

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

ECED 405.001 Introduction to Early Childhood Special Education
3 Credits, Summer 2017
5/22 – 8/12
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 during the preschool years. Includes historical factors and legislation affecting service delivery.

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 May 18.

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 summer 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.

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

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 ([https://www.cec.sped.org/~media/Files/Standards/CEC Initial and Advanced Specialty Sets/Initial Specialty Set Early Childhood Special Education and Early Intervention.pdf](https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20Early%20Childhood%20Special%20Education%20and%20Early%20Intervention.pdf))

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 request form documentationField experience documentationField experience observation and reflection	May 25 June 16 June 23	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)	July 2 July 16 July 23 July 30 August 6	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 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 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

Class	Topics	Assignments & Readings Due
<p>Week 1</p> <p>May 22 to May 28</p>	<p>Introductions, Syllabus, Assignments</p> <p>Setting up the Field Experience</p> <p>Professional Ethics and Standards</p> <p><i>Forming a Professional Learning Community (PLC)</i></p>	<p>CEC Documents (see BB for links)</p> <p>DUE: Field Experience Approval Form Documentation May 25</p>
<p>Week 2</p> <p>May 29 to June 4</p>	<p>Early Childhood Special Education and Early Intervention: History and Legislation How does the legislation inform my practice?</p> <p>Partnering with Families Building Relationships at All Levels</p> <p><i>PLC: Understanding the Case Study Child</i></p>	<p>Deiner, Ch. 1, 2</p>
<p>Week 3</p> <p>June 5 to June 11</p>	<p>Prenatal Development</p> <p>Infants and Toddlers at Risk</p> <p><i>PLC: Accessing Resources</i></p>	<p>Deiner, Ch. 6 pp. 141-151 Ch. 7 pp. 155 -171</p>
<p>Week 4</p> <p>June 12 to June 18</p>	<p>Evaluation, Assessment, and Eligibility</p> <p>IFSP and IEP: Team, Meetings, Content, Outcomes, and LRE</p> <p>IDEA: Discipline, Procedural Safeguards, Due Process</p> <p><i>PLC: Accessing Resources</i></p>	<p>Deiner, Ch. 3 pp. 66-82</p> <p>DUE: Field Experience Documentation Form June 16</p>

Class	Topics	Assignments & Readings Due
<p>Week 5</p> <p>June 19 to June 25</p>	<p>Individualized Planning</p> <p>Curriculum Standards in Inclusive Settings, including Early Intervention and Early Childhood Education</p> <p><i>PLC: Accessing Resources</i></p>	<p>Deiner, Ch. 4 Ch. 5 pp. 109-115, 119-125</p> <p>DUE: Field Experience Observation and Reflection June 23</p>
<p>Week 6</p> <p>June 26 to July 2</p>	<p>Children with Specific Learning Disabilities</p> <p>Children with Social, Emotional and Behavioral Disorders</p> <p>Children with Communication/Language Disorders</p> <p><i>PLC: Writing the IEP</i></p>	<p>Deiner, Ch. 8 pp. 179-195 Ch. 9 pp. 205-221 Ch. 11 pp. 258-268</p> <p>DUE: Professional Practice Project Part 1 (Accessing Professional Resources) July 2</p>
<p>Week 7</p> <p>July 3 to July 9</p>	<p>Children with ADD/ADHD</p> <p>Children who are English Language Learners</p> <p>Children with Autism Spectrum Disorders</p>	<p>Deiner, Ch. 10 pp. 236-248 Ch. 12 pp. 278-286 Ch. 13 pp. 298-311</p>
<p>Week 8</p> <p>July 10 to July 16</p>	<p>Children who are Gifted and Talented or Twice-Gifted</p> <p>Children with Intellectual Delays and Disabilities</p> <p>Children with Orthopedic and Neurological Impairments</p>	<p>Deiner, Ch. 14 pp. 318-326 Ch. 15 pp. 335-344 Ch. 17 pp. 389-405</p> <p>DUE: Professional Practice Project Part 2 (Writing an IEP) July 16</p>

Class	Topics	Assignments & Readings Due
Week 9 July 17 to July 23	Children with Special Health Care Needs Children with Hearing Impairments Children with Visual Impairments	Deiner, Ch. 16 pp. 358-382 Ch. 18 pp. 414-425 Ch. 19 pp. 433-444 DUE: Professional Practice Project Part 3 (Foundational Knowledge Paper) July 23
Week 10 July 24 to July 30	Summary of Early Childhood Special Education Current Issues in ECSE Final Thoughts	See BB for Articles TBD DUE: Professional Practice Project Part 4 (Reflecting on Professional Learning) July 30
Week 11 July 31 to August 6	Course Evaluation	SUBMIT Professional Practice Project to Tk20 August 6

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 at 703-993-3686. 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/>.