

This is a sample syllabus only. (Do not purchase the textbook until you confirm with the instructor.)

BOROUGH OF MANHATTAN COMMUNITY COLLEGE City University of New York
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Teacher Education Department

Title of Course: The Exceptional Child ECE 201 -981WI	Class hours: 2 Lab hours: 2
Semester: Spring 2009 (This course meets online; and, interactions are asynchronous.)	Instructor Information: Dr. Jean-Yves Plaisir N-607 212-220-8000, ext. 7401 jplaisir@bmcc.cuny.edu
Credits: 3	

Course Description: Identifies the various developmentally challenged or handicapping conditions of young children with special needs, including emotional, intellectual, physical, visual, hearing, orthopedic, speech and language, and other health impairments. In addition, techniques and strategies for mainstreaming these children within the early childhood educational environment will be included in the curriculum.

Prerequisites: ESL 095, ACR 095, and ECE 102

Student Learning Outcomes:

ECE 201 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Analyze the characteristics of special needs children and their families within the context of an ecological framework	Students will conduct a mini ecological study to examine support systems and accommodations for special needs children and their families.
2. Demonstrate familiarity with a variety of assessment tools	Students will demonstrate their knowledge of and familiarity with a variety of assessment tools by writing reflections papers about those instruments as well as posting on the course discussion board.
3. Evaluate a variety of assessment tools	Students will do an assignment focusing on analyzing the effectiveness, reliability and validity of a diagnostic tools currently utilized within programs serving special needs children.
4. Identify communication disorders among early childhood children and intervention strategies	Students will be provided guidelines from assigned readings and course lectures, which they will combine with site visits and classroom observations in order to turn in reports identifying communication disorders and intervention strategies among special needs children.
5. Identify hearing, health, physical and visual impairments among early childhood children and intervention strategies	Students will be provided guidelines from assigned readings and course lectures, which they will combine with site visits and classroom observations in order to write reports identifying intervention strategies among children who have hearing, health, physical, and visual impairments.

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6. Identify characteristics of the learning disabled, mildly or moderately retarded mildly and severely disabled children and intervention strategies	Students will be provided tools from assigned readings and course lectures, which they will use during site visits and classroom observations in order to write reports focusing on the characteristics of the learning disabled, mildly or moderately retarded mildly and severely disabled children and intervention strategies.
7. Identify the characteristics of gifted and talented learners	Students will be provided guidelines from assigned readings and lecture discussions, which they will combine with site visits and classroom observations in order to craft reports identifying the characteristics of gifted and talented learners.
8. Survey federal and state law as they relate to the education of children with special needs	Students will read about federal and state laws, reflect on, and articulate their own ideas or interpretations of those laws in online discussions.
9. Present an advocacy perspective that will empower students to advocate for children with special needs, now and when they eventually become teachers.	As part of their mini ecological study (ref. assignment #1), students will develop and improve an advocacy plan to support special needs children and their families.

	BMCC General Education Goals: (Checked goals indicate college-wide goals that will be covered and assessed in ECE 201.)	Measurements (means of assessment for general education goals listed in first column)
<input type="checkbox"/>	1. Communication Skills- Students will write, read, listen and speak critically and effectively.	Mini ecological study; reflection papers; site visit reports; tool analysis; online discussions; and rubrics
<input type="checkbox"/>	2. Quantitative Reasoning- Students will use quantitative skills and the concepts and methods of mathematics to solve problems.	
<input type="checkbox"/>	3. Scientific Reasoning- Students will understand and apply the concepts and methods of the natural sciences.	
<input type="checkbox"/>	4. Social and Behavioral Sciences- Students will understand and apply the concepts and methods of the social sciences.	Mini ecological study; reflection papers; site visit reports; tool analysis; online discussions; and rubrics
<input type="checkbox"/>	5. Arts & Humanities- Students will develop knowledge and understanding of the arts and literature.	
<input type="checkbox"/>	6. Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies.	
<input type="checkbox"/>	7. Values- Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Mini ecological study; reflection papers; site visit reports; tool analysis; online discussions; and rubrics

Required Text & Readings:

Hunt, Nancy & Marshall, Kathleen. (2002). *Exceptional Children & Youth*. 4th Edition. New York: Houghton Mifflin.

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Use of Technology:

Evaluation & Coursework Requirements of Students:

E-Portfolio:

This semester you will continue working on your digital portfolio. Your portfolio is a record of your work in Teacher Education at BMCC and will accompany you as you continue your education beyond BMCC. It will include evidence of your knowledge, skills, and dispositions in these five areas: 1. Child Development and Learning; 2. Family and Community Relationships; 3. Observation, Documentation, and Assessment; 4. Teaching and Learning; 5. Professionalism

In this class, you will work on several standards in your portfolio:

1. You will reconsider your philosophy statement (standard 5) to identify and involve oneself with the early childhood field.
2. You will work on Standard 2 (Family and Community Relationships) of your portfolio to demonstrate that you understand the need for respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning, you will reflect on NAEYC standard 2 and add an artifact.
3. You will work on Standard 3 (Observation, Documentation, and Assessment) to demonstrate understanding the goals, benefits, and uses of assessment and knowing about assessment partnerships with families and other professionals.

Outline of Topics: Please, refer to the course map.

Teacher Education Department Student Professionalism Policy Statement:

In ECE 102 students in the Teacher Education Department received the professional policy statement. In this course, you will continue to explore professionalism as you develop your knowledge of becoming an early childhood educator. The policy is summarized here. The Teacher Education Department of Borough of Manhattan Community College requires that all students conduct themselves in a professional manner during class, site visits, internships, course related activities and interactions with members of the Teacher Education Department. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics (NAEYC 2005). Students are required to read, sign, and receive a copy of the Teacher Education Student Professionalism Policy. Students agree to abide by these policies and understand the ramifications of failure to abide by these policies. If you have any questions concerning this policy please contact me or a faculty member of the Teacher Education Department.

College Attendance Policy:

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

Academic Adjustments for Students with Disabilities:

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement:

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is

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identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Prof. Jean Y. Plaisir
 TED @ BMCC
 ECE 201-981WI—Spring 2010
 Online Interface Only

OUTLINE OF TOPICS

Weeks and Weekly Assigned readings	Weekly Topics & Assigned Readings	Discussion Board Questions	Assignments & Due Dates
Week 1 Read chapter 1 in Hunt and Marshall	(1) Getting started with course BlackBoard: --Familiarizing yourself with course features; --Accessing lectures and course materials; --Creating your own BlackBoar pages (2) Covering chapter 1: Early history of Special Education	(1) What sorts of inspirations and/or practices might today's educators draw from the legacy of special education pioneers in order to help special needs children achieve in our schools?	(1) Click on Tools and select Homepage in order to create your web page, and provide information about yourself, your interest, and your goal(s) in the course. (2) Group Exercise: Use the Special Education History PowerPoint template to introduce a historical figure in Special Education and provide some information about his/her accomplishments or legacy in the field. Why should special education teachers today know about this pioneer?
Week 2 Read chapter 2 in Hunt and Marshall	(1) Early intervention strategies for special needs children	(1) Who are the special needs children in your neighborhood? How would you go about identifying those children?	Begin your Mini Ecological Study; click on Assignments to view the assigned tasks. Submit your completed to me via Turnitin.com
Week 3 Read chapter 3 in Hunt and Marshall	(1) Applying and examining Eco-cultural theory in the special education classroom	(1) Based upon your personal observations, how does our society treat people with special needs? (2) If you could change one thing in favor of children with special needs, what would that be?	--Share your family map with your group.
Week 4 Read chapter 4 in Hunt and Marshall	Assessing children with learning disabilities	Compare and contrast the Federal government definition of learning disabilities with that of the Association of American Psychiatrists?	Submit your Mini Ecological Study to Turnitin.com; --Use the formal written assignment rubric to assess your peers' reports and provide the authors some feedback to improve their work.
Week 5 Read chapter 5 in Hunt and Marshall	Supporting children with mental retardation	What is your view of the Federal government definition of mental retardation? Do you find that definition adequate? Explain.	Analyze an assessment tool that is widely used in special education settings. Refer to Assignment section on BlackBoard.com
Week 6 Read chapter 6 in Hunt and Marshall	Supporting children with severe disabilities	What do you think is the most important component of an (IEP)? Explain.	Start writing your tool analysis report. Do a first draft based on key observations from your preliminary assessment.

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<p>Week 7 Read chapter 7 in Hunt and Marshall</p>	<p>Applied behavior analysis (ABA) techniques in the special education classroom</p>	<p>Is there a link between some types of vaccines and autism? Watch 2 short films and autism and share your thoughts on the controversy.</p>	<p>Watch 2 short films on autism spectrum disorder.</p>
<p>Week 8 Read chapter 8 in Hunt and Marshall</p>	<p>Supporting children with hearing and vision impairments</p>	<p>Compare and contrast IEP forms A and B. Which form would you feel most comfortable using? Why?</p>	<p>Start your tool analysis assignment.</p>
<p>Week 9 Read chapter 9 in Hunt and Marshall</p>	<p>Supporting children with speech and language pathology</p>	<p>What would you advise a first-year teacher to do if s/he observes unusual phenomena among young children in an ECE environment?</p>	<p>Keep working on your tool analysis paper.</p>
<p>Week 10 Read chapter 10 in Hunt and Marshall</p>	<p>Introduction to American Sign Language and speech</p>	<p>Do you see limitations in American Sign Language as a communication system? Please, explain.</p>	<p>Tool analysis assignment due.</p>
<p>Week 11 Read chapter 11 in Hunt and Marshall</p>	<p>Developing adaptive strategies to support children with special needs</p>	<p>What are some pitfalls to avoid when assessing children who use assistive technologies in the classroom? Please explain.</p>	<p>Begin your classroom observations.</p>
<p>Week 12 Read chapter 12 in Hunt and Marshall</p>	<p>Supporting children with physical disabilities and health impairments</p>	<p>Prepare a PowerPoint presentation to demonstrate what you learned by observing a classroom teacher.</p>	<p>Prepare and post a short PowerPoint presentation (10 slides) to summarize findings in your classroom observation report. Post your PowerPoint presentations in your Discussion Groups on BB8.</p>
<p>Week 13 Read chapter 13 in Hunt and Marshall</p>	<p>Supporting gifted & talented children</p>	<p>Do you find the digital portfolio of any use in your process as a teacher? Please, explain.</p>	<p>Select and proofread completed assignments for inclusion into your e-portfolios—as part of your final project.</p>
<p>Week 14 Read chapter 14 in Hunt and Marshall</p>	<p>Updates in Special Education</p>	<p>Request feedback on your digital portfolios. Send links to your parents, friends, and professors.</p>	<p>Focus on digital portfolios.</p>
<p>Week 15 Read chapter 15 in Hunt and Marshall</p>	<p>Updating digital portfolios</p>	<p>Reflect on your experiences taking this online course: a) what did you like and/or dislike about taking the course online? b) what would you recommend for improving this online course? c) what advice would you give to students who are thinking about taking a course online?</p>	<p>Final project is due.</p>