

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

ECED 405.600 Introduction to Early Childhood Special Education  
3 Credits, Fall 2018  
10/15 – 12/19, F2F Meeting 10/18  
Fully Online

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

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

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous 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. The course site will be available on August 27, 2018.

**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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://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 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 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.*

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

### **NAEYC Standard Elements**

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

### **Required Texts**

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

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

### Required Online Documents

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

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

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

### Course Performance Evaluation

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

Assignment	Due Date	Points
Attendance and Participation	Ongoing	15
Field Experience <ul style="list-style-type: none"><li>Field experience approval form</li><li>Field experience documentation</li><li>Field experience observation and reflection</li></ul>	October 27 December 1 December 8	1 9 15
Professional Practice Project <ul style="list-style-type: none"><li>Part 1: Accessing professional resources</li><li>Part 2: Writing an Individualized Education Program (IEP)</li><li>Part 3: Foundational knowledge and current issues paper</li><li>Part 4: Reflecting on professional learning</li><li>Final upload to Tk20 (all three parts in one document)</li></ul>	November 3 November 10 November 17 November 26 December 9	25  25 10
<b>Total</b>		<b>100</b>

- **Assignments and/or Examinations**

#### Field Experience Documentation (10 points)

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

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

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

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

### **Field Experience Observation and Reflection (15 points)**

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

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

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

### **Professional Practice Project (60 points)**

This is Key Assessment 8 Content Knowledge: Professional Practice Project that shows evidence of meeting CEC Standard Elements 6.2, 6.4, 7.2 and NAEYC Standard Element 6a. This assignment must be submitted to Tk20 through Blackboard for a final grade to be recorded. The assessment description and scoring rubric are attached.

- **Other Requirements**

### **Attendance and Participation**

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

- Students complete readings and prepare for online class activities as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library website at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
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    D = 60 – 69  
F = < 60

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

### Class Schedule

Class	Topics	Readings DUE	Assignments DUE
Week 1 Oct 15-21	<p>Introductions, Syllabus, Assignments Setting up the Field Experience</p> <p>Professional Ethics and Standards</p> <p>Early Childhood Special Education and Early Intervention: History and Legislation</p> <p>How does the legislation inform my practice?</p> <p><i>Forming a Professional Learning Community (PLC)</i></p>	<p>CEC Documents (see BB for links)</p> <p>Deiner, Ch. 1, 2</p>	
Week 2 Oct 22-28	<p>Evaluation, Assessment, and Eligibility</p> <p>IDEA: Discipline, Procedural Safeguards, Due Process</p> <p><i>PLC: Understanding the Case Study Child; Accessing and Sharing Resources</i></p>	<p>Deiner, Ch. 3 pp. 66-82 Ch. 5 pp. 109-115, 119-125</p>	<p><b>DUE Oct 27</b> <b>Field Experience</b> <b>Approval Form</b></p>

Class	Topics	Readings DUE	Assignments DUE
Week 3 Oct 29- Nov 4	<p>Prenatal Development Infants and Toddlers at Risk</p> <p>Partnering with Families Building Relationships at All Levels</p> <p>IFSP and IEP: Team, Meetings, Content, Outcomes, and LRE</p> <p>The IFSP/IEP: Individualized Planning</p> <p><i>PLC: Writing the IEP</i></p>	Deiner, Ch. 6 pp. 141-151 Ch. 7 pp. 155 -171	<b>DUE Nov 3</b> Professional Practice Project Part 1 (Accessing Professional Resources)
Week 4 Nov 5-11	<p>Services and Service Delivery for Young Children with Disabilities</p> <p>Curriculum Standards in Inclusive Settings, Including Early Intervention and Early Childhood Education</p> <p><i>PLC: Presenting the IEP; Collaborating with Colleagues</i></p>	Deiner, Ch. 4	<b>DUE Nov 10</b> Professional Practice Project Part 2 (Writing an IEP)
Week 5 Nov 12-20	<p>Children with ADD/ADHD</p> <p>Children with Communication/Language Disorders</p> <p>Children who are English Language Learners</p> <p>Children with Autism Spectrum Disorders</p> <p><i>PLC: Collaborating with Colleagues; Lifelong Learning</i></p>	Deiner, Ch. 10 pp. 236-248 Ch. 11 pp. 258-268 Ch. 12 pp. 278-286 Ch. 13 pp. 298-311	<b>DUE Nov 17</b> Professional Practice Project Part 3 (Foundational Knowledge Paper)
Nov 21-25	<b>Thanksgiving Break</b>		

Class	Topics	Readings DUE	Assignments DUE
Week 6 Nov 26- Dec 2	Children with Specific Learning Disabilities  Children with Social, Emotional and Behavioral Disorders  Children with Special Health Care Needs  Children with Orthopedic and Neurological Impairments  <i>PLC: Lifelong Learning</i>	Deiner, Ch. 8 pp. 179-195 Ch. 9 pp. 205-221  Ch. 16 pp. 358-382  Ch. 17 pp. 389-405	<b>DUE Nov 26</b> Professional Practice Project Part 4 (Reflecting on Professional Learning)  <b>DUE Dec 1</b> Field Experience Documentation Form
Week 7 Dec 3-9	Children with Intellectual Delays and Disabilities  Children who are Gifted and Talented or Twice- Gifted  Children with Hearing Impairments  Children with Visual Impairments	Deiner, Ch. 14 pp. 318-326 Ch. 15 pp. 335-344 Ch. 18 pp. 414-425 Ch. 19 pp. 433-444	<b>DUE Dec 8</b> Field Experience Observation and Reflection  <b>SUBMIT Dec 9</b> Professional Practice Project to TK20
Dec 10-11	<b>No Class – Reading Day</b>		
Dec 12-19	<b>No Class – Finals Week</b>		

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

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