

I. COURSE DESCRIPTION:

With assistance from a Learning Specialist, the CICE student will partake in this course, and will develop a basic understanding of various disabilities. The CICE student will acquire skills to be able to assist with planning for individual needs, while working with the Educator to support the needs of the entire group in an inclusive environment. The focus is on using a team approach, with active family involvement to support the child with special needs in inclusive educational settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. **contrast historical trends of special education to current methods of inclusion based on a collaborative/developmental model.**

Potential Elements of the Performance:

- summarize the rationale for early intervention and inclusion
- recognize best practices for inclusive early childhood programs
- outline Canadian legislation which impacts on individuals with special needs
- have a basic knowledge of inclusive practices and special needs care to ensure safe programming for all children

2. **delineate the causal factors for specific disabilities**

Potential Elements of the Performance:

- Be familiar with the major categories of exceptionalities
- Recognize the causes and incidence for specific disabilities
- outline the impact on the child's development as well as the implications for early childhood educators

3. **Be aware of the factors which contribute to an effective learning environment for children with special needs within the inclusive setting**

Potential Elements of the Performance:

- Recognize environments
- Begin to compare ways for helping children with developmental problems expand and increase cognitive, language, self-care, social/emotional and physical skills

- Demonstrate awareness of the process of developing an IPP (Individual Program Plan)
- Be aware of skills early childhood educators can utilize to promote positive learning experiences for young children with special needs
- Be familiar with issues that are common among families of children with special needs
- Demonstrate awareness of strategies that educators can utilize to effectively support families of children with special needs

4. **investigate various exceptionalities and plan curriculum activities for children with special needs**

Potential Elements of the Performance:

- choose an area of interest and research thoroughly and discuss appropriate supports that can be provided by educators
- Be familiar with how to adapt activities that take into consideration the principles of universal design so that these activities can be engaged in by all children, regardless of their developmental needs

5. **act in a professional manner**

Potential Elements of the Performance:

- Contribute one's own ideas, opinions and information while demonstrating respect of those of others
- Communicate clearly, concisely, and effectively in written, spoken, and visual form
- Work collaboratively with others
- Take responsibility for one's own actions, decisions, and consequences
- Use an accepted standard of writing, grammar, spelling and format to all submitted documents.
- Cooperate fully with policies and procedures outlined in the Student Code of Conduct Demonstrate reflective practice.

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Historical perspective, legislation and current approaches
2. Partnering with Families and Facilitating Program Transitions
3. Preparing Educators to provide inclusive environments
4. Classifications of developmental differences
5. Cognitive Differences
6. Sensory Differences – Vision and Hearing
7. Language, Speech and Communication Differences
8. Orthopedic and Health Problems
9. Social, Adaptive and Learning Disorders
10. Individual Program Planning

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests **30%**

Two tests at 15% each. Dates for tests will be announced in class and posted on LMS.

*As per the testing policy, Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor and Learning Specialist prior to the start of the test. An alternative date must be arranged before the next class.*

Active Experiential Learning/Collaborative Teams/Class Preparation Notes **30%**

You will be assigned a collaborative team that you will work with for the entire semester. This will involve working within a collaborative team to complete Active Experiential Learning (AEL) activities related to course topic areas. You will be expected to actively engage in discussion within your collaborative team. Some classroom learning will occur in the form of workshops that are delivered from professionals in the community.

As part of this evaluation factor, you will also be submitting “Class Preparation Notes”. These must be submitted at the beginning of class in order to be evaluated. The process for submission will be discussed in class and posted on LMS.

If you are not present or you do not bring all the necessary materials (i.e. textbook, class preparation notes) or you are not fully participating for any of the activities, this will impact your grade in this evaluation factor.

Research Project on an Area of Special Need **30%**

Students will research a child with a particular need. This will involve gathering information on the disability and how this impacts on the young child's development. Strategies will be proposed for ways that the early childhood educator working in an inclusive setting can support this child to achieve his/her full potential. This is a process assignment and components will be submitted over the course of the semester. Requirements will be communicated in class and posted on LMS.

"Best for Kids" workshop **5%**

The **"Best for Kids" workshop** will occur in October, in the evening, outside of class time. The date and location will be announced in class and posted on LMS.

Professional/Reflective Practice **5%**

You will be engaging in professional/reflective practice. This will encourage you to actively reflect on what you have learned and to develop professional practices that will enhance the learning process. This will be completed twice during the semester. This assignment and due dates will be explained in class and posted on LMS.

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If assignments are late, both the following steps must be taken in order for the assignment to be evaluated;*
 1. *Assignments that are late are to be handed in to Room E3207 (slip under the door).*
 2. *The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word or PDF format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.*
- *Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal. NOTE – The Learning Specialist will assist the CICE student with APA formatting.*
- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
- *Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.*

- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the

- expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within any classroom discussions that occur in any of their courses.
 4. Students are expected to be prepared each day with all assigned work due completed.
 5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behaviour, or any other behaviour deemed disruptive continues, the student(s) will be asked to leave the class room.
 6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
 7. Students are expected to participate fully within class activities.
 8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
 9. Students are responsible for putting their own items in the "garbage" / recycling bins.
 10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
 11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
 12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

Your professor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow.

Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.