

-The graphic should be created by you in canva.com, please do not use copyright images or screenshots. After you complete your graphic use the text feature to insert your “signature” using any font you desire.

(Highly Competent)	(Competent)	(Not Competent)
The blog information is written on a topic covered in the course and is structured to be disseminated to the public to raise awareness about the topic		The blog information is incorrect and/or not covered in the course

The graphic is visually appealing, matches the topic, and is copyright free		The graphic violates copyright and/or does not match the blog topic
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Children’s eBook Creation:

1. Create a children’s ebook that highlights development (exceptional)/disability in an accurate poignant way. Platforms for the ebook include canva, powerpoint (saved as a PDF), lulu, amazon KDP, or more. All parts of the book created will be culturally appropriate, based on facts about the disability, appropriate for children 0-8 years of age, and engaging for young children and families.

(Highly Competent)	Competent	(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
Book 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

Exit Reflection/Journal:

After each class and exit reflection/journal will need to be entered on blackboard under the indicated week. 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)

(Component)	(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

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 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)