



Florida Gateway College
Spring (B8) 2020
Survey of Disabling Conditions of Young Children

Course Number	EEX 2013-3I1 (online)
Date	February 27 th – April 27 th
Instructor	Danielle Jennings, Ph.D. – Teacher Preparation Programs Academic Programs (850) 566-0375 danielle.jennings@fgc.edu Virtual office hours through email, phone or text Wednesdays 7:00 –8:00 pm or by appointment

PREREQUISITE:

None

COURSE DESCRIPTION:

This course introduces students to examples of atypical child development and disabling conditions in young children and issues related to the care and education of exceptional children.
 3 credits

STATE STANDARDS:

- Standard 1: Knowledge of child development from conception to age 8
- Standard 3: Knowledge of contemporary research, trends, and issues in early childhood
- Standard 6: Knowledge of curriculum and developmentally appropriate instructional practices
- Standard 8: Knowledge of children and families requiring special services
- Standard 9: Knowledge of screening, assessment, and evaluation

NAEYC STANDARDS:

- Standard 1: Promoting child development and learning
- Standard 2: Building family and community relationships
- Standard 3: Observing, documenting, and assessing to support young children and families
- Standard 4: Using developmentally effective approaches to connect with children and families

REQUIRED READINGS/TEXTBOOKS:

Howard, V.F., Williams, B.F., Miller, D. and Aiden, E. (2014). *Very young children with special needs* (5th ed.). New Jersey: Pearson. ISBN: 13: 978-0-133-39992-9

APPLICABLE LEARNING RESOURCES:

Published materials, videos, and websites are embedded in weekly course modules as applicable to the week's content and assignments.

LEARNING ACTIVITIES:

Syllabus Quiz: Within the first three (3) days of class, you are required to complete and submit the Syllabus Quiz. 5 points

Introduction Discussion: Within the first three (3) days of class, you are required to post an introduction of yourself on the course discussion board. 5 points

Discussion Board: You have six Discussion Board posts throughout the semester.

- First, you must post an initial response to the assigned topic under the appropriate board by **Wednesday, 11:59 pm**.
- Then, you must post **2** peer responses by Sunday, 11:59 pm. You must choose to respond to classmates that have fewer than 2 responses already, so that everyone gets responses. If you log in and everyone already has 2, then you must choose someone that has fewer than three, and so on.
- **Your initial post must be thoughtful and relevant to the assigned topic and a minimum of 100 words: post to peers must be a minimum of 70 words.** These responses to peers should be on topic and relevant, and asking questions for clarification (and to keep the conversation moving) is a good idea. The purposes of the discussion board assignments are to share your knowledge and help expand other people's thinking.
- Your initial post is due earlier in the week than your responses to peers so that everyone has a chance to read and think about what has been written.
- Late posts are not accepted due to the collaborative nature of the discussion forums.
- 10 points each (60 points total)

Weekly Writing Assignments: You have six writing assignments related to the weekly topic. The focus of each assignment is working with young children with disabilities. Papers should be approximately one page in length and double-spaced. You must reference your textbook as well as other texts and Internet resources for supplemental information. These papers should be no less than one page and no more than 1 ½ pages long. You are expected to use professional level writing, on topic, and edited for spelling, format, and grammatical errors. All reference information that is not your own words must be cited and listed as references on a separate page in addition to the required page length for the paper. 20 points each (120 points total)

Website Research Report: Throughout the semester, you will research four websites related to young children with disabilities and write reports on your findings. Each assignment requires specific information about the organization sponsoring the site, a comprehensive description of the type of information available to the reader, and the target audience for each site. You will develop a critical analysis of the information provided, including usefulness, sources of the information, and key areas of focus. Finally, you will identify one resource on the website of benefit or appropriate for teachers, caregivers, and/or parents of young children with disabilities, and describe a method for dissemination of the information. You will identify a different method

of dissemination for each website you research. Your research reports must be a minimum of 150 words and double-spaced. 15 points per website (60 points total)

Exams: This course has two exams based on the textbook. They consist of multiple choice, true/false, matching, short answer, and/or essay questions. Both exams are open book. Once you start an exam you must complete it; you cannot save your answers to return to it at a later time. 50 points each (100 points total)

Expectations: All your assignments will be professionally written in an academic format, at a minimum using complete sentences with correct grammar and spelling. Your scores will be lowered for incomplete, incorrect or poorly written work.

GRADING SCALE:

Grade	Percentage (%)	Point Total
A	90 – 100	315 – 350
B+	87 – 89.9	304 – 314.9
B	80 – 86.9	280 – 303.9
C+	77 – 79.9	269 – 279.9
C	70 – 76.9	245 – 268.9
D+	67 – 69.9	234 – 244.9
D	60 – 66.9	210 – 233.9
F	≤ 59	0 – 209.9

Grading is based on the following:

Item	Points
Syllabus Quiz	5
Introduction Discussion	5
Weekly Discussion Board (10 x 6)	60
Weekly Writing Assignments (20 X 6)	120
Website Research Reports (15 X 4)	60
Exams (2)	100
Total Points Possible	350

COURSE POLICIES:

- LATE WORK
 - While you are expected to submit all assignments by the due date, late work will be accepted up to one (1) week late and scored at 85%.
 - Because of their collaborative nature, discussion board posts will not be accepted late. However, if you miss the deadline for an initial post, you should still write it. This will allow peers to reply. You can complete the last part of the discussion and respond to those peers for partial credit.
- ATTENDANCE
 - You must complete and submit the Syllabus Quiz within the first five (5) days of class. Completing the Syllabus Quiz indicates you have received and read the syllabus, have accepted the requirements of this course, and intend to continue enrollment. Students who do not take the Syllabus Quiz will be considered non-

participating, which may result in being dropped from the course or receiving a grade of “F”.

- **NO ASSIGNMENTS WILL BE SCORED IF YOU HAVE NOT COMPLETED THE SYLLABUS QUIZ**
- This course is entirely online. **It is your responsibility to have regular access to the Internet and a reliable working computer in order to be successful in this course.**
- You **MUST** sign-in and participate at least once a week. Otherwise, it will be counted as an absence. Students are allowed to have one absence for the semester. For each additional absence, five (5) points will be deducted from your final score. Your level of activity in the course will be monitored.
- **EMAIL**
 - It is your responsibility to communicate with me if something is confusing or unclear. If there are no questions, I will assume that there are no issues. It is always better to ask.
 - Email is the best way to communicate with me. Emails received between 9:00 pm and 7:30 am will not be answered until after 8:00 am the next day. Please note that it may take up to 24 hours for me to respond.
 - If I email you with a question, I expect a response within 24 hours. It is your responsibility to let me know if you are going to be out of contact for an extended period of time. Special consideration will be given for weather related events that may disrupt communications. Not communicating with me may result in loss of points due to non-participation/ unprofessional behavior.
 - Emails regarding coursework need to be sent through Canvas email. Do not send emails from your personal address. Any emails you receive from the college or your advisor will be sent to your Wolves email; therefore you need to check both daily. If you have trouble accessing either account, contact the Technology Help Desk at (386) 754-4408. The Help Desk is available Monday – Thursday, 8:00 am – 8:30 pm and Friday, 9:00 am – 4:30 pm.
 - All communication with classmates and myself must be civil and respectable. I welcome questions and feedback but will not tolerate disrespectful or derogatory comments. I reserve the right to deduct professionalism points for any and all occurrences of unprofessional behavior or communication. Additionally, if the behavior continues, formal disciplinary action may result.
- **COURSEWORK**
 - This course will utilize the module view in Canvas. If you are not following the modules, you will miss content. You can change the settings in Canvas so that your home screen for our course is the Modules, and you can “close” modules as you complete them.
 - This course is entirely online. Therefore, it is your responsibility to schedule study and work time. You can expect to spend an average of 10-15 hours per week on coursework for each course you are taking.
 - Again, because the course is entirely online, you need a reliable computer and Internet connection. There are many features of Canvas that will not be supported by a phone or a tablet. It is advised that you do not wait until the due date to work on assignments, just in case your computer, Wi-Fi, Internet, or other technology fails to cooperate. Starting early gives you time to find alternate means of completing assignments.

- Unless otherwise stated, all assignments must be typed and submitted through Canvas. **Assignments submitted via email will not be accepted.**
- Standard spelling and grammar are expected on all assignments. While I am a bit more lenient with discussion boards, I do take off points for spelling and grammar. If this is not one of your strong suits, please use a word processing program that has a grammar check (Microsoft Word has it built in, but it sometimes needs to be turned on) or getting a subscription to a grammar checker (i.e., Grammarly). Another idea is to have someone else proofread your papers.
- Plagiarism will not be tolerated. You must submit original work. You are expected to include information from your reading and outside resources; therefore, you will need to give these sources credit. Additional information can be found in the Academic Honesty and Citation Formats for Assignments sections of this syllabus.
- Paper formatting, as well as writing citations and references, will follow APA guidelines. Additional information can be found in the Citation Formats for Assignments section of this syllabus.

SCHEDULE OF CLASS EVENTS*****Note that initial discussion posts are due Wednesday at 11:59 pm*****

MODULE	READINGS	ASSIGNMENTS	DUE DATE
Week 1: Thursday February 27	Syllabus Chapter 1	Syllabus Quiz Introduction Post Discussion Board #1	Monday March 2
Week 2: Monday March 2	Chapters 2 & 3	Website Research #1 Discussion Board #2 Weekly Writing #1	Sunday March 8
Week 3: Monday March 9	Chapters 4 & 5	Weekly Writing #2 Exam	Sunday March 15
SPRING BREAK: MARCH 13 – 20			
Week 4: Monday March 23	Chapters 6 & 7	Website Research #2 Discussion Board #3 Weekly Writing #3	Sunday March 29
Week 5: Monday March 30	Chapter 8	Discussion Board #4 Weekly Writing #4	Sunday April 5
Week 6: Monday April 6	Chapter 9	Website Research #3 Discussion Board #5 Weekly Writing # 5	Sunday April 12
Week 7: Monday April 13	Chapter 10	Website Research #4 Discussion Board #6 Weekly Writing #6	Sunday April 19
Week 8: Monday April 20	Review	Exam Course Evaluation	Sunday April 26

THE STUDENT SUCCESS CENTER (SSC):

The Student Success Center is located in Building 59. SSC offers a variety of resources for students and faculty. The Success Center has over 60 computers with Internet and limited free printing for students. Copies of reference books, textbooks, access to course specific software, and access to tutors for all levels of math and writing are available in the SSC. Tutoring for other subjects such as Chemistry, Accounting, Anatomy and Physiology, Physics, Spanish, and Public Speaking is available. Please stop by Building 59 for the current tutor schedule. The center also provides space for students to study in subject specific Learning Groups, which provide opportunities for students to work with a tutor on particular competencies and to focus on strengthening their foundational skills. Proctored tests are available in the SSC by professor approval only. SSC offers a PERT preparation Boot Camp for students to strengthen their skills with a personalized study plan. If you have any questions please call (386) 754-4479 or 754-4413, or email sandi.tomlinson@fgc.edu.

SSC also provides 24-hour online tutor services through Tutor.com. This service is accessed directly through students' Canvas courses. Online tutoring is limited to five (5) hours per student per semester. If additional online tutoring time is needed, you must contact Robert Dawson in the Student Success Center by email: robert.dawsonjr@fgc.edu. Extensions will be granted on a case-by-case review of online tutoring sessions.

The TRiO program is also housed in the Student Success Center offering coaching to enhance, navigate, and simplify the college experience. Qualified students may participate in workshops, travel, individualized tutoring sessions and other educational experiences.

The SSC is open during the following hours:

Monday – Thursday	8:00 am to 6:00 pm (All year)
Friday	9:00 am to 4:30 pm (Fall/Spring)
Saturday	10:00 am to 2:00 pm (Fall/Spring)

If you have any questions, you may contact the center by phone at (386) 754-4437, 754-4305, or 754-4307, or by email at robert.dawsonjr@fgc.edu.

GRADESFIRST:

The Office of Academic Advising, located in Building 14, offers early alert to the entire campus through GradesFirst/EAB. Twice during the semester we provide professors with the opportunity to ALERT students of their course progress. This is done through the FGC Wolves email account. Students may receive an email stating their success may be at risk in a specific course. If you receive this email, DO NOT PANIC. Please contact your professor directly, your Academic Advisor, and the Student Success Center. Your professor's information is provided in the email.

Please do not allow yourself to struggle. We are here to help you achieve success. The mission of the Student Success Center is to help encourage and promote your educational journey here at FGC and beyond.

RESOURCE INFORMATION:

If you think you might benefit from the guidance of a professional counselor for any school, work, or life issue, take advantage of the **free, confidential resources of BayCare Behavioral Health**. If you would like to speak to a Counselor over the phone, please call **(800) 878-5470**. It is a safe and secure way to get short-term counseling (up to 3 sessions) on issues including: managing stress/ school, work or life issues/ relationship issues/ family concerns/ anxiety, depression/ grief, trauma, loss/ self-esteem/ substance abuse. **Counseling sessions are completely confidential**. If you are in the need of additional resources please contact the Director of Student Life, Building 7.

ACADEMIC APPEAL; GRIEVANCES; GENERAL COMPLAINT:

If a student wishes to file an academic appeal, grievance, or general complaint, please visit the college's website (www.fgc.edu) for more information. Under Student Resources and Student Complaints/ Appeals, information regarding policy, procedure, and forms related to these topics is provided.

COLLEGE COURSE WITHDRAWAL AND DROP PROCESS:

Students who register for classes are responsible for all fees associated with those classes. Students who decide not to attend or wish to withdraw from a class are responsible for dropping or withdrawing from class by the appropriate published date (see [Academic Calendar](#)). Students, who have not been identified by their professor as never attending, will not be automatically dropped or withdrawn. Any student not dropped or withdrawn by the published dates will remain officially registered, liable for all fees, and assigned an earned grade at the end of the semester.

A course may be dropped only during the published add/drop period. The student may drop the course online through MyFGC or by submitting a form through the office of Enrollment Services. Dual Enrollment students should follow the established dual enrollment drop process.

To withdraw from a course, the student must complete the following before the published withdrawal deadline:

1. Complete the Withdrawal form and submit it to your professor. The professor should sign the form and fill in the last date of attendance.
2. The student must then meet with Dr. Cuthbertson, the Early Childhood Education advisor, who will sign the form.
3. Submit the form to the Director of Financial Aid or one of the Director's designees for signature.
4. Take the signed Withdrawal form to the Office of Enrollment Services for processing before the deadline for withdrawal.

A student will be permitted a maximum of two (2) withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for the course.

Students, who take courses off campus or have extenuating circumstances that prevent submission of Withdrawal form in person, must:

1. Obtain the professor's authorization and last date of attendance via email.
2. Email Dr. Cuthbertson a statement requesting a withdrawal from the course and include the professor's email with the last date of attendance.

3. Dr. Cuthbertson will complete a withdrawal form, attach the emails from the student and professor in lieu of signatures and forward the form to Financial Aid.
4. A Financial Aid representative will complete and sign the form and forward the form to Enrollment Services to be processed.

It is the student's responsibility to ensure that the required documents are submitted to the advisor prior to the designated withdrawal deadline and to understand all financial and academic implications of the withdrawal. Absence from class or merely notifying the professor does not constitute withdrawal. A student who stops attending class without withdrawing will receive a grade from his/her professor.

Critical Dates Spring 2020

Spring B8 Semester Begins	February 27, 2020
Add/Drop Ends	March 2, 2020
First Day of Summer Registration	March 30, 2020
Last day for student initiated withdrawal (before 4:30 pm)	April 14, 2020
Last Day of Class before Finals	April 20, 2020
Final Exams	April 21 – 27, 2020

ACADEMIC HONESTY:

Cheating, plagiarism, bribery, misrepresentation, and fabrication are not permitted and will be dealt with severely. Students should make themselves aware of the student code of conduct found in the Student Handbook.

Plagiarism: For each of the assignments listed in the Learning Activities section of this syllabus, plagiarism is very important to understand. All work should be your own. If you use another person's thoughts, ideas, or words you must give credit to the author. A link to the Florida Gateway College website regarding plagiarism is provided –

<https://www.fgc.edu/students/library/research/>. Here you can watch an informational video.

Plagiarism Definition: A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Quoting oral or written materials including but not limited to those found on the Internet, whether published or unpublished, without proper attribution
- Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authorized by the student
- Unauthorized use of materials or resources
- Prohibited collaboration or consultation
- Submission of paper or academic work purchased or obtained from an outside source

EQUITY AND DIVERSITY:

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, ethnicity, national origin, gender, religion, disability, age, marital status, genetic information, sexual orientation, pregnancy, or any other legally protected status in accordance with the law. The equity officer is Sharon Best, Executive Director of Human Resources, Building 001, Room 116, 149 SE College Place, Lake City, FL 32025, and may be reached at sharon.best@fgc.edu or (386) 754-4313.

DIVERSITY STATEMENT:

The Office of Accessibility Services (OAS) is a resource for both students with disabilities as well as faculty. Students with disabilities in need of academic accommodations must first be registered with the OAS to verify the disability, establish eligibility, and determine reasonable academic accommodations.

After registering with the OAS, students must request their academic accommodation letters be sent each semester to their professors. Upon receipt of the letter, the professor will be available during office hours or via email to discuss the accommodations a student will need during the course.

Students with disabilities who are not registered with the OAS or faculty who may have questions or concerns regarding an accommodation, please contact the office at the following:

In person: Building 14, Room 102
Phone: (386) 754-4393
Email: disability.services@fgc.edu

FERPA STATEMENT:

The Family Educational Rights and Privacy Act (FERPA) provides certain privacy rights to students related to educational records. This information can be found in the College Catalog, at the Office of Enrollment Services in Building 15, or on the college website.

SACSCOC STATEMENT:

Florida Gateway College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate and associate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, or call (404) 679-4500 for questions about the accreditation of Florida Gateway College.

CITATION FORMATS FOR ASSIGNMENTS:

These are the most commonly used formats. Students must use proper citation formats according to the APA Publication Manual (6th ed.). If you have a reference that is not listed, there are multiple sources online for assistance. Two suggestions are:

- 1) <https://www.fgc.edu/students/library/research/>
- 2) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Book:

Author, A. A. (year). *Title of book*. Location: Publisher.

Journal article:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Journal*, *Volume* (number), pages.

Magazine article:

Author, A. A. (year, month). Title of article. *Title of Magazine*, *Volume* (number), pages.

Online magazine article:

Author, A. A. & Author, B. B. (year, month). Title of article. *Title of Magazine*, *Volume* (number). Retrieved from <http://www.websiteaddress.com>

Website: (Identify author if provided or identify publisher as author of website. Year and publisher information is usually given at the bottom of the website.

Author, A. A. (year). *Title of website*. Retrieved from <http://www.websiteaddress.com>