

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 405.600 Introduction to Early Childhood Special Education
3 Credits, Fall 2017
8/28 – 10/15
Fully Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Surveys current knowledge about young children with disabilities within the context of human growth and development and learning expectations in the preschool years. Includes historical factors and legislation affecting service delivery. Notes: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered 100% online using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. Students will log in to the Blackboard (Bb) course site using their Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 28.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the fall session, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Describe the nature and characteristics of major disabling and at-risk conditions for young children, including children who are culturally and linguistically diverse.
2. Describe the role of assessment in identification, eligibility, and service delivery for young children and their families.
3. Describe the pathways for service delivery for children birth through age 5.
4. Provide an overview of early intervention and early childhood special education.
5. Explore the philosophical, social, cultural, and legal factors that have shaped and continue to affect special education, and specifically early childhood special education, in the United States.
6. Discuss issues and trends in special education, including legislation and litigation, such as legal decisions related to persons with disabilities and 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).
7. Describe current regulations and procedures governing special education to include individualized education program (IEP) and individualized family service plan (IFSP) development.
8. Describe disciplinary practices, policies, and procedures and alternative placements/ programs in schools.
9. Explain how foundational knowledge and current issues influence professional practice.
10. Describe the importance of engaging in lifelong professional development.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:

CEC Standard Elements

CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

NAEYC Standard Elements

NAEYC 6a Identifying and involving oneself with the early childhood profession

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources, and practice* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN: 9781111837150

Required Online Documents

Council for Exceptional Children, Ethical Principles and Practice Standards for Special Educators (<https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>)

Council for Exceptional Children, Initial Preparation Standards with Explanation (<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>)

Council for Exceptional Children, Initial Specialty Set Early Childhood Special Education and Early Intervention (see Blackboard for link)

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignment	Due Date	Points
Attendance and Participation	Ongoing	15
Field Experience <ul style="list-style-type: none">Field experience approval formField experience documentationField experience observation and reflection	September 1 October 7 October 7	1 9 15
Professional Practice Project <ul style="list-style-type: none">Part 1: Accessing professional resourcesPart 2: Writing an Individualized Education Program (IEP)Part 3: Foundational knowledge and current issues paperPart 4: Reflecting on professional learningFinal upload to Tk20 (all three parts in one document)	September 9 September 23 October 7 October 11 October 15	25 25 10
Total		100

- **Assignments and/or Examinations**

Field Experience Documentation (10 points)

This course requires a minimum of 15 hours field experience. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form they will be asked to indicate how their placement will be arranged.

Students will upload the *Field Experience Placement Approval Form*. In this form they will provide a statement confirming that they have completed the online “Field Experience Request Form” and they will provide information to the instructor about where and how they will complete the field experience (1 point).

Upon completion of their field experience hours, students will provide documentation of their experience (9 points).

- If they completed the field experience within their own setting, they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard.
- If they attended a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Blackboard. This form requires verification from the mentoring teacher on site.

Field Experience Observation and Reflection (15 points)

Students will develop a four- to five-page report that discusses the following questions about the early childhood special education classroom setting observed during the field experience:

- What is the classroom environment (e.g., special education students only, inclusive classroom, 3-year-olds, 4-year-olds, multi-age)? Please include the following:
 - How is the room physically arranged?
 - What centers are present?
 - What visual information is present? Is it too little or too much?
- What is the classroom routine?
- How does the classroom provide opportunities to develop cognitive, language, social-emotional, fine motor, and gross motor skills?
- What accommodations or adaptations are used for children with disabilities?
- What would you do similarly and differently as a teacher? Consider the following areas:
 - Classroom routine
 - Environment's arrangement
 - Provision of opportunities to develop skills across all the domains
 - Availability of accommodations/adaptations for children with disabilities
 - Inclusion of culturally and linguistically responsive materials and practice
 - Opportunity for inclusive practices

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list.

Professional Practice Project (60 points)

This is Key Assessment 8 Content Knowledge: Professional Practice Project that shows evidence of meeting CEC Standard Elements 6.2 and 6.4 and NAEYC Standard Element 6a. This assignment must be submitted to Tk20 through Blackboard for a final grade to be recorded. The assessment description and scoring rubric are attached.

- **Other Requirements**

Attendance and Participation

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students complete readings and prepare for online class activities as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through online discussions, activities, and written reflections.

Written Assignments

All formal written assignments will be evaluated for content and 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 website at <http://infoguides.gmu.edu/content.php?pid=39979>. 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82 C = 70 – 79
D = 60 – 69 F = < 60

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.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Class	Topics	Assignments & Readings Due
<p>Week 1</p> <p>Aug 28 to Sept 3</p>	<p>Introductions, Syllabus, Assignments</p> <p>Setting up the Field Experience</p> <p>Professional Ethics and Standards</p> <p>Early Childhood Special Education and Early Intervention: History and Legislation How does the legislation inform my practice?</p> <p><i>Forming a Professional Learning Community (PLC)</i></p>	<p>CEC Documents (see BB for links)</p> <p>Deiner, Ch. 1, 2</p> <p>DUE: Field Experience Approval Form September 1</p>
<p>Week 2</p> <p>Sept 4 to Sept 10</p>	<p>Evaluation, Assessment, and Eligibility IFSP and IEP: Team, Meetings, Content, Outcomes, and LRE</p> <p>Children with Specific Learning Disabilities Children with Social, Emotional and Behavioral Disorders</p> <p><i>PLC: Understanding the Case Study Child PLC: Accessing Resources</i></p>	<p>Deiner, Ch. 3 pp. 66-82 Ch. 8 pp. 179-195 Ch. 9 pp. 205-221</p> <p>DUE: Professional Practice Project Part 1 (Accessing Professional Resources) September 9</p>
<p>Week 3</p> <p>Sept 11 to Sept 17</p>	<p>IDEA: Discipline, Procedural Safeguards, Due Process Individualized Planning</p> <p>Children with ADD/ADHD Children with Communication/Language Disorders</p> <p><i>PLC: Accessing Resources</i> <i>PLC: Sharing Resources</i></p>	<p>Deiner, Ch. 5 pp. 109-115, 119-125 Ch. 10 pp. 236-248 Ch. 11 pp. 258-268</p>

Class	Topics	Assignments & Readings Due
<p>Week 4</p> <p>Sept 18 to Sept 24</p>	<p>Curriculum Standards in Inclusive Settings, including Early Intervention and Early Childhood Education</p> <p>Children who are English Language Learners Children with Autism Spectrum Disorders</p> <p><i>PLC: Writing the IEP</i></p>	<p>Deiner, Ch. 4 Ch. 12 pp. 278-286 Ch. 13 pp. 298-311</p> <p>DUE: Professional Practice Project Part 2 (Writing an IEP) September 23</p>
<p>Week 5</p> <p>Sept 25 to Oct 1</p>	<p>Prenatal Development Infants and Toddlers at Risk</p> <p>Partnering with Families Building Relationships at All Levels</p>	<p>Deiner, Ch. 6 pp. 141-151 Ch. 7 pp. 155 -171</p>
<p>Week 6</p> <p>Oct 2 to Oct 8</p>	<p>Children with Special Health Care Needs Children with Orthopedic and Neurological Impairments</p>	<p>Deiner, Ch. 16 pp. 358-382 Ch. 17 pp. 389-405</p> <p>DUE: Field Experience Documentation Form October 7</p> <p>DUE: Field Experience Observation and Reflection October 7</p> <p>DUE: Professional Practice Project Part 3 (Foundational Knowledge Paper) October 7</p>

Class	Topics	Assignments & Readings Due
<p>Week 7</p> <p>Oct 9 to Oct 15</p>	<p>Children with Intellectual Delays and Disabilities Children who are Gifted and Talented or Twice-Gifted</p> <p>Children with Hearing Impairments Children with Visual Impairments</p>	<p>Deiner, Ch. 14 pp. 318-326 Ch. 15 pp. 335-344 Ch. 18 pp. 414-425 Ch. 19 pp. 433-444</p> <p>DUE: Professional Practice Project Part 4 (Reflecting on Professional Learning) October 11</p> <p>SUBMIT Professional Practice Project to TK20 October 15</p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Early Childhood Education Key Assessment 8 Content-Based Assessment: Professional Practice Project

Description of Assessment

Early Childhood Education Key Assessment 8 Content Knowledge is the Professional Practice Project in ECED 405/505 Introduction to Early Childhood Special Education. In this project, candidates work with a professional learning community to develop an Individual Education Program.

How the Assessment Aligns With the Standards

CEC Standard Elements

CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

NAEYC Standard Elements

NAEYC 6a Identifying and involving oneself with the early childhood profession

Description of Assignment

Candidates will work with a professional learning community (PLC) of three to four students as they complete the professional practice project described below for their case-study child.

Part 1: Accessing Professional Resources (CEC 7.2)

Candidates will collaborate with their PLC to identify resources to support writing an IEP for the assigned case study child. Members of the PLC will collaborate to ensure that each member selects different articles, organizations, and online resources from one another. Each candidate will write a summary for each of the identified resources and submit the summaries to Blackboard by the due date. Specifically, these resources will include the following:

- A two-page, double-spaced summary of *each* teacher-friendly, evidence-based article (may be identified through Mason online library databases or www.eric.ed.gov) related to the assigned case-study child's learning needs. Graduate candidates will submit summaries of two different articles. Undergraduate candidates will submit a summary of one article.
- A one-page, double-spaced summary of an organization that educators and families can access for information and/or support specifically related to the case-study child.
- A one-page, double-spaced summary of an online resource that educators and families can access for information and/or support. Graduate candidates will submit a summary of one online resource. This is optional for undergraduate candidates.

The double-spaced paper that each candidate submits to Blackboard will include (a) a title page; introduction identifying the article(s), organization, and online resource; (b) a two-page summary of each article(s); (c) a one-page summary of the organization; (d) a one-page summary of the online resource; and (e) a conclusion that briefly discusses how these materials assist early

childhood special educators in their practice. Candidates will cite the articles using APA formatting guidelines and include a reference list.

In class, candidates will share/discuss key information about their article(s), organization, and online resource with their PLC. The PLC will compile all of the individual summaries and post to a Blackboard Discussion Forum set up by the instructor to share with the entire class.

Part 2: IEP Writing: Serving as a Professional Resource (CEC 7.2)

Collaboratively, candidates will write an IEP for the assigned case-study child with their PLC using the IEP form posted to Blackboard. The IEP will include the following (see Deiner, 2013, p. 113 and <http://idea.ed.gov>):

- Case-study child's present level of performance that includes a discussion of the child/family's cultural and/or linguistic background and the child's strengths and areas of need across the developmental domains
- Measurable annual goals
- Special education and related services
- Projected time frame for services
- Expected participation with children without disabilities and explanations of the extent to which the case study child is not participating with children without disabilities (least restrictive environment statement)
- Accommodations and modifications

PLC members will include their names on the front of the IEP form. Each candidate will submit the IEP through Blackboard.

Part 3: Foundational Knowledge and Current Issues Paper (CEC 6.2)

Upon completion of the IEP, candidates will write a three- to four-page, double-spaced paper explaining how they used their foundational knowledge, their understandings of current issues, and the information gained through their PLC to develop the IEP. This paper will include the following:

- A general discussion of the history of special education legislation;
- Current legislation that guides IEP development and the provision of special education services;
- Ethical standards and evidence-based practices for the special education field;
- How resources such as articles, organizations, and online resources support special educators in their practice; and
- How collaborating with peers in a PLC assisted them in writing an IEP.

They will cite information from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Part 4: Professional Learning (CEC 6.4 and NAEYC 6a)

Candidates will write a three- to four-page, double-spaced reflection on professional learning. This paper will include a discussion of the following:

- How the PLC met and collaborated (e.g., in person, online, through Blackboard groups);
- How the members worked together to research articles, organizations, and online resources to collaborate and develop an IEP;
- The strengths and challenges they may encounter when working with other professionals to accomplish a goal, including examples of their experiences with their PLC that illustrate their strengths and challenges;
- How collaborating and engaging in professional learning illustrates professional ethics and standards; and
- The importance of engaging in lifelong learning and involving themselves in the early childhood education field.

They will support their discussion with in-text citations from the textbook, CEC professional ethics and standards, class readings, class presentations and handouts, and other peer-reviewed sources. They will include a reference list using APA formatting guidelines.

Assessment Scoring Guide

Early Childhood Education Key Assessment 8 Content Knowledge: Foundational Knowledge and Professional Practice Paper				
	Exceeds	Meets	Approaches	Does Not Meet
Parts 1 & 2: Accessing Resources and Serving as a Professional Resource				
CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	Candidate met criteria and showed clear evidence of taking into account the child's family background and preferences while writing the IEP.	Candidate served as a professional resource by accessing and sharing information while collaboratively developing an IEP that meets IDEA requirements, uses language easily understood by family members, and takes into account the child's linguistic and cultural background as well as the child's individual development and learning strengths and needs. Candidate shared relevant and current reader-friendly summaries of professional resources (i.e., teacher-friendly articles, professional organizations, and online resources).	Candidate served as a professional resource by accessing and sharing information. Candidate collaboratively attempted to develop an IEP that meets IDEA requirements and uses language understood by family members. However, the IEP lacked some information and/or did not fully take into account the child's linguistic and cultural background as well as the child's individual development and learning strengths and needs.	Candidate did not serve as a professional resource.
Part 3: Foundational Knowledge and Current Issues				
CEC 6.2 Understand how foundational knowledge and current issues influence professional practice.	Candidate met expectations and individually provided an in-depth explanation, using appropriate citations, of how foundational knowledge and current issues influenced the	Candidate individually explained, using appropriate citations, how foundational knowledge and current issues influenced the development of the IEP.	Candidate individually attempted to explain using citations how foundational knowledge and current issues influenced the development of the IEP. However, candidate did not	Candidate did not develop an IEP that met IDEA requirements and did not explain how foundational knowledge and current issues influenced the development of the IEP.

	development of the IEP.		fully develop the explanation of the influences on the development of the IEP and/or cite appropriate resources.	
Part 4: Professional Learning				
<p>CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.</p> <p>NAEYC 6a Identifying and involving oneself with the early childhood field</p>	<p>Candidate met expectations and provided explanations that provided in-depth insight into his/her participation in a professional learning community and how this experience will influence their future professional learning and their involvement in the early childhood education field.</p>	<p>Candidate used experiences with the professional learning community to show participation and to illustrate his/her strengths and the challenges encountered when working with other professionals to accomplish a goal. Candidate used in-text citations to show how reflections on professional learning link to professional ethics and standards, class readings, discussions, and handouts. Candidate reflected on the importance of engaging in lifelong learning.</p>	<p>Candidate attempted to use experiences with the professional learning community to show participation and to illustrate his/her strengths and the challenges encountered when working with other professionals to accomplish a goal. Candidate attempted to use in-text citations to show how reflections on professional learning link to professional ethics and standards. Candidate attempted to reflect on the importance of engaging in lifelong learning.</p>	<p>The candidate did not reflect on lifelong learning and the experiences in a professional learning community.</p>