



Semester: Fall 2017

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary.

I. Online Course Information:

- **Course Title:** Teaching Children With Special Needs
- **Course Number:** ECE1073
- **KRSN Number:** [Enter Here]
- **Prerequisites:** none
- **Credit Hours:** 3
- **Required Textbook and Supplies:** Paasche. Children with Special Needs in Early Childhood Setting. Thomson Including Children with Special Needs . Pearson
- **Recommended Texts and Supplies:** Websites and videos, paper and pen/pencils to take notes, iPad or computer
- **Course Description:** This course is designed to assist future child care and education professionals to be aware of children with special needs. It will also provide the skills and competencies needed to assist children with special needs in the classroom.

II. Instructor Information:

- **Instructor:** Jennifer Casteel
- **Virtual Office Hours:** Sunday- Thursday 8:00- 10:00 P.M. (please email me if you have questions or concerns over the class any time and I will respond within 24 hours).
- **Phone:** 785-342-3697 text or call (I am not available for calls until 5:00 p.m.)
- **Email:** JenniferCasteel@abilenenschools.org

III. Technical Help: If you have technical difficulties during the day, please use the Chat option on ICC's website to receive help. After hours, please email helpdesk@indycc.edu for technical support, or ccutshaw@indycc.edu for Canvas support. Please note: The online staff do not clear locked assessment attempts or reopen closed assignments. For those items, you will need to email the instructor.

Information needed to prepare yourself and your device for online classes is available on the Indycc.edu website under the Learning Resources tab then click on *Online Classes* then *Getting Started on the right*.

IV: Student Information: Upon admission, each student is given an ICC email account and access to Canvas and the Pirate Portal. Students may communicate with instructors through both their ICC email and their Canvas mail. To access those, do the following:

- **ICC Email:** Go to the main page of the ICC website. In the upper left corner, click on "Email". A student's email address is his/her first name_last name@indycc.edu (sample_student@indycc.edu). In rare cases students have duplicate names from previous students. In that case, your email address may include a number at the end (sample_student2@indycc.edu). Your password is your ID number unless you have changed it. To forward your ICC email to a personal email, follow these directions:

- Sign in to Office 365 at www.office.com/signin.
- At the top of the page, choose Settings  > Mail.
- Choose Forwarding.
- Follow the instructions on the page.
- If you don't see the Forwarding option, it may not be available for your account.
- If you keep a copy of forwarded messages, check your Office 365 account regularly to make sure you haven't exceeded your mailbox size limit. If the size limit is exceeded new messages may not be forwarded.
- Canvas Mail: First log into Canvas from the main page of the ICC website (found under Quick Links). Your username is firstname_lastname@indycc.edu. Your password is your ID number unless you have changed it. Once in Canvas, you must click on “Account” on the left side of the screen. Choose “Settings”, and add the email address you would like to use for correspondence with others. Once you have completed this, click the “Inbox” icon on the left side of the screen to compose/read messages.
- Pirate Portal: Go to the main page of the ICC website. In the upper left corner, click on “Pirate Portal”. Your username is your ICC email (firstname_lastname@indycc.edu). Your password is your ID number unless you have changed it. On Pirate Portal students can access a variety of information such as financial aid, enrollment, course and fee statements, payment plans, and midterm/final grades.

V. NETIQUETTE RULES FOR ELECTRONIC COMMUNICATIONS

- Don't post advertisements (called "spamming") or chain letters to the class discussion.
- Use courtesy and common sense in all your electronic communications.
- Consider what you write, as it's a permanent record and can be retrieved easily.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting".
- Avoid sarcasm, as it is easily misunderstood.
- Avoid correcting others' grammar, punctuation, and spelling unless it is necessary to clarify discussion.
- Avoid flaming. A "flame" is an abusive, harassing or bigoted message that attacks an author of a message.
- **Respect** the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" other members on the list, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers.

VI. Learning Outcomes: Upon completion of this course, students will be able to do the following:

- a. Present the philosophical, historical and legal issues in the field of early childhood special education and intervention. (Readings, discussion boards, short essay, quizzes, research paper or project, textbook questions)
- b. Explain the etiology, identifying characteristics, range and complexity of different exceptionalities (e.g. mild, moderate, severe/profound) and risk factors and their influences on development. (Readings, discussion boards, short essay, quizzes, research paper or project, textbook questions)
- c. Describe the need for appropriate assessment tools, procedures and their purposes including on-going observation, data collection and analysis. (Readings, discussion boards, short essay, quizzes, research paper or project, textbook questions)
- d. Demonstrate the development and use of IEP/IFSP goals based upon appropriate guidelines. (Readings, discussion boards, short essay, quizzes, research paper or project, textbook questions)

- e. Describe strategies to include the family as a partner in promoting a child’s development, sharing information, making decisions and implementing and evaluating program plans for the child. (Readings, discussion boards, short essay, quizzes, research paper or project, textbook questions)
- f. Determine how to plan and adapt inclusive and natural environments/curriculum that reflects appropriate practice for ALL children in the classroom. (Readings, discussion boards, short essay, quizzes, research paper or project, textbook questions)

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

V. Grading Policy:

Grades will be calculated based upon the following scale unless licensing or accreditation boards have a higher standard:

100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
Below 60%	F

VII. Credit Description:

A credit hour is defined as one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. So for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

VIII. Common Learning Expectations: All sections of Teaching Children With Special Needs use the activities listed below to measure whether you learned a required learning outcome for this course:

1. Discussion Boards and Participation- 10 points each
2. Text Questions and quizzes (points will vary)
3. Reflections and Project (points will vary)

Students are also expected to follow these guidelines:

- a. Students are expected to contribute to discussion, be punctual, polite to peers and teacher, turn in completed work on time, read material, and completed due assignments.
- b. Students are to turn in all assignments in typed format.
- c. Students are expected to be ready to dedicate class time to learning.
- d. Students are expected to behave in a manner which is respectful of fellow students and the instructor/professor.

VII. Course Calendar: (This may be updated at the discretion of the instructor.)

Date Assigned	Details	Date due
Sun Aug 20, 2017	Introduce yourself	due by 11:59pm
Sun Aug 27, 2017	Chapter 1 review Chapter 1- Legislative provisions and Inclusion	due by 11:59pm due by 11:59pm
Sun Sep 3, 2017	Chapter 2 review	due by 11:59pm
Sun Sep 10, 2017	Co-Teaching Collaboration	due by 11:59pm due by 11:59pm
Sun Sep 17, 2017	Case Study and IEP. Chapter 4 review Classroom observation forms	due by 11:59pm due by 11:59pm due by 11:59pm
Sun Sep 24, 2017	Reflection over Chapters 1-4	due by 11:59pm
Sun Oct 1, 2017	Chapter 5- Include Strategy	due by 11:59pm
Sun Oct 8, 2017	Video Modeling for Children with Autism The Sensory Room	due by 11:59pm due by 11:59pm
Sun Oct 15, 2017	Reaching Students with Emotional Needs	due by 11:59pm
Sun Oct 22, 2017	Application in Teaching	due by 11:59pm
Sun Oct 29, 2017	Reflection over chapters 5-8 Week 10- Neewollah Fun	due by 11:59pm due by 11:59pm
Sun Nov 5, 2017	Differentiating Instruction	due by 11:59pm
Sun Nov 12, 2017	Encouraging Students Lesson Plan Project	due by 11:59pm due by 11:59pm
Sat Nov 18, 2017	Study Guides and Strategies	due by 11:59pm
Sun Nov 19, 2017	Evaluation Student Learning	due by 11:59pm
Sun Dec 3, 2017	FBA and BIPs	due by 11:59pm
Sun Dec 10, 2017	Classroom Observation Reflection Reflection over Chapters 9-12	due by 11:59pm due by 11:59pm
Tues Dec 19, 2017	Final Final Powerpoint/ keynote FINAL- Reflection over class	due by 11:59pm due by 11:59pm due by 11:59pm

****It is the student's responsibility to keep track of what he or she has turned in or owes the instructor. The instructor will not be contacting the student or giving out information on assignment status.***

IX. Attendance Policy:

- **ICC Policy:** Students are expected to be regularly active in completion of tasks for all online classes. Regular class participation is necessary for student success. Excuses for absences are not issued. A student should inform instructors of special circumstances which make an absence necessary. The number of online classroom tasks a student may miss in a particular course without penalty is determined by the instructor, and will be covered in the syllabus for that course. Any instructor may withdraw a student for lack of participation, but only after the appropriate date of certification for the course and on or before the last date to withdraw for the semester. If an instructor does exercise this option, a grade of WN will be recorded, and all of the course charges/fees will be applied to the student's account.
- **My Policy: I will not drop or withdraw you. You must do this yourself.**

X. My Late Work Policy: To encourage students to engage in the course, points are provided on a weekly basis. Incomplete will not be awarded unless proof of emergency situations is provided. Procrastination is not considered an emergency situation.

XI. My Extra Credit Policy for this Course: I do not give extra credit

XII. Grade Appeals: There are two categories for grade appeals. Those are:

1. Assignment, tests, etc. within the course.
2. Final grade for the course.

To appeal #1: Students should have an informal conversation with the instructor for the purpose of resolving the issue. If the student does not feel that this conversation has helped to resolve the issue, the next step is to appeal the grade in writing with the Chief Academic Officer within two weeks after the conversation with the instructor. The CAO will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 10 days of receipt of the appeal.

To appeal #2: Students should appeal the grade in writing with the Chief Academic Officer within 60 days after a grade is posted. The CAO will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 15 days of receipt of the appeal. If the student's appeal is approved, the appropriate change will be made to the student's official transcript by the college registrar within 30 days of notification. Grade appeals that are received after the 60-day deadline will not be considered.

XIII. Academic Integrity:

ICC expects its students to exhibit the highest level of academic integrity and maintains a "no tolerance" policy regarding behaviors that violate this expectation. The following actions constitute violations of academic integrity:

- A student submits an assignment which is not his/her own work
- A student copies or takes answers from another student or uses unauthorized materials during an exam
- A student uses words or ideas which are not his/her own without including the original source of the material
- A student submits a paper or other assignment in multiple classes without permission from the instructor(s)
- A student uses resources or assistance which are prohibited by an instructor to complete an exam or assignment
- A student obtains a copy of an exam, answers to an assignment, or any other resource belonging to an ICC faculty or staff member without permission
- A student knowingly assists another student in violating any part of the academic integrity policy
- A student who uses a demonstrably false excuse to delay testing and solicit a special make-up exam, thereby receiving unfair additional study time by lying and deception

Instructors who determine that a student is in violation of the ICC academic integrity policy may impose any of the following sanctions:

- An instructor may require the student to submit a different assignment
- An instructor may assign a grade of “F” (zero) for the assignment
- An instructor may assign a grade of “F” for the course
- An instructor may assign a grade of “XF” for the course; a transcript notation will include that the student has failed the course for disciplinary reasons.

XIV. Student Privacy Statement: Students should be aware of their rights concerning access to educational records, limitations on disclosure of record information, the opportunity to challenge the content of educational records, and provisions for filing a complaint with the Department of Health, Education and Welfare. These rights are spelled out in Public Law 98- 380 as amended by Public Law 93-568 and in regulations published by HEW in the June 17, 1976, Federal Register. Students who wish to have their information shared with parents or others must sign a Family Educational Rights and Privacy Act (FERPA) form granting access to the student’s records.

XV: Diversity and Accommodations Statement: ICC values diversity and inclusion: we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction of design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students are also welcome to contact the Associate Dean of Academic Support Services at tcrawshaw@indycc.edu or 620-332-5457 to discuss a range of options to remove barriers in the course, including academic accommodations.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College’s compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution’s efforts to comply with the regulations implementing these laws.

Specific complaints of alleged discrimination should be referred to:

HR Director—Keli Tuschman
Administration Building
Email: ktuschman@indycc.edu
Phone: 620-332-5606

Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights. Address correspondence to:

Kansas City Office
Office for Civil Rights
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd floor, Suite 320

Kansas City, MO 64106
Telephone: 816-268-0550
FAX: 816-268-0599; TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov

U.S. Equal Employment Opportunity Commission
Gateway Tower II
4th & State Avenue, 9th Floor
Kansas City, KS 66101
913-551-5655