Course Description
Advanced seminar explores historical and current trends and issues involving legislation and policy in early childhood education, multilingual education, early childhood special education, and multicultural education. Focuses on historical role of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education. Provides understanding of continuum of services and context of service delivery.

Nature of Course Delivery
The class will have lecture, discussion, group work formats and will require active participation of all students.

Learner Outcomes
This course is designed to enable students to
1. Describe the historical role of social advocacy and the role of educators in advocating for young children to ensure equity and access in service delivery;
2. Demonstrate the ability to implement actions through collaboration and consultation with professional peers and staff;
3. Describe the legislation and policy-making process related to culturally, linguistically, and ability diverse young children and their families;
4. Describe the continuum of services and the fiscal and regulatory context of service delivery at the local, state, and national levels;
5. Describe the administrative aspects and legal mandates for early childhood programs;
6. Identify characteristics of leaders and analyze own leadership skills;
7. Analyze a current policy issue related to the lives of culturally, linguistically, and ability diverse young children and their families and plan and implement an appropriate awareness/advocacy/leadership response.
Professional Standards

This course complies with the standards established by the National Association for the Education of Young Children. The course content has been designed to address the following standards and competencies.

National Association for the Education of Young Children (NAEYC)

• Standard 5 Becoming a Professional

Required Texts:


Additional Resources:


Since current policy readings are often found on the websites associated with advocacy and policy organizations, we will identify several readings that can be obtained from the web. These will be listed with the appropriate class week on the syllabus and may form the basis of class discussions. In addition, we encourage you to access these sites as you proceed with your group and independent research projects. We also encourage you to collect and share policy related articles in our weekly class sessions.
Professional organizations, school boards, school administrators, state departments, and local school systems all have websites on which they post their policy statements.

Some examples of sites include:

http://www.tcrecord.org (a publication of Teacher’s College, Columbia University)
http://www.ed.gov/policy/speced/leg/idea (the United States Department of Education Site)
http://naevc.org (National Association for the Education of Young Children)
http://www.childrensdefense.org (Children’s Defense Fund)
http://www.edweek.org (Education Week)
http://www.pdkintl.org (on-line versions of Kappan, a publication of Phi Delta Kappa)
http://www.nieer.org (National Institute for Early Education Research)
http://www.zerotothree.org (Zero to Three, National Center for Infants and Families)
http://www.nbcdi.org/ (National Black Child Development Institute)
http://nectac.org/ (National Early Childhood Technical Assistance Center)
http://www.fpg.unc.edu/~scpp/crosswalks/toolbox/ (Your source for teaching, training and staff development resources that reflect cultural, linguistic and ability diversity and content)
http://www.peate.org/ (website of the Parent Educational Advocacy Training Center, Virginia’s Parent Training and Information Center)
http://www.doe.virginia.gov/ (website of the Virginia Department of Education)

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.

3. The university requires that all pagers and cell phones be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.

4. 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 graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students’ learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. 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.

Written Assignments
All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. 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 will
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 = 95 – 100  A- = 90 – 94  B+ = 87 – 89  B = 83 – 86
B- = 80 – 82  C = 70 – 79  F = < 70
A+ is possible if work is of exceptional high quality and includes work above and beyond that required for the course.

Grading Policy
All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the catalog: http://catalog.gmu.edu/content.php?catoid=5&navoid=104. Those students enrolled in a CEHD licensure 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
This course has a Program Performance-Based Assessment (PBA) that MUST be uploaded and submitted to Task Stream for evaluation when the assignment is due. Only PBAs posted to TaskStream will be graded. This means that NO final grades will be posted until all materials are on Task Stream.
CEHD Syllabus Statements of Expectations

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#Anchor12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See http://www.gmu.edu/student/drc/ or call 703-993-2474 to access the DRC.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT AND EVALUATION CRITERIA:

Rubrics for all of the assignments will be provided in class prior to the due date of the assignment.

1. Preparation and Participation
Students are expected to have completed assigned readings prior to class and participate in group discussions and activities. They are, further, expected to demonstrate principles of equity and access in their own participation, through their leadership behavior and their supporting of the leadership of others.

Participation is graded according to the following criteria (15%):

- a) Attending all classes on time, unless prior arrangements have been made with the instructor;
- b) Completing all assignments on time;
- c) Participating in large group discussion and activities on a regular basis;
- d) Participating in small group discussions and activities on a regular basis;
- e) Working as a collaborative group member, supporting the participation of classmates.
- f) Joining an advocacy network and submit documentation.

2. Letter to the Editor (10%)
Students select a current newspaper article on a related education topic and write a letter to the editor. Students should also bring at least one published letter to the editor to class with the accompanying article. Letters are due February 4. Students are encouraged to actually send the letter. Any letter published receives extra credit.
3. **Leadership Book (20%)**

Select a book from the approved list or obtain prior approval of the instructor. Come to class prepared to discuss what you have learned about leadership on **May 6**.

- Each group (groups will be determined by your choice of book) should prepare a 1 – 2 page summary of the main points of the leadership model for the rest of the class.
- Each group will present the main themes of the book to the rest of the class in a creative, interactive format.

The Leadership book assignment will be graded according to the following criteria:

a) Summary captures key themes of the text and the leadership model it describes. **10 pts.**
b) Participation in the book club session is active and helps classmates see the leadership implications of this text. **5 pts.**
c) Reflection provides links to Brown and Mazza, as well as other course readings, and to class discussions. Why do you consider this person to be a leader? What are the implications for leadership to ensure equity and access for culturally, linguistically, and ability diverse young children and their families. What did you learn that relates to your own leadership style and goals? Reflect on the book club itself and how it affected your view of your leadership. Provide links to and support from the class on leadership and to Brown and Mazza. **(5 pts.)**

**Approved Texts:**

- **a. The Tipping Point – Malcolm Gladwell**
- **b. Primal Leadership: Learning to Lead with Emotional Intelligence – Daniel Goleman**
- **c. Turning to One Another – Margaret Wheatley**
- **d. Change Forces – Michael Fullan**
- **e. Lives of Moral Leadership – Robert Coles**
- **f. Salsa, Soul and Spirit – Juana Bordas**

Students should feel free to select other books, find at least 3 other students interested in reading the selected book, and submit choice to instructor for approval.

3. **Current Issues Project (55%)**

With the help of faculty, students develop ideas for a project addressing current trends and issues in educational policy in Early Childhood Special Education, Bilingual Education, Early Childhood Education, and Multicultural Education. For each project, in small groups, students are responsible for facilitating the class’s understanding of the issue and creating an advocacy opportunity.

**Elements of the CIP Process:**

1. Decide Broad Issues
2. Do Research on the Topic
3. Decide Narrow Advocacy Issue and Target Audience
Deciding on an Action: Consider feasibility and doability. Match your action to the issue and the target audience (refer to 5 and 6 listed below in the policy brief).

Part 1: Policy Brief (April 1)

Elements of Policy Brief:
1. Make it short, no more than one page front and back
2. Identify clearly what the issue is and what needs to be “fixed.”
3. Explain who is hurt by current policy/needs to be helped by new policy and implications for things not changing.
4. Provide evidence – what’s the research. Make it clear and simple for the reader who is unfamiliar with early childhood special education.
5. Link to the right person/target audience.
6. Provide a clear, workable solution and an identifiable action.

Part 2: In-Class Presentation on the issue (April 8) Based on your research of the issue, on April 8, you are to select one brief reading that the class must read in preparation for class – to be distributed on April 1. Your in-class presentation will be about 15 minutes. As a group, you are to show shared leadership in helping the group understand the issue and involving them in an activity that helps them better engage in the action you have planned. You will also describe the action you have planned.

Part 3: Another element of the project is an advocacy action. This may include attending a public hearing, preparing a letter, visiting a policy maker, and others as appropriate. It must also include a social media component. This may include the following:
   a) Joining an education group on Facebook and participating in discussions;
   b) Following an education leader on Twitter and Tweeting about your topic;
   c) Following an education blog and commenting on entries;
   d) Starting your own blog, fan page or Twitter account for your issue;
   e) Recruiting family, friends, and colleagues to your issue.
   f) Making and posting a brief video on your issue on YouTube.
This social media component is a critical part of your advocacy action and each group should document the number of online hours spent on social media. Each group will be required to document at least 9 hours of online activity that may include social networking, internet research, participation in webinars, etc.

Part 4: The final element of this project is preparing and giving testimony at a mock hearing that will be held in class on April 29. Each group will write testimony (2 – 5- pages) and a brief summary to read during the hearing. The content will be similar to that of the policy paper but the organization and tone will be different. Each group should be prepared to respond to questions from the hearing officers. Examples of written testimony are available on a number of listed web sites. Each group should also write a short summary of the testimony that a group member will read during the hearing.

The nature of each current issues project will depend upon the group’s topic and will be discussed in depth in class.
This assignment is worth 55% of your grade, and it is the PBA for this class. **Note:** Every student registered for this course is required to submit the identified PBA to TaskStream. TaskStream information is available at [http://taskstream.com](http://taskstream.com). Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

The assignment will be graded according to the following criteria:

a) The **policy brief** is short, provides a brief overview of the topic, key findings, and recommended actions and shows evidence of obtaining appropriate information from relevant professional and community organizations (e.g., DEC, NAEYC, Zero to Three) (refer to list of websites above). *(15 pts.)*

b) **Policy Issue Class Presentation**
   - The group makes a brief presentation to the class on their issue and provides a 2-page (front/back) handout to classmates.
   - The in-class presentation provides accurate and appropriate information, involves class members, shows evidence of equal participation and contribution of all group members, shows flair that reflects the group’s thought and effort and engages the class. *(10 pts.)*

c) **Written Testimony and Mock Hearing**
   - Each group writes three to five pages of testimony for the mock hearing that shows evidence of research of the issue and reflects the format and tone of actual testimony. *(15 pts.)*

d) The **selected action** was appropriate for the topic. Group members provided evidence of completing the action. The group provides documentation of on-line efforts. *(10 pts.)*

e) The **individual reflection**: *(10 pts.)*
   - Each student submits a one-page description of how they divided the work and what the process was like for the group.
   - Critically analyzes the project outcome and its potential impact.
   - Provides specific examples/documentation of the planning process, including electronic correspondence.
   - Incorporates electronic postings and discusses own contribution to the process.

### Summary of Projects and Grading

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**Course Grading:**
1. Participation and preparation - 15%
2. Letter to the Editor - 10%
2. Leadership Book Group - 20%
3. Current Issues Project - 55%
# Course Schedule

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<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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| CLASS      | * Syllabus and assignments * Defining policy * Early guidance on the individual and group projects * The role of education in democracy – policy implications | ▪ Begin collecting policy articles from newspaper  
▪ Begin reading Kozol |
| 1/21/10    | 5:20-9:20                                                           |                                                                                         |
| 2/04/10    | 5:20-9:20                                                           | ▪ Policy news regarding young children – bring articles regarding policy and young children  
▪ Continue reading Kozol  
▪ **Begin reading leadership book** |
| 2/09/09    | 5:20-9:20                                                           |                                                                                         |
| 2/18/09    | 5:20-9:20                                                           | ▪ Read Neumann, Gallagher, and Garrison articles from Phi Delta Kappan  
▪ Finish reading Kozol  
▪ Bring policy news regarding local policy issues  
▪ Begin an autobiography or biography of someone you consider to be a leader. This must be completed by 4/30/09 |
| 3/25/10    | 5:20-9:20                                                           | ▪ Bring policy news regarding young children  
▪ Continue reading biography/autobiography |
| 4/01/10    | 5:20-9:20                                                           | ▪ **CIP 1**  
▪ Readings assigned by CIP group (to be posted by 4/1/10)  
▪ Bring policy news regarding local policy issues  
▪ Walling, entire book |
| 4/08/10    | 5:20-9:20                                                           | ▪ **CIP 2**  
▪ Bring policy news regarding children at risk and/or families  
▪ Continue reading biography/autobiography  
▪ Begin reading Brown and Mazza |
<p>| 4/29/10    | 5:00-9:20                                                           | ▪ <strong>CIP 4 and individual reflection</strong> |</p>
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<th>Date</th>
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<tr>
<td></td>
<td>- Bring policy news regarding young children whose home language is other than English</td>
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<td>- Finish reading biography/autobiography and post review on Blackboard.</td>
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<td>- Finish Brown and Mazza CIP Reflections Due: CIP Actions completed.</td>
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<td>5/06/10</td>
<td>*Book Club – Discussion of autobiography or biography of someone you consider being a leader.  Consider implications for leadership to ensure equity and access for culturally, linguistically, and ability diverse young children and their families.</td>
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<td>* Leadership: exploring attributes of effective leadership, the meaning of leadership and advocacy in diverse community settings.</td>
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<td>- Come to class prepared to discuss this person as a leader.</td>
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<td>- Post Leadership Reflection on Blackboard</td>
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<td>- Upload your CIP reflection (and other artifacts as desired) to Task Stream. (Must be done before I can submit your grade)</td>
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