Red Deer College Early Learning and Child Care

Course Outline
ELCC 325 EC: Children with Special Needs

Spring 2017

Class Times: Asynchronous on RDC Blackboard. This is an online course that is self-paced within spring term guidelines, with due dates for evaluation activities.

Location: Asynchronous on RDC Blackboard

Instructor: Dr. Donna Morrison, donna.morrison@rdc.ab.ca

Contact Information:
Phone: 403-342-3400
Email: Please use the Blackboard Messages tool for this course

For emergencies and time sensitive messages: donna.morrison@rdc.ab.ca

Office Hours: By appointment

The official way for RDC to contact students is through RDC email. It is each student’s responsibility to check their RDC email regularly.

Course Description
Care and education of children with special needs in inclusive environments. Exploration of both developmental and behavioural program strategies to deal with children’s exceptionalities. Emphasis on team planning with families and professionals.

Prerequisites and Credit Hours: ELCC Certificate or by permission or consent of the department.

I. Learning Outcomes

At the conclusion of this course the student will be able to:

- Discuss historical perspectives, personal attitudes, government policies, and program models used with children who have special needs.
- Choose and demonstrate appropriate methods for recording the developmental progress of children with special needs.
- Compare the characteristics of programs that support inclusion with those that support integration or segregation for children with special needs.
- Demonstrate written program planning that supports the inclusion of children with special needs in homes, programs, and communities.
- Describe the roles and responsibilities of various professionals who support children with special needs and their families.
• Develop and write short term objectives and appropriate strategies in order to achieve predetermined long term goals.
• Recognize when adaptations and modifications are required to accommodate children with special needs and know where to access this additional support.
• Identify healthy strategies for developing relationships with and supporting families of children with special needs including the use of advocacy.
• Identify, consult and synthesize references in order to locate and utilize appropriate information on a topic connected to working with children with special needs.

II. Topics

Unit 1: Special Needs – Yesterday and Today
Unit 2: Programming Approaches
Unit 3: Assessment – Observing, Screening, and Evaluating
Unit 4: Goals, Objectives and Strategies
Unit 5: Individual Program Planning
Unit 6: Supporting Children in Inclusive Environments
Unit 7: Accommodations and Modifications
Unit 8: Promoting Communication Skills
Unit 9: Supporting Social Emotional Development
Unit 10: Meeting Behavioral Challenges
Unit 11: Building Parent Partnerships
Unit 12: Collaborating in Advocacy

III. Learning Activities

All learning materials are online and include: audio visual lectures using power point presentations, both narrative stories and print lectures with audio, video clips, web links, and learning activities. After each unit submission, the instructor provides feedback using the Blackboard Blog. Students have the opportunity to respond or to create their own blog entry.

IV. Required Texts and Written Materials

Textbook:
This textbook is available online through a pdf document.

Online Materials:
Videos, handbooks, and print resources from web sites are on the ELCC 325 EC Blackboard site.

V. Material and Special Fees

EC courses at RDC are assessed a fee of $50.00 for technology costs.
VI. Assignments and Timelines

All evaluations MUST be submitted by the last day of class – June 16, 2017.

<table>
<thead>
<tr>
<th>EVALUATION ACTIVITIES</th>
<th>DUE DATE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>Units 1 &amp; 2: Discussions</td>
<td>MIDNIGHT on Sun. May 7</td>
<td>75%</td>
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<tr>
<td>Units 3 &amp; 4: Quizzes</td>
<td>Sun. May 14</td>
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<tr>
<td>Units 5 &amp; 6: Discussions</td>
<td>Sun. May 21</td>
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<tr>
<td>Units 7 &amp; 8: Quizzes</td>
<td>Sun. May 28</td>
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<tr>
<td>Units 9 &amp; 10: Quizzes</td>
<td>Sun. June 4</td>
<td></td>
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<tr>
<td>Units 11 &amp; 12: Discussions</td>
<td>Sun. June 11</td>
<td></td>
</tr>
<tr>
<td>Assignment Choice</td>
<td>Fri. June 16</td>
<td></td>
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<tr>
<td>Final Examination</td>
<td>TBA 6:00 – 9:00 PM</td>
<td>25%</td>
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Students are strongly encouraged to keep copies of all of their evaluation activities until they are graded, and all of their graded assignments until course grades are finalized at the end of the term.

**Unit Quizzes:** Six units are evaluated using open book quizzes containing both objective and written questions. They are based on the outcomes listed for each of the six units and completed and submitted online.

**Discussion Postings:** Six units are evaluated using discussion postings based on the outcomes listed for each of the six units. They are completed on the Discussion Blackboard tool. A rubric is used to mark each posting.

**Assignment:** Two possible projects are provided – both involve hands-on exploration of a particular topic and students can select the assignment of their choice to complete the assignment. The same rubric will be used to mark each assignment choice.

**Final Examination**
The final examination will be based on the content covered in each of the 12 units. The final examination is “closed book” and will be supervised at RDC, or students may arrange for online invigilation.

VII. Evaluation Guidelines

1. This course will be evaluated according to the College Grading System outlined in the RDC Calendar. The Red Deer College Distance Learning Final Examinations Policy will be followed.

2. **Late Assignment Policy:** All evaluations must be submitted on Blackboard on or before MIDNIGHT on due dates. If you are unable to complete an evaluation activity on time, you must ask permission to submit it late, preferably at least one day in advance. The instructor may decide not to allow a late submission. If permission is granted, an automatic deduction of one full grade or 10% will be made (i.e. from 78% down to 68%, from 16/20 to 14/20).
3. **Instructor Commitment:** Students can expect individual online assignment marks, as well as feedback within one week of their submission.

4. **The Student Misconduct: Academic and Non-Academic Policy (Plagiarism) is in effect.**

   Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else.

   The complete policies are available on the RDC policies web site: Appeals Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy.

   Individual instructors determine how grades will be assigned to each assignment or test in a course and will communicate this information to students.

   Following are examples of how this may be done:
   - A letter grade may be assigned holistically with written comments to support the evaluative decision.
   - Students may receive a number of points for the assignment, which then would be converted to a letter grade.
   - Grids identifying a percentage grade and/or grade range for each letter grade increment may be developed for a particular assignment and/or test. Points or percentages of several small assignments or tests may be "clumped" and letter grades then assigned.

   **Final grades** will be given as a letter as per the College policy and using the following conversion:

   - A ....................≥93
   - A- ....................≥88
   - B+ ....................≥83
   - B ....................≥78
   - B- ....................≥73
   - C+ ....................≥68
   - C ....................≥63
   - C- ....................≥58
   - D+ ....................≥53
   - D ....................≥50
   - F ....................≤49

<table>
<thead>
<tr>
<th><strong>A - EXCELLENT</strong></th>
<th>outstanding performance</th>
<th>with strong evidence of:</th>
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<tr>
<td></td>
<td></td>
<td>- a comprehensive grasp of the subject matter</td>
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<td>- a good capacity for original, creative, and/or logical thinking</td>
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<td>- an excellent ability to organize and to synthesize ideas and to express these in a coherent and concise manner</td>
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<tr>
<td>Grade</td>
<td>Description</td>
<td>with evidence of:</td>
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| B - GOOD | above average performance | - a substantial knowledge of the subject matter  
- a good understanding of and familiarity with the relevant concepts and techniques  
- some capacity for original, creative and/or logical thinking  
- an above average ability to organize and to synthesize ideas and to express these in a coherent and concise manner |
| C - SATISFACTORY | average performance | - an acceptable basic grasp of the subject matter  
- adequate understanding of and familiarity with the relevant concepts and techniques  
- many small flaws and/or a major error/omission in the assignment |
| D - RDC PASS ONLY | not always transferable | an unacceptable standard with evidence of any of the following:  
- little familiarity with the subject  
- analytical skills inadequately developed  
- little understanding of the concepts and techniques involved  
- little competence in basic skills |
| F – FAIL | | - inadequate performance in most respects |

+, - will be used to indicate standings within categories.

**NOTE:** A grade of “A” will generally be the top grade in a course, with “A+” being reserved for recognition of exceptional achievement. An “A+” grade will only be given at the end of the term to students with outstanding levels of achievement. No “A+” grades will be given for assignments, quizzes, and tests during the term.

**NOTE:** Plagiarized work may result in the assignment of an F and could also result in expulsion from the course. This of course includes any unreferenced passages taken from the internet. APA referencing is to be used.

**VIII. Changes to the Course Outline**

It is the student’s responsibility to be familiar with the information contained in the course outlines and to clarify any areas of concern with the instructor.

Changes to the Course Outline may be made after the first day of the course. This must be done by class consensus. These changes are then subject to review by the Associate Dean for completeness and consistency with all college policies.

Students should refer to the Appeals: Formal Policy, Appeals: Informal Resolution.
Policy, and Student Misconduct: Academic and Non-Academic Policy should they have questions or concerns about the Course Outline that cannot be resolved with the Instructor.

Students should retain course outline for each of the classes they have completed, as these may be required when transferring to a different program or continuing their education.

IX. Support Services

All RDC students can access the following free support services: Services for students with disabilities (students are responsible for registering for these services early in the term). Classroom learning resources may be available to students in alternate formats.

Academic Resources on Campus
Visit the Student Life tab or the Learning Supports tab on the Loop at www.rdc.ab.ca for information on the following services. Learning Support (Library Information Common)

- Writing Skills Centre (403-342-3264)
- Math Skills Centre
- Learning Strategies (note-taking, studying and exam-writing strategies)
  learn_help@rdc.ab.ca
- Peer Tutoring (one-on-one tutoring by students)
  http://rdc.libguides.com/peertutors
- Peer-Assisted Study Sessions (PASS) (student-led study groups)
- Prescreening and referral for learning disabilities
- Computer basics

Disability Resources (Library Information Common; 403-357-3629)

- Coordination of services (tutoring, alternate format text, note-taking etc.)
- Academic accommodations, including exam accommodations
- Accessibility issues
- Funding information and referral

Counselling and Career Centre (Room 1402; 403-343-4064)

- Personal counselling
- Career counselling
- Employment and Career Services (resumes, job postings, etc.)

X. Add/Drop and Withdrawal Dates

The last day to add/drop is May 5, 2017. The last day to withdraw without academic penalty is June 16, 2017
XI. Prior Learning Assessment

This course may be eligible for Prior Learning Assessment. Students should refer to the RDC College Calendar for a list of excluded courses.

Associate Dean: [Signature] Date: April 25, 2017