

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

ECED 491.DL1 Seminar in Early Childhood Education for Diverse Learners
3 Credits, Fall 2024, Online Bichronous
8/26/2024-12/18/2024; Wednesdays/ 4:30-7:10 pm
(Synchronous online meetings: 8/28, 9/4, 9/18, 10/9, 10/23, 11/6, 12/4)

Faculty

Name: Stephanie Calabrese, MEd
Office Hours: By appointment
Office Location: Thompson Hall 1200, Fairfax Campus
Office Phone: (703) 993-3844
Email Address: scalabr@gmu.edu

Required Prerequisites

ECED 490
May be taken concurrently.

University Catalog Course Description

Provides opportunity to evaluate and reflect upon classroom practices and interactions with diverse young children, families, and other professionals. Examines evidence-based practices used in early childhood classrooms to respond to the individual and group strengths, needs, and interests of young children with varied abilities from culturally, linguistically, and socioeconomically diverse backgrounds.

Course Delivery Method

This course will be delivered online using a synchronous seminar format using 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 @.gmu.edu) and email password. The course site will be available on August 26, 2024.

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 week will start on Monday and end 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. Describe the legal status of teachers and students, including federal and state laws and regulations; school as an organization/culture; contemporary issues and current trends in education, including technology in education; local, state, and federal governance of schools, including the roles of teachers and schools in communities; and *Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.
2. Discuss and reflect on examples from student teaching of various school crisis management and safety plans and identify ways they have worked to create a safe, orderly, inclusive classroom environment that engages individual children, including children with diverse abilities, in meaningful learning activities and social interactions.
3. Discuss examples from student teaching of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
4. Discuss examples from student teaching of diverse, age-appropriate classroom and behavior management approaches based on culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice that support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline.
5. Identify and reflect on strategies used during student teaching that demonstrate effective classroom management skills through methods that build responsibility and self-discipline, promote self-regulation, and maintain a positive learning environment.
6. Identify examples of modifying and managing the learning environments and experiences during student teaching to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural backgrounds.
7. Identify a variety of age-appropriate techniques used during student teaching, informed by learning principles and knowledge of child development, that teach social and emotional skills to individual children and groups of children to assist with behavior management.
8. Provide examples from student teaching of the ways data were collected, analyzed, and used to inform instruction and guide children's behavior.
9. Discuss evidence-based instructional practices implemented during student teaching that promoted positive learning outcomes for young children.
10. Discuss ways they differentiated instruction in their student teaching experience to respond to the individual strengths, needs, and interests of young children.
11. Reflect critically on their practice and collaborations and discuss ways they engage in continuous learning.

12. Explain how historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States influence current teaching practices and environments and discuss ways to navigate school environments.
13. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, the field experience coordinator, and others.
14. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

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:

Virginia Professional Studies Endorsement Requirements

Classroom and Behavior Management
Foundations of Education and the Teaching Profession

Virginia Early Childhood Special Education Endorsement Competencies

Behavior Management
Standards of Professionalism

Virginia Early/Primary Education PreK-3 Endorsement Competencies

Methods

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 978143383216-1

Recommended Texts

Fields, M., Merritt, P., & Fields, D. (2018). *Constructive guidance and discipline: Birth to age eight* (7th ed.). Pearson. ISBN: 9780134547916

Tyminski, C. (2014). *Your early childhood practicum and student teaching experience: Guidelines for success* (3rd ed.). Pearson. ISBN: 9780132869959

Required Online Documents

- Council for Exceptional Children. (2015). *What every special educator must know: Professional ethical and standards*. Author. Retrieved from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
- Council for Exceptional Children Division for Early Childhood (2020). Initial practice-based professional preparation standards for early interventionists/early childhood special educators (EI/ECSE) (initial birth through age 8). Retrieved from https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212_6e8952cda15f48b3935a7729dddc50d.pdf
- National Education Association for the Education of Young Children. (2020). Professional standards and competencies for early childhood educators. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/professional_standards_and_competencies_for_early_childhood_educators.pdf
- National Association for the Education of Young Children. (2019). *NAEYC position statement: Advancing equity in early childhood education*. Retrieved from <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf>
- Virginia Department of Education. (2021). Virginia’s guidelines for uniform performance standards and evaluation criteria for teachers. Retrieved from https://www.doe.virginia.gov/teaching/performance_evaluation/teacher/
- Virginia Department of Education. (2021). Virginia tiered systems of support. Retrieved from <https://vtss-ric.vcu.edu/>

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 Date	Points
Attendance and Participation <ul style="list-style-type: none"> Evidence of Readings and Coursework Self-Evaluation 	Ongoing Weekly Dec 4	210
Classroom Management & Guidance Analyses <ul style="list-style-type: none"> Reading Logs Video Analysis 1 Chapter/Article reflections Video Analysis 2 Chapter/Article reflections Video Analysis 3 Chapter/Article reflections 	Submit to Bb before class: ongoing (<i>see schedule</i>) 9/18 10/23 11/6	150 total 15 points each (7 logs total) 15 15 15

Internship Reflections	Submit to Bb before class:	60 total
• Video 1: Tour	9/18	25
• Daily Plan and Video Clip 1	10/9	
• Video 2: Tour and Update	10/23	5
• Daily Plan and Video Clip 2	11/6	25
Professional Resume	Draft – 10/16	5
	Final – 11/20	20
Summative Reflective Statement	Draft – 10/30	5
Paper	Final – 12/4	50
TOTAL		500

Assignments and/or Examinations

Classroom Management and Guidance Analyses (150 points total)

This assignment is designed to assist students to explore and develop their own guidance and management practices. Students will complete weekly readings and reflections related to classroom management and guidance philosophies and will engage with and reflect on reading content weekly by either (a) completing a reading log with quotes from each chapter/article or (b) engaging in video analysis reflection (per the syllabus schedule). During online synchronous sessions, students will engage in a Socratic seminar to analyze and discuss a particular guidance situation. Students are expected to follow the schedule and complete assignments according to the schedule.

Internship Reflections (60 points total)

Students will identify select artifacts from their internship to upload to Blackboard to be used during seminar discussions. Artifacts include the following:

Introducing the Internship Placement (Video Tours)

Students will upload two videos to *Blackboard* introducing their internship at two points during the semester (see class schedule). For both videos, they will narrate the video as they video record the various aspects of the internship (e.g., organization's mission and vision, age/grade level of the children in the classroom, provide a tour of the internship setting). In the first video, students will articulate one specific goal for their internship. During their second video, they will also explain any changes they have made to their internship setting and goals.

Daily Plans with Videos

Students will upload to Blackboard and discuss during seminar two daily plans implemented during internship, one in the first 8 weeks and one in the second 8 weeks of the internship. They will be prepared to discuss (a) the planning process; (b) what they considered before, during, and after implementing the plan; (c) their reflections on the process and implementation of the plan; and (d) how the outcomes of this plan informed their future directions.

For Daily Plan and Video Clip #1, students will upload the video clip and lesson plan to *Blackboard*. In addition, students will be required to watch at least one of their peers' video clips and provide a 2-3 sentence constructive comment. Further details on submission will be provided during class sessions.

For Daily Plan and Video Clip #2, students will again upload the video clip and lesson plan to *Blackboard*. During seminar, students will present their video clip and lesson plans to peers during small group discussions.

Professional Resume (25 points including draft submission)

Students will prepare a resume relevant to the positions they plan to seek. They will participate in feedback sessions, use feedback to revise their resume, and submit a final draft of their resume to Blackboard.

Summative Reflective Statement Paper (55 points including draft submission)

Students will prepare a two-three page, single-spaced paper aligning chosen artifacts to each of the 6 NAEYC standards. Over the course of the semester, the intern will select at least 1 artifact each week and align the artifact to 1 NAEYC standard to upload to Bb. Upon completion of the internship experience, the intern will complete a Summative Reflective Statement. To complete the Summative Reflective Statement, the intern will select at least one artifact from their internship to demonstrate their understanding and implementation of each of the six NAEYC's Early Childhood Higher Education Professional Preparation Standards and Competencies ([NAEYC Standards and Competencies](#).)

For each reflective analysis, the intern will (a) describe the artifact and why it was chosen; (b) align the artifact with 1 of the NAEYC standards, identify the standard, and discuss how the artifact demonstrates their understanding of the identified professional standard; and (c) articulate how they will use this knowledge in the future to support young learners, their families, and other professionals in the field.

This paper is designed to help students organize their talking points for interviews, conversations with families, and collaborating with colleagues and other professionals. The paper will include the following:

- Cover page
- An introduction that provides an overview of the 6 NAEYC standards and competencies. Discuss the importance of understanding each standard as an early childhood educator.
- For each standard, write 1-2 paragraphs identifying and discussing the artifact, the NAEYC standard, elaborating on each of the ways the artifact demonstrates alignment with the standard.
- Conclusion paragraph that provides a summary of the 6 NAEYC standards and the important role understanding each contributes to providing quality early childhood education.
- APA- In-text citations and a reference list written in APA style to support the introduction, the 6 NAEYC standards and artifacts, and the conclusion.

- **Other Requirements**

Attendance and Participation (210 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. 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+ = 98 – 100 A = 93 – 97 A- = 90 – 92 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82

C+ = 77 – 79 C = 73 – 79 C- = 70 – 72 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 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 seeking Virginia initial teaching licensure must earn a C or better in all undergraduate licensure coursework.

Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Use of Generative AI

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

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	Readings and Assignments Due
Week 1 Aug 28 Online Synch Meeting	Engaging in Critical Reflection on Teaching, Professional Collaborations, and Opportunities for Continuous Learning Professionalism, Ethical Standards, and Personal Integrity	<i>Review the following:</i> <ul style="list-style-type: none">• <i>CEC Initial Preparation Standards & ECSE Specialty Set</i>• <i>NAEYC Initial Preparation Standards and Developmentally Appropriate Practices Position statement</i>• <i>Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</i>• <i>Student Teaching Evaluation Materials</i>
Week 2 Sept 4 Online Synch Meeting	The role of the early childhood environment and setting in promoting development and learning Considering Guidance and Discipline of Diverse Young Children in the Classroom Virginia Tiered Systems of Supports	Read: Fields et al, Chapter 1 “Thinking About Guidance and Discipline”: Upload reading log with 5 Quotes Total

Date	Topics	Readings and Assignments Due
<p>Week 3 Sept 11</p> <p>Asynchronous</p>	<p>Writing a Daily /Weekly/ Plan/Lesson plan</p> <p>Effect of Physical, Emotional, Social, and Intellectual Development on the Behavior and Discipline of Diverse Young Children</p> <p>Preparing for and Learning from Student Teaching Observations and Evaluations</p> <p>Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</p>	<p>Read and Upload reading log with 5 Quotes Total (include at least one from <i>each</i> article)</p> <ul style="list-style-type: none"> • Wiltshire & Scott (2024). <i>Building Executive Function Skills Through Games</i> • Collet (2017). “<i>I can do that!</i>” <i>Creating classrooms that foster resilience.</i>
<p>Week 4 Sept 18</p> <p>Online Synch Meeting</p>	<p>Classroom Management: Environment, Routines, Timing, transitions in Inclusive Classrooms</p> <p>Interpreting and Using Assessment of Diverse Young Children to Inform Practice</p>	<p>Read</p> <ul style="list-style-type: none"> • Holland & Ohle (2020). <i>“How can I help you?”: Reconsidering behavior management.</i> • Blessing (2019). <i>Assessment in kindergarten: Meeting children where they are.</i> <p>Due to Bb by 9/18: Internship Reflections: Video Tour #1</p> <p>Due to Bb by 9/18: Video Analysis #1 Chapter/Article reflections (one quote from each article)</p>
<p>Week 5 Sept 25</p> <p>Asynchronous</p>	<p>Teaching Desirable Behavior Through Example</p> <ul style="list-style-type: none"> • Building inclusive classroom community • Promoting well-being <p>Implementing Evidence-Based Instructional Practices</p>	<p>Read: Fields, et al., Chapter 5: “Planning Programs That Prevent Discipline Problems”: Upload reading log with 5 Quotes Total</p>
<p>Week 6 Oct 2</p> <p>Asynchronous</p>	<p>Communication Strategies with students, families, staff, and the community</p>	<p>Read and upload reading log with 5 Quotes Total (include at least one from <i>each</i> reading)</p> <ul style="list-style-type: none"> • Xu (2020). <i>Engaging families of young children with</i>

Date	Topics	Readings and Assignments Due
	Collaborating with Diverse Families and Communities	<p><i>disabilities through family-school-community partnerships.</i></p> <ul style="list-style-type: none"> • Steen (2023), Chapter 2, “Building Reciprocal Family Partnerships”
<p>Week 7 Oct 9</p> <p>Online Synch Meeting</p>	<p>Preparing for a Professional Career in Early Childhood Education – Reference Letters Resume writing Interview protocol Professionalism</p>	<p>Read and upload reading log with 5 Quotes Total (include at least one from <i>each</i> article)</p> <ul style="list-style-type: none"> • Hickey (2019). <i>Becoming your best: Building professional competencies.</i> • Feeney et al. (2020). <i>Professional boundaries in early childhood education: Working with families.</i> <p>Due to Bb by 10/9: Daily Plan and Video Clip #1</p>
<p>Week 9 Oct 16</p> <p>Asynchronous</p>	<p>Using Plans and pacing guides to inform instructional, curricular, assessment, and partnership decisions</p>	<p>Read: Fields et al., Chapter 8 “Helping Children Understand and Accept Limits”: Upload reading log with 5 Quotes</p> <p>Due to Bb by 10/16: Professional Resume DRAFT</p>
<p>Week 10 Oct 23</p> <p>Online Synch Meeting</p>	<p>Preparing for a Professional Career in Early Childhood Education – NAEYC and DEC standards and competencies Code of Practice</p>	<p>Read: Fields et al., Chapter 9: “Beyond Behaviorism”</p> <p>Due to Bb by 10/23: Video #2: Tour and Update</p> <p>Due to Bb by 10/23: Video Analysis 2 Chapter/Article reflections (with two quotes from chapter)</p>
<p>Week 11 Oct 30</p> <p>Asynchronous</p>	<p>Role of the Culture and Climate of the Early childhood setting Responding to Trauma</p> <ul style="list-style-type: none"> • Addressing children’s stress and vulnerabilities 	<p>Read and upload reading log with 5 Quotes Total</p> <ul style="list-style-type: none"> • Galinsky (2020). <i>Words matter: Moving from trauma-informed to asset-informed care.</i>

Date	Topics	Readings and Assignments Due
		<ul style="list-style-type: none"> • Kroeger et al. (2019). <i>Tate and the pink coat: Exploring gender and enacting anti-bias principles.</i> <p>Due to Bb by 10/30: Draft of Summative Reflective Statement Paper</p>
<p>Week 12 Nov 6</p> <p>Online Synch Meeting</p>	<p>Meeting the Diverse Needs of Young Children</p> <ul style="list-style-type: none"> • Culturally responsive approaches • Universal Design for Learning 	<p>Read</p> <ul style="list-style-type: none"> ▪ Rice & Dunn (2020). <i>Supporting children's writing in inclusive classrooms with arts-based strategies.</i> ▪ Wanless & Crawford (2016). <i>Reading your way to a culturally responsive classroom.</i> <p>Due to Bb by 11/6: Daily Plan and Video Clip #2</p> <p>Due to Bb by 11/6 Video Analysis 3 Chapter/Article reflections (with one quote from each article)</p>
<p>Week 13 Nov 13</p> <p>Asynchronous</p>	<p>Preparing for a Career in Early Childhood Education</p> <ul style="list-style-type: none"> • Understanding how historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States influence current teaching practices and environments 	<p>Use this week to work on Professional resume and Summative Reflective Statement paper</p>
<p>Week 14 Nov 20</p> <p>Asynchronous</p>	<p>Navigating and advocating for the Early childhood field</p>	<p>Due to Bb by 11/20: Professional resume FINAL</p>

Date	Topics	Readings and Assignments Due
Nov 27	No class, Thanksgiving break	
Week 15 Dec 4 Online Synch Meeting	Course reflection	Due to Bb by 12/4: Attendance and Participation Self-Evaluation Due to Bb by 12/4: Final Paper: Summative Reflective Statement Paper
Reading Days Dec 10	No class	

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 Mason's Academic Standards (see <https://academicstandards.gmu.edu/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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://ds.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.
- Common Policies affecting all courses at George Mason University (see <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>)

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>.