Qatar University
College of Education - Psychological Sciences Department
Course Syllabus

➤**Course Information:**
  Course Title: Early Childhood Motor Learning   **Course Number and CRN**: SPED 416
  Prerequisite: SPED410   **Credit Hours (CR HRS): 3 hours**
  Department: Psychological Sciences
  Class meeting time: **Location:**

➤**Instructor Information:**
  Instructor's name: **Email:**
  Office Hours: **Office Number:**

➤**College of Education Conceptual Framework:**
  *"*Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership".

  College of Education Unit Learning Outcomes (Checked if addressed in this course):
  ❖ **Teaching:**
   1. ☐ **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
   2. ☐ **Pedagogy**: Plan effective instruction to maximize student learning.
   3. ☐ **Technology:** Use current and emerging technologies in instructionally powerful ways.
   4. ☐ **Diversity:** Foster successful learning experiences for all students by addressing Individual differences.

  ❖ **Scholarship:**
   5. ☐ **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
   6. ☐ **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

  ❖ **Leadership:**
   7. ☐ **Ethical Values:** Apply professional ethics in all educational contexts.
   8. ☐ **Initiative:** Lead positive change in education.

➤**Course Description:**
  This course will address physical disabilities in young children with specific attention given to classroom dynamics and ways of accommodating and supporting children with motor disabilities. The course is structured to engage students in developing and implementing strategies that support and accommodate the child's physical needs. This course will highlight current research regarding assessment, intervention and accommodation.

➢ **Course Objectives:**
1. Understand typical and atypical physical development.
2. Identify positive intervention and accommodation supports.
3. Understand how to structure a classroom environment that will promote optimum student engagement in the educational process.
4. Develop intervention plans that reflect best practice.
5. Understand how to assess the effectiveness of an intervention plan.

➢ **Course Learning Outcomes:**
1. Identify the needs of children with motor disabilities.
2. Utilize appropriate strategies to support and accommodate desired outcomes.
3. Understand how classroom environments can be designed to support and accommodate children with motor disabilities.
4. Develop intervention plans that reflect best practices.
5. Evaluate the effectiveness of intervention.

➢ **Textbooks & Readings:**
- Kirk, S., Gallager, J., Coleman, M. R., & Anastasiow, N. (2012). Educating exceptional children (13th ed.). Wadsworth, Belmont, Ca.
- Mulligan, S. (2014). Occupational evaluation: Therapy for children (2nd ed.). Lippincott Williams &   Wilkins: Philadelphia.
- Additional readings provided by the instructor to contextualize the course.

➢ **Supportive Textbooks and references:**
➢ **Supportive Websites:**
- http://www.ldonline.org
- http://www.lewisschool.org
- http://www.vocationallearning.org.u
- http://www.ldresources.com
- http://www.ldonline.org

➢ **Course Requirements:**
1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered "F Absent" if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.

9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➢ **Use of Blackboard:**
1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➢ **Course Matrix:**

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
1-2	4	CO-1	SLO 1	
3	1,2,6	CO-2	SLO 2, 4, 5	Presentation
4	6	CO-3	SLO 1	Intervention Plan
5		CO-4	SLO 1, 5, 7, 8	Midterm and Final Exams
6		CO-5	SLO 2, 4	

➢ **Course Outline:**

Week	Topic	Assignment
1	Syllabus and Course Overview	Presentation – Exams
2	Introduction to physical development in children: Typical and atypical development	
3	Characteristics of children with motor disabilities	
4	Overview of functional assessment	
5	Identifying support and accommodation needs through systematic assessment and observation	
6	**Midterm Exam**	
7 -8	Promoting independence through the use of instructional strategies	Intervention Plan – Exams
9	Classroom management strategies	
10-11	Developing support and accommodation plans	
12	Implementing support and accommodation plans	
13	Evaluating intervention plans	
14	Evidence based practice	
15	Revision	
16	**Final Exam**	

➢ Course assessments (Assignments):

- **Presentation** (15%). about an Motor disorder in early childhood .
- **Interventional Plan** (10 %). Develop a therapeutic plan aims at developing the child's motor skills
- **Midterm Exam** (25%). will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam** (35%). will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➢ Grades distribution:

N	Assessment tools	Grade	Submission date
1.	Presentation	15%	
2	Intervention Plan	20%	
3	Midterm Exam	30%	
4.	Final Exam	35%	
Total = 100			

➢ Grading System:

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➢ Academic Integrity:

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: http://www.qu.edu.qa/students/code-of-conduct

➢ Intellectual Property (IP) violations / Plagiarism:

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone

else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➢ **Dishonesty:**
Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➢ **Student Learning Support:**
The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: http://www.qu.edu.qa/students/support-and-development/student-learning-support

➢ **Success Oasis at the College of Education:**
The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services.For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➢ **Special Needs Support:**
In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at:http://www.qu.edu.qa/students/support-and-development/special-needs

➢ **Student Complaints Policy:**
Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: http://www.qu.edu.qa/students/services/complaints

> A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

➤ Qatar National Professional Standards for Teachers:

1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional Development.
6. Maintaining effective partnerships with parents and community.

Assignment Rubrics

➤ Intervention Plan Rubric

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target
Introduction	Is not helpful in introducing the project.	Lacks clarity or thoroughness.	Provides an informative overview of the project, with some errors or omissions.	Provides an informative, clear, thorough, and logical overview of the project.
Baseline Results	Baseline data is clearly incomplete or inaccurate; carelessness is evident in its collection, recording, or display.	Several errors cause concern about the gathering or recording or baseline data, or it is displayed in a way that makes its meaning unclear.	Baseline data is appropriately gathered, recorded, and displayed with few errors.	Baseline data is appropriately gathered, recorded, and displayed with no apparent errors. Display clearly communicates the source and meaning of the data.
Intervention Plan	Plan is poorly described and has little relationship to baseline data or current research. Pedagogical suggestions are limited and frequently inappropriate.	Plan lacks clarity or the relationship to baseline data and/or current research is lacking. Pedagogical suggestions are limited or not closely aligned with data; little to no use of technology.	Plan is explained adequately and appropriately related to the baseline data and current research. Several appropriate pedagogic approaches are suggested, included some (limited) use of technology.	Plan is clearly and thoroughly explained and clearly based upon baseline data and on current research. Plan includes a range of clearly aligned pedagogical approaches, including technology for teaching and learning.
Citations and References	Citations and/or references are not in APA format or other known style.	Citations and/or references are organized in an accepted style, but not in APA, or several references have omissions or incorrect formatting.	All required source information is present, although there are several errors in APA formatting in citations or references.	Few or no errors in APA formatting in citations or references; none serious. All required source information is present.

➤**Oral Presntation Rubric**

Category	Scoring Criteria	Total Points	Score
Organization	The type of presentation is appropriate for the topic and audience.	1/5	
	Information is presented in a logical sequence.	1/5	
	Presentation appropriately cites requisite number of references.	1/5	
Content	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1/5	
	Technical terms are well-defined in language appropriate for the target audience.	1/5	
	Presentation contains accurate information.	1/5	
	Material included is relevant to the overall message/purpose.	1/5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	1/5	
	There is an obvious conclusion summarizing the presentation.	1/5	
Presentation	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1/5	
	Speaker uses a clear, audible voice.	1/5	
	Delivery is poised, controlled, and smooth.	1/5	
	Good language skills and pronunciation are used.	1	
	Visual aids are well prepared, informative, effective, and not distracting.	1	
	Length of presentation is within the assigned time limits.	1	
	Information was well communicated.	1	
Score	**Total Points**	**10**	

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Pledge

I am the student: -------------------------------------
Course Title: ---

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: ----------------------------------
- ID: --
- Signature: ---
- Date: --

(Please sign this part and hand it in to your instructor).