College of Education and Human Development

Early Childhood Education Program
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ECED 505: Introduction to Early Childhood Special Education
(3:3:0)
Spring 2013
Distance Learning – Online Course

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Course Description

Surveys current knowledge about young children with disabilities within the context of human growth and development and learning expectations during the preschool years. Includes historical factors and legislation affecting service delivery.

Notes: Field experience required.

Nature of Course Delivery

This course utilizes a Blackboard online learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

Learner Outcomes

This course is designed to enable students to do the following:

1. Explore the philosophical, social, cultural and legal factors that have shaped and continue to affect education, and specifically early childhood special education, in the United States.
2. Describe the legal and historical development of the field of special education and in education in general.
3. Discuss issues and trends in special education, including legislation and litigation, including legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, Assistive Technology Act) and use of innovative technology.
4. Demonstrate an understanding of evidence-based principles that influence education, including early childhood special education.

5. Describe factors that place young children at-risk for disabilities.
6. Describe characteristics of major handicapping conditions.
7. Describe the role of assessment in identification, eligibility, and service delivery for young children and their families.
8. Describe current regulations and procedures governing special education to include individualized education program (IEP) development and individualized family service plan (IFSP).
9. Describe disciplinary practices, policies, and procedures and alternative placements in schools.
10. Describe typical settings and service delivery models appropriate for work with infants, toddlers, and young children who are at-risk or who have disabilities and their families.
11. Demonstrate an understanding of models of interpersonal and inter-professional collaboration in working with families on behalf of their young children.
12. Explore the role of students' own personal, social, and cultural experiences and perspectives in their professional decision making.
13. Demonstrate person-first respect and understanding of young children and their families.
14. Consider course topics and readings through the lens of services for children and families from diverse cultural and linguistic communities.
15. Explore social development issues related to major disabling and at-risk conditions.
16. Explain the standards of professionalism related to serving young children with disabilities and at-risk conditions.
17. Analyze current research in the field.

Professional Standards

This course is aligned with the standards established by the Council for Exceptional Children (CEC).

Required Texts

Dunlap, L.L. (2009). *In introduction to early childhood special education: birth to age five*. Saddlebrook, NJ: Pearson. ISBN: 9780205488728

Anderson, W., Chitwood, S., Hayden, D., & Takemoto, C. (2008). *Negotiating the special education maze: A guide for parents and teachers*. Woodbine House. ISBN: 1890627461

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http:// oai.gmu.edu/honor-code/]
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-

established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements of this Online Course

1. The completion of all readings and viewing of all materials posted on Blackboard assigned for the course is assumed. The online environment includes discussions, blogs, and wikis so it is imperative that students keep up with the readings and participate weekly.

2. Students are expected to complete the modules within the designated timeframe. At a minimum, weekly participation in the modules is expected. Incompletion of a module in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be able to meet the timeline, they must call the instructor and leave a message or send an email before the module expires. The following policy is from the university course catalog:

   > Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face/live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity

is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All written assignments prepared outside of class will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 190 – 200	A- = 180 – 189	B+ = 174 – 179	B = 166 – 173
B- = 160 – 165	C = 140 – 158	F = < 140	

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, Early Childhood Special Education Take-Home Final Examination to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be

provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Points Associated with Course Modules 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14 (10 points per module)

Course points are associated with subcomponents of modules.
These subcomponents and associated points are:
Read Chapter (1 point)
Watch Module (1 point)
Application Activity (1.5 points)
Module Quiz (2.5 points)
Reflection Journal Entry (1.5 points)
Network Discussion Board (2.5 points)

Points Associated with Course Modules 8, 9, 15 are assignment-based:

Module 8 – Current Research Wiki – 25 points

With a partner, students will research a current topic/issue in the field of early intervention and early childhood special education. Pairs will research the topic and prepare a Wiki presentation, structured as a Parent Information Session, to help the class better understand the nature of this issue and how it is currently being viewed.

Students will post a teacher/parent friendly article in the Module 8 discussion board relevant to their topic as well as an annotated resource list containing 10 references. Five of the 10 resources will be peer-reviewed research based articles/book about research. The remaining 5 will be teacher/parent-friendly articles/books.

All students are expected to read the posted article for each topic and provide a) one summative comment about what they learned from the article; b) one summative comment about what they learned from the wiki presentation; and c) one question relevant to the topic.

Critical issues examples include the following: Over-representation of African American children in special education; services to children whose home language is other than English; services for young children with autism; inclusive services in early education; challenging behaviors; response to intervention (RTI); transition; assistive technology.

Module 9 – Professional Ethics Paper – 10 points
Students will review the GMU CEHD Professional Dispositions at
http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf and Professional Standards from NAEYC and DEC, as well as the Code of Ethics of each of these professional organizations. Reflecting on readings, class discussions, and their own knowledge about children, families, instruction, and early childhood practices, they will develop five (5)

professional ethics/ standards of professionalism related to serving culturally, linguistically, and ability diverse young children with disabilities and their families that they will strive to honor and abide by as they work in the field of early childhood special education. Each ethic should have a brief but thorough rationale accompanying it. Students do not need to cite specific research, but it should be clear to the reader that the student's values are informed by his/her studies and professional experiences. This paper should have an introduction and conclusion in narrative format. The paper should be less than 3 pages in length.

Module 15 – Performance Based Assessment: Early Childhood Special Education Take-Home Final Examination – 35 points

This is the NCATE 1 Content-Based Assessment that shows evidence of meeting CEC Standards. This assignment must be submitted on TaskStream. *See the assessment description and scoring rubric provided in the module.*

Reflection of Field Experience -10 points

Students will respond to the following questions about the early childhood special education classroom setting they observed during their field experience:

1. What is the classroom routine?

2. What is the classroom environment? Please include the following:

    a. How is the room physically arranged?

    b. What centers are present?

    c. What visual information is present? Is it too little or too much?

3. How does the classroom provide opportunities to develop cognitive, language, social-emotional, fine motor and gross motor skills?

4. What accommodations or adaptations are used for children with disabilities?

5. What would you do differently as a teacher? Consider the following areas: the classroom routine, the environment's arrangement, the provision of opportunities to develop skills in all the domains and in the availability of accommodations and adaptations for children with disabilities?

ECED 505: Module Schedule and Topics*

Module Available	Topic	Module completion by 11:59 pm
1: Jan 22 – Feb 5	Early Childhood Special Education and Early Intervention – History and Legislation	February 5
2: Jan 29 – Feb 12	Collaboration in ECSE / EI	February 12
3: Feb 5 – Feb 19	Evaluation, Assessment, and Eligibility	February 19
4: Feb 12 – Feb 26	IEP & IFSP – Team, Meetings, Content, Outcomes, and LRE	February 26
5: Feb 19 – Mar 5	Intervention Process	March 5
6: Feb 26 – Mar 19	IDEA: Discipline, Procedural Safeguards, Due Process	March 19
7: Mar 5 – Mar 26	Early Intervention Transitions	March 26
8: Mar 19 – Apr 30	Current Research	*April 30*
9: Mar 19 – Apr 9	Professional Ethics and Evidence Based Practice	April 9
10: Mar 26 – Apr 16	Communication / Language Disabilities	April 16
11: Apr 2 – Apr 16	Cognitive Disabilities	April 16
12: Apr 9 – Apr 23	Motor and Adaptive Disabilities	April 23
13: Apr 16 – Apr 30	Social Emotional Disabilities Behavior Management	April 30
14: Apr 23 – May 7	Sensory Disabilities Health Impairments	May 7
15: Apr 23 – May 14	Performance Based Assessment – Case Study Take Home Final Examination	May 14

Early Childhood Special Education NCATE Assessment 1 Content-Based Assessment
Early Childhood Special Education Take-Home Final Examination

Early Childhood Special Education NCATE Assessment 1 Content-Based Assessment is the Early Childhood Special Education Take-Home Final Examination in ECED 505 Introduction to Early Childhood Special Education. This assessment shows evidence of meeting CEC Standard Elements 1a, 1b, 1d, and 3a.

Assessment Overview

In this assessment, candidates will analyze and respond to questions about a selected case study to demonstrate understanding of philosophies and theories, laws and policies, diverse points of views, and human issues and their impact on educational services for and treatment of individuals with disabilities. Candidates will do the following:

- Review two case studies and select one to analyze.

- Provide reactions to the case study and identify issues and important aspects to consider.

- Discuss historical, philosophical, and legal issues.

- Discuss developmental issues and expectations and the effects of the child's exceptional condition.

- Discuss assessment, instruction, and classroom environmental issues to consider.

- Discuss cultural and familial issues to consider.

- Discuss contrasting perspectives, including views of the family, school, school system, and other agencies.

- Provide recommendations and next steps.

CEC Standard Elements Assessed

CEC 1a Impact of philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues on the education and treatment of individuals with exceptional needs both in school and society

CEC 1b Impact of philosophies, principles, theories, laws, policies, points of view, and human issues on professional practice, including assessment, instructional planning, implementation, and program evaluation

CEC 1d Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

CEC 3a Effects that an exceptional condition can have on an individual's learning in school and throughout life

Assessment Procedures

Candidates will select one of two provided case studies to analyze and provide a paper that responds to the questions identified in Step Two below. This written response to the case study questions serves as the Early Childhood Special Education Take-Home Final Exam.

Step One: Candidates will review two case studies and select one of the two cases (Raymondo or Carlos) to analyze.

Step Two: Candidates will provide an in-depth analysis of this case based on the information provided, course readings, course sessions, and individual and group presentations. Candidates may extend beyond what is written to what they might expect, based on their understanding of typically developing children, of disabilities, and of recommended and evidence-based practices. They will provide support with specific references to course readings, course discussions, course lectures, films, and the presentations of other candidates. The paper will be written using APA format.

- **Section I: Reactions** Candidates will respond to the following:
    a. What is your initial reaction to this case and why?
    b. What do you see as the key issues?
    c. What are important familial and cultural issues to consider?
    d. If you were a new teacher and were going to be working with this child, what do you think is important to consider?

- **Section II: Discussion** Candidates will discuss this case in the light of larger issues in the field. In particular, they will address the following:
    a. Historical, philosophical, and legal issues that may have affected or continue to affect educational services for this child in both a school setting and the community
    b. Developmental issues and expectations and the effects of the exceptional condition on the individual's ongoing learning throughout school and life
    c. Assessment, instruction, and classroom environmental issues that may need to be considered based on the individual's learning needs
    d. Contrasting perspectives related to serving this child that might be representative of current issues in the field, considering at least two special education organizations' perspectives on these issues as well as the interrelationships with the school, school system, and other agency requirements and resources for services

- **Section III: Recommendations** Candidates will identify, based on their discussion of the issues, what they would recommend as an appropriate response and next steps in this case.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Special Education NCATE ASSESSMENT 1 Content-Based Assessment **Early Childhood Special Education Take-Home Examination** **ECED 505 Introduction to Early Childhood Special Education**				
CEC 1a Impact of philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues on the education and treatment of individuals with exceptional needs both in school and society	Identified the following: more than one applicable law and policy, AND more than one evidence-based principle or theory, AND more than two historical or diverse philosophical issues relevant to the case study, AND how all identified components affect or have affected educational services for the case study child in a school and community setting	Identified the following: an applicable law and policy, AND one evidence-based principle or theory, AND two historical or diverse philosophical issues relevant to the case study, AND how each identified component affects or has affected educational services for the case study child in a school and community setting	Identified at least two of the components listed below: an applicable law and policy, one evidence-based principle or theory, one historical or diverse philosophical issue relevant to the case study, AND/OR how the law and issues affect or have affected educational services for the case study child in a school or community setting	Did not identify applicable policies, laws, evidence-based principles or issues relevant to the case study AND/OR did not identify how the laws and issues affect or have affected educational services for the case study child in a school or community setting
CEC 1b Impact of philosophies, principles, theories, laws, policies, points of view, and human issues on professional practice, including assessment, instructional planning, implementation, and program evaluation	Provided a thorough discussion of the impact of the identified components (listed for standard 1a) on the following: assessment, AND instructional planning, AND implementation, AND program evaluation AND more	Discussed the impact of the identified components (listed for standard 1a) on the following: assessment, AND instructional planning, AND implementation, AND program evaluation	Discussed the impact of the identified components (listed for standard 1a) on the following: assessment, AND/OR instructional planning, AND/OR implementation, AND/OR program evaluation	Did not discuss the impact of any identified components (listed for standard 1a) on the following: assessment, OR instructional planning, OR implementation, OR program evaluation

CEC 1d Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies	Identified the following: more than two organizations that are involved in the provision of services for the case study child and family, AND more than two contrasting perspectives between the identified organizations, AND how these organizations interrelate with their functions in order to provide free and appropriate public education for the case study child	Identified the following: two organizations that are involved in the provision of services for the case study child and family, AND two contrasting perspectives between the identified organizations, AND how these organizations interrelate with their functions in order to provide free and appropriate public education for the case study child	Identified the following: two organizations that are involved in the provision of services for the case study child and family, OR one contrasting perspectives between the identified organizations, OR how these organizations interrelate with their functions in order to provide free and appropriate public education for the case study child	Did not identify-organizations that are involved in the provision of services for the case study child and family, AND contrasting perspectives between the identified organizations, AND how these organizations interrelate with their functions in order to provide free and appropriate public education for the case study child
CEC 3a Effects that an exceptional condition can have on an individual's learning in school and throughout life	Identified the following: more than two challenges or strengths of the case study child's exceptional condition, AND how they affect the child's learning in school and throughout life	Identified the following: two challenges or strengths of the case study child's exceptional condition, AND how they affect the child's learning in school and throughout life	Identified the following: one challenge or strength of the case study child's exceptional condition, AND/OR how it affects the child's learning in school or throughout life	Did not identify: one challenge or strengths of the case study child's exceptional condition, OR how it affects the child's learning in school or throughout life