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

ECED 405.001 Introduction to Early Childhood Special Education  
3 Credits, Spring 2017  
Thursday/ 4:30 – 7:10 pm  
Robinson A 125, Fairfax Campus

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 during the preschool years. Includes historical factors and legislation affecting service delivery.

Course Overview  
Not Applicable

Course Delivery Method  
This course will be delivered using a lecture and discussion format.

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.
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**

*NAYEC 6a* Identifying and involving oneself with the early childhood profession

**Required Texts**


- Code of Ethics
- Standards for Professional Practice
- Initial Preparation Standards With Explanation
- Initial Specialty Set Early Childhood Special Education and Early Intervention

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).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Field experience request form documentation</td>
<td>February 2</td>
<td>1</td>
</tr>
<tr>
<td>• Field experience documentation</td>
<td>May 4</td>
<td>9</td>
</tr>
<tr>
<td>• Field experience observation and reflection</td>
<td>May 4</td>
<td>15</td>
</tr>
<tr>
<td>Professional Practice Project</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>• Part 1: Accessing professional resources</td>
<td>March 9</td>
<td>25</td>
</tr>
<tr>
<td>• Part 2: Writing an Individualized Education Program (IEP)</td>
<td>April 13</td>
<td>25</td>
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<tr>
<td>• Part 3: Reflecting on professional learning</td>
<td>April 27</td>
<td>10</td>
</tr>
<tr>
<td>• Final upload to Tk20 (all three parts in one document)</td>
<td>May 11</td>
<td></td>
</tr>
</tbody>
</table>

- 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 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:
  o How is the room physically arranged?
  o What centers are present?
  o 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:
  o Classroom routine
  o Environment’s arrangement
  o Provision of opportunities to develop skills across all the domains
  o Availability of accommodations/adaptations for children with disabilities
  o Inclusion of culturally and linguistically responsive materials and practice
  o 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 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 (15 points)
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 attend class, arrive on time, and stay for the entire class period.
• Students complete readings and prepare for class activities prior to class 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 in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
• Students show evidence of critical reflective thinking through in-class and 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 web 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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 26</td>
<td>Introductions, Syllabus, Assignments Professional Ethics and Standards</td>
<td>CEC (2015)</td>
</tr>
<tr>
<td>February 2</td>
<td>Early Childhood Special Education and Early Intervention: History and Legislation How does the legislation inform my practice? <em>Forming a Professional Learning Community (PLC)</em></td>
<td>Deiner, Ch. 1 <em>Due to Bb – Field Experience Request Form Documentation</em></td>
</tr>
<tr>
<td>February 9</td>
<td>Partnering With Families Building Relationships at All Levels <em>PLC: Understanding the Case Study Child</em></td>
<td>Deiner, Ch. 2</td>
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<tr>
<td>February 16</td>
<td>Evaluation, Assessment, and Eligibility IFSP and IEP: Team, Meetings, Content, Outcomes, and LRE</td>
<td>Deiner Ch. 3</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Resources</td>
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<td>February 23</td>
<td>Curriculum Standards in Inclusive Settings, including Early Intervention and Early Childhood Education</td>
<td>Deiner Ch. 4</td>
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<tr>
<td>March 2</td>
<td>IDEA: Discipline, Procedural Safeguards, Due Process</td>
<td>Deiner Ch. 5</td>
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<tr>
<td>March 9</td>
<td>Prenatal Development</td>
<td>PL: Sharing Resources</td>
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<td></td>
<td>Infants and Toddlers at Risk</td>
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<td>March 16</td>
<td>Spring Break: No Class</td>
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<tr>
<td>March 23</td>
<td>Children with Specific Learning Disabilities</td>
<td>PL: Writing the IEP</td>
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<td>March 30</td>
<td>Children with ADD/ADHD</td>
<td>PL: Writing the IEP</td>
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<tr>
<td>April 6</td>
<td>Children who are English Language Learners</td>
<td>PL: Writing the IEP</td>
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<tr>
<td>April 13</td>
<td>Children with Intellectual Delays and Disabilities</td>
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<td>Children who are Gifted and Talented or Twice-Gifted</td>
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<tr>
<td>April 20</td>
<td>Children with Special Health Care Needs</td>
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<td>April 27</td>
<td>Children with Hearing Impairments</td>
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<td>Children with Visual Impairments</td>
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<td>May 4</td>
<td>Reflect on Field Experiences</td>
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<td></td>
<td>Wrap Up</td>
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<td>Lessons Learned and to Be Learned</td>
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<tr>
<td>May 11</td>
<td>Key Assessment 8 Due</td>
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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://coursessupport.gmu.edu/.
- The Writing Center 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/).
- The 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/).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone
Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

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