

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

ECED 601.001 Frameworks for Early Childhood Education
3 Credits, Summer 2024, Online Bichronous
7/8/2024-8/9/2024, Mondays/ 5:30pm-8:10pm

Faculty

Name: Leslie La Croix, PhD
Office Hours: By appointment
Office Location: Thompson Hall 1203, Fairfax Campus
Office Phone: 703-993-5488
Email Address: llacroix@gmu.edu

Prerequisites/Corequisites

Must be taken with or after final course of program.

University Catalog Course Description

Analyzes foundational frameworks for developing perspectives for working with culturally, linguistically, and ability diverse young learners, birth to age 8, and their families. Examines foundational work from fields of early childhood education, early childhood special education, multicultural education, and second language acquisition. Notes: Must be taken as a final course or with final courses of the program.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course 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 four times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, 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 ensure 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. Demonstrate knowledge of key foundational theory and research related to working with culturally, linguistically, and ability diverse young learners, birth through age eight and their families.
2. Demonstrate a willingness and ability to engage in critically reflective practice.
3. Demonstrate the ability to analyze the readings, personal experiences and learning activities from a socio-cultural and social justice perspective, from the perspectives of the separate disciplines of early childhood education, early childhood special education, bilingual education, and multicultural education, as well as from a unified perspective.
4. Demonstrate the ability to link theory, research, and practice to dilemmas that occur when providing services to diverse young learners and their families, including those related to democracy and social justice.
5. Demonstrate the ability to lead integrative seminar discussions using theoretical and research readings.
6. Demonstrate the ability to assess seminar participants' prior knowledge and to utilize adult learning principles in seminar leadership.
7. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy- bringing together research, theory, and critical analysis of current issues.

Professional Standards

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, Virginia Early Childhood Special Education Endorsement Competencies, and Virginia Early/Primary Education PreK-3 Endorsement Competencies

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

Recommended Articles (available on Blackboard under Course Materials)

Council for Exceptional Children (CEC). (2011). *Special education professional practice standards*. Arlington, VA: CEC.

- Diamond, K., Justice, L., Siegler, R., & Snyder, P. (2013). *Synthesis of IES research on early intervention and early childhood education*. U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research.
- DEC. (2017). *Position Statement on Challenging Behavior*. <https://www.decdocs.org/position-statement-challenging-beha>
- DEC. (2015). *Leadership in Early Intervention and Early Childhood Special Education*. <https://www.decdocs.org/position-statement-leadership>
- DEC. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. <https://www.decdocs.org/position-statement-promoting-positi>
- DEC. (2009 a). *Code of ethics*. Missoula, MT: DEC.
- DEC. (2009 b). *Concept paper: Developmental delay as an eligibility category*. Missoula, MT: DEC.
- DEC. (2010). *Position paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Missoula, MT: DEC.
- DEC, NAEYC, & National Head Start Association (NHSA). (2013). *Frameworks for response to intervention in early childhood: Description and implications*.
- DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood and the National Association for the Education of Young Children*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Fitzgerald, M. M., & Theilheimer, R. (2012). Moving toward teamwork through professional development activities. *Early Childhood Education Journal*, 41, 103-113. <https://doi.org/10.1007/s10643-012-0515-z>
- Harte, H. A. (2011). E-Professionalism for early care and education providers. *Dimensions of Early Childhood*, 39, 3-9.
- LaRocco, D. J., & Bruns, D. A. (2013). It's not the "what," it's the "how": Four key behaviors for authentic leadership in early intervention. *Young Exceptional Children*, 16, 33-44. <https://doi.org/10.1177/1096250612473129>
- National Association for the Education of Young Children (NAEYC). (1995). *Position statement: Responding to linguistic and cultural diversity recommendations for effective early childhood education*. Washington, DC: NAEYC.
- NAEYC. (2009a). *Position statement: Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.
- NAEYC. (2009b). *Position statement: NAEYC standards for early childhood professional preparation*. Washington, DC: NAEYC.
- NAEYC. (2009c). *Where we stand: on responding to linguistic and cultural diversity*. Washington, DC: NAEYC.
- NAEYC & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2003). *Joint position statement: Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Washington, DC: NAEYC.
- National Board for Professional Teaching Standards (NBPTS). (2012). *Early childhood generalist standards: For teachers of students ages 3-8* (3rd ed.). Arlington, VA: NBPTS.
- Ponciano, L., & Shabazian, A. (2012). Interculturalism: Addressing diversity in early childhood. *Dimensions of Early Childhood*, 40, 23-29.

- Preskill, H., Jones, N., & Tengue, A. (2013). *Markers that matter: Success indicators in early learning and education*. FSG.
- LaRocco, D. J., & Sopko, K. M. (2017). Your H.E.R.O.: Thriving as an Early Intervention/Early Childhood Special Education Professional. *Young Exceptional Children*, 20(4), 179–190. <https://doi.org/10.1177/1096250615621360>
- Sugarman, N. A. (2011). Putting yourself in action: Individual professional development plans. *Young Children*, 66, 27-33.
- Teachers of English to Speakers of Other Languages (TESOL). (2009). *Position statement on teaching English as a foreign or additional language to young learners*. Alexandria, VA: TESOL.
- TESOL. (2010). *Position paper on language and literacy development for young English language learners (ages 3-8)*. Alexandria, VA: TESOL.
- Virginia Department of Education (2018). *Virginia Guidelines for Early Childhood Inclusion*. Richmond, VA: VDOE. <http://www.doe.virginia.gov/early-childhood/curriculum/inclusion/early-childhood-inclusion-guid.pdf>

Course Performance Evaluation

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

Assignments	Due Dates	Points
Attendance & Participation <ul style="list-style-type: none"> Attendance and Active Engagement in Synchronous Sessions (25 points each session) Participation and Completion of Asynchronous Experiences Exploring the Landscape of ECE (25 points each asynchronous session) 	Ongoing Final Reflection due August 9	250
Professional Literature Circles <ul style="list-style-type: none"> Introductions and Articulating Your Compelling Why Individual Reflection #1 Individual Reflection #2 Individual Reflection #3 Collaborative Discussion Board Posts of Lessons Learned (x2) Creative Concluding Video Summary Impact on Your Future Practice 	July 8 July 14 by 11:59pm July 21 by 11:59pm July 28 by 11:59pm July 15 by 8:30pm #1 July 22 by 8:30pm #2 July 30 August 9	250 40 40 40 40 20 (10 each) 20 50
Career Trajectory and Professional Knowledge Development Plan	July 13	150
Critical Examination of Practice Towards New Enactments PechaKucha Presentations <ul style="list-style-type: none"> Identify and Justify a Practice Problem for Exploration Article Annotated Analysis and Curated Resource Collection <ul style="list-style-type: none"> First set of articles Second set of articles Third set of articles Curated resource collection PechaKucha Presentation and Transcript 	July 16 July 22 July 29 August 3 August 4 August 5	350 50 120 (30) (30) (30) (30) 180
TOTAL		1000

- Assignments and/or Examinations**

Professional Literature Circles (PLC)

The field of education is ever changing and as such educators are compelled to be life-long learners. There are four main PLC components.

Introductions and Articulating Your Compelling Why (40 points)

Students will self-select into a Professional Literature Circle. A selection of texts will be presented to students before the beginning of the course and students will select a text from the list based on their own personal interests.

Individual Reflections: Reading and Reflecting on the Professional Text (120 points – 40 points for each reflection submitted by the designated due date)

Each text will be divided into three sections. To participate in the weekly Professional Literature Circle discussion during the synchronous class sessions, students will complete their reflection log for the assigned section by **Sunday night at 11:59 pm.**

Collaborative Discussion Board Posts of Lessons Learned (20 points – 10 points for each collaborative discussion board post)

Eligible students will engage in a thoughtful discussion each week, critiquing, reflecting, and synthesizing the assigned portions of the text they read. A collaborative synthesis of PLCs' book discussion will be posted online summarizing their discussion.

Creative Concluding Video Summary (20 points)

As PLCs reflect, they will work to create a synthesis of the group's thinking about the book and consider how the text will influence their future practice as educators. PLCs will post a creative video summary for the rest of the class to view sharing their experience reading the text and offering lessons learned to colleagues who did not have an opportunity to read their book.

Impact on Your Future Practice (50 points)

Students will view all the PLC video reflections and write a final mini reflection about their overall PLC experience. Final reflections will (1) discuss major insights they personally gained from the book they read; (2) react to the video summaries offered by the other PLCs (e.g., new wonderings, next reads, or insights gained vicariously through their videos); and (3) reflect on the potential power of PLC to enhance professional practices in the future (e.g., how did the group help you think about your practice, what kind of text would you like to read next, etc.).

Career Trajectory and Professional Knowledge Development Plan (150 points)

As educators, it is important to reflect on our professional journeys. We often learn valuable lessons from our experiences working in the field, engaging in coursework, and participating in professional development workshops or professional learning communities. This assignment invites students to pause and reflect on the important experiences, milestones, and achievements. Think of this assignment as a timeline that represents your academic/career progression and considering how your educational perspective evolved along the way. As part of this assignment, you will also engage in future casting, mapping out a plan for where you might grow to professionally as you advance in your career.

Students will create a PowerPoint or Google Slide presentation with no more than three slides. Students will use a combination of *narrative and graphics* (tables, symbols, pictures, timelines, etc.) to convey their thoughts. Students will use the slides to reflect on their career trajectory (past, present, and future) and discuss their plan for continuing to develop professionally after they graduate from the master's degree program.

Slide 1: Reflecting on the Past, Sharing Your Why for Pursuing a Master of Education Degree, and Looking into the Future (40 points)

Students will share their academic progression thus far reflecting on past academic experiences and sharing what led to their decision to enter a Master of Education program. Then, students will discuss their future professional goals, including their immediate goals and their goals 5, 10, and 20 years from now. As they reflect on their future trajectory, briefly discuss a plan for achieving these professional goals.

Slide 2: Celebrating the Learning Journey (40 points)

To prepare this slide, students will pause and reflect on their professional journey thus far. Students will identify and share three significant ideas learned either during their academic experiences preparing to be a teacher or as part of their career experiences in the field of education. These ideas could be insights, practical strategies, principles, or any understanding that significantly shaped their educational practices and/or perspectives. Explain why these are important insights.

Slide 3: Considering What is Still Unknown (40 points)

On the final slide, students will pause to consider what is still unknown. Identify three substantive compelling questions related to areas of uncertainty, problems of practice, or professional wonderings. These could be about pedagogical strategies, educational policies, student engagement, assessment methods, or another aspect of education. (Note: One of these areas will serve as the basis for the individual professional inquiry Pecha Kucha Presentation for this course).

Video Submission (30 points)

Students will post their slides to Blackboard and create/upload a 3-minute video presentation of their Career Trajectory and Professional Knowledge Development Plan by the due date.

Critical Examination of Practice Towards New Enactments PechaKucha (350 points)

Students will complete an independent research project focused on a specific problem of practice in early childhood education they are interested in examining. The research project will progress in the following phases: (1) identification and justification of a practice problem for exploration, (2) submission of article annotations and generation of a relevant resources collection that will inform the research exploration process, and (3) creation of a PechaKucha presentation.

Identify, Justify, and Propose a Practice Problem for Exploration (50 points)

Students will thoughtfully consider and identify a practice problem they want to spend time exploring. Students will submit a 1-page proposal to the instructor for approval.

Proposals will include the following:

- A brief description of the topic to be explored,
- An explanation of why the topic is an area of interest for the student,
- A discussion of what the student seeks to understand about the topic through the inquiry process, and
- A justification detailing how the inquiry will support the student's future practice as an educator.

Proposals will be double-spaced, 12 pt Times New Roman font, with 1" margins.

Annotated Article Analysis and Curated Resource Collection (120 points)

Students will conduct a review of the literature and curate a set of resources to share with peers and professionals in the field interested in learning more. Annotated article reviews will be completed and submitted at set intervals to support timely completion of the PechaKucha final presentation.

- Students will submit annotations for nine articles. The articles be comprised from the following resources:
 - Three articles from educational peer-reviewed practitioner journals authored to support professionals in the field to understand the practice problem. (30 points)
 - Three articles from educational research journals describing research studies conducted in the field to understand the focus practice problem. (30 points)
 - Three articles drawn from the readings required for the course. (30 points)
- As students complete their review of the literature, they will curate a set of additional resources related to the topic of inquiry. (Reputable resources might include relevant [ECTA Center Checklists](#), [DEC resources](#), [Reading Rockets](#), [Early Science Matters](#), [Topics in ECE](#), etc.). (30 points)

PechaKucha Presentation (180 points)

Students will create a PechaKucha Presentation synthesizing the research surrounding the practice problem they explored. Each slide should include relevant literature citations to support student's inquiry discussion. Students will use the 20x20 PechaKucha Presentation parameters. Accordingly, students will create a 20-image slide show set to automatically advance every 20 seconds. Students will prepare 20 seconds of content-rich explanation to correspond with each slide describing their research line of inquiry and findings. Students will come prepared to share their 6.67-minute PechaKucha presentation with the class on the assigned day. Presentation content will include the following:

- A compelling introduction to the practice problem to focus the presentation (an introductory hook)
- A justification of why it is a problem of practice problem for exploration
 - Sharing why the practice question/topic is important for all children and families.
 - Discussing where the practice or problem is "showing up" in the field and how it is impacting learners, educators, and families.
- A discussion of why this practice problem is of personal interest
- A synthesis of how the student conducted their research search and resource curation to surface credible information about their practice problem
- A review of the literature to include
 - Description of practitioner articles from relevant professional journals to include:
 - main purpose of the article,
 - key facts explored, and
 - practice implications suggested

- Description of research articles from relevant professional journals to include:
 - research question(s),
 - method,
 - participants,
 - summary of findings, and
 - implications
- Definition of relevant terms as needed
- A synthesis of what the literature means for educators, children, and families
- Considerations of solutions or recommended strategies/practices to be used in diverse early childhood environments
- A discussion of what the research exploration means specifically for the student's personal professional practice in the future
- Recommendations for peers' future practice
- Overview of the curated resource collection
- Conclusion (a compelling thought, wondering, or quote to inspire other to want to learn more)

- **Other Requirements**

Attendance and Participation (250 points)

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.
2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.
3. Course length:
 - a. For undergraduate students: In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
 - b. For graduate students: In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.

4. Per the catalog ([AP.1.6.1](#)), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.
5. Inclusive ECE program participation policy:
 - a. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.

Online participation in synchronous sessions requires students to remain engaged and active learners. Therefore, students must keep their camera on throughout the entire class session. Students must attend the entire class session without distractions and participate in small group and whole group activities. If cameras are off and engagement is not evidenced the student will be marked as absent.

If you must be absent, late, or leave early from class, or have your camera off, inform the instructor prior to the beginning of the class session, at least 24-48 hours.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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. 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.
5. 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 = 80-86 C = 70-79 F = <70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD 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. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

Date	Topics	Assignments & Readings Due
<p>Week 1 July 8-14</p>	<p>A Leader in Early Childhood Education for Diverse Young Children</p> <p>Engaging in Self-Sustaining Professional Development Practices</p> <p>Considering Critical Problems of Practice</p>	<p>Virginia Guidelines for Early Childhood Inclusion (2018). http://www.doe.virginia.gov/early-childhood/curriculum/inclusion/early-childhood-inclusion-guid.pdf</p> <p>DEC/NAEYC. (2009). <i>Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i>. Chapel Hill: The University of North Carolina, FPG Child Development Institute: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_EC_updatedKS.pdf</p> <p>Select Asynchronous Readings Assigned on Blackboard</p> <p>Due to Bb by 7/8: Professional Literature Circles (PLC): <i>Introductions and Articulating Your Compelling Why</i></p> <p>Due to Bb by 7/13: Career Trajectory and Professional Knowledge Development Plan</p> <p>Due to Bb by 7/14 by 11:59pm: Professional Literature Circles (PLC): <i>Individual Reflection #1</i></p>
<p>Week 2 July 15-21</p>	<p>Considering Critical Problems of Practice: Curriculum</p>	<p>Select Asynchronous Readings Assigned on Blackboard</p> <p>NAEYC. (2009). <i>Where we stand: on responding to linguistic and cultural diversity</i>. Washington, DC: NAEYC. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf</p> <p>DEC. (2010). <i>Position paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice</i>. Missoula, MT: DEC.</p>

Date	Topics	Assignments & Readings Due
		<p>Due to Bb by 7/15 8:30pm: Professional Literature Circles (PLC): Collaborative Discussion Board Posts of Lessons Learned #1</p> <p>Due to Bb by 7/16: Critical Examination of Practice Towards New Enactments PechaKucha: Identify, Justify, and Propose a Practice Problem for Exploration</p> <p>Due to Bb by 7/21 by 11:59pm: Professional Literature Circles (PLC): Individual Reflection #2</p> <p>Due to Bb by 7/22: Critical Examination of Practice Towards New Enactments PechaKucha: 3 Annotated Bibliographies</p>
<p>Week 3 July 22-28</p>	<p>Considering Critical Problems of Practice: Engaging Diverse Young Learners</p>	<p>Select Asynchronous Readings Assigned on Blackboard</p> <p>DEC. (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation. https://www.decdocs.org/position-statement-promoting-positi</p> <p>Due to Bb by 7/22 8:30pm: Professional Literature Circles (PLC): Collaborative Discussion Board Posts of Lessons Learned #2</p> <p>Due to Bb by 7/28 by 11:59pm: Professional Literature Circles (PLC): Individual Reflection #3</p> <p>Due to Bb by 7/29: Critical Examination of Practice Towards New Enactments PechaKucha: 3 Annotated Bibliographies</p>
<p>Week 4 July 29-Aug 4</p>	<p>Considering Critical Problems of Practice: Engaging Families</p>	<p>Select Asynchronous Readings Assigned on Blackboard</p> <p>DEC. (2015). Leadership in Early Intervention and Early Childhood Special Education. https://www.decdocs.org/position-statement-leadership</p>

Date	Topics	Assignments & Readings Due
		<p>Due to Bb by 7/30: Professional Literature Circles (PLC): <i>Creative Concluding Video Summary</i></p> <p>Due to Bb by 8/3: Critical Examination of Practice Towards New Enactments PechaKucha: 3 Annotated Bibliographies</p> <p>Due to Bb by 8/4: Critical Examination of Practice Towards New Enactments PechaKucha: Curated Resource List</p>
<p>Week 5 Aug 5-9</p>	<p>Considering Critical Problems of Practice: Social and Emotional Development and Behavior Guidance</p>	<p>Select Asynchronous Readings Assigned on Blackboard</p> <p>DEC. (2017). Position Statement on Challenging Behavior. https://www.decdocs.org/position-statement-challenging-beha</p> <p>Due to Bb by 8/5: Critical Examination of Practice Towards New Enactments PechaKucha: <i>PechaKucha Presentation</i></p> <p>Due to Bb by 8/9: Attendance and Participation Self-Evaluation</p> <p>Due to Bb by 8/9: Professional Literature Circles (PLC): <i>Impact on Your Future Practice</i></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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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