IECE 520 Organizing Programs for Early Childhood Special Education Fall 2020 Syllabus	
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Class Location: Web Based Course	
Instructor's Office Hours: Check Blackboard for Office Hours	

Note: This document and other class related materials are available on blackboard

Course Description:
Rationale for IECE (B-5), service delivery options, teaming issues, and atypical development specific to sensory, physical and cognitive disabilities. Fifteen hours field experiences required.

Prerequisites:
Admission to IECE Master of Arts in Education, IECE Master of Teaching or Planned Sixth Year programs; or instructor's permission.

Learning Outcomes: Upon completing this course, students will be able to:

1. List the origins of early childhood special and general education.
2. Discuss key historical legislation affecting children with delays or disabilities.
3. State the philosophy behind early intervention for children with delays or disabilities.
4. Explain how to foster family participation and professional-family collaboration.
5. Demonstrate knowledge in service delivery models, assessment, and curriculum for young children with delays or disabilities.
6. Explain considerations for designing and organizing learning environments for young children with delays or disabilities.
7. Demonstrate knowledge of various instructional strategies and interventions used with young children with delays or disabilities, including teacher-mediated, peer-mediated, routine-based, and naturalistic strategies.
8. Explain current challenges in providing effective early childhood special education.

Textbooks and Required Materials
Garguilo, R. & Kilgo, J. (2020). *An introduction to young children with special needs: Birth through age eight*. SAGE Publications.

Division for Early Childhood. (2014) Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from http://www.dec-sped.org/recommendedpractices

National Association for the Education of Young Children. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Retrieved from https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf

Major Course Topics:

1. Historical and philosophical basis of ECE and ECSE
2. Program models and service delivery options
3. Interdisciplinary and interagency teaming
4. Partnerships with families
5. Program development/administrative issues in IECE
6. Trends and issues in ECE/ECSE, including cultural and linguistic diversity and ELL

Description of Course Assignments:

Legislation Case Study

Select a significant court case that affected young children with disabilities or delays. Your court case must be approved by the instructor. Write a paper (3–5 pages recommended) discussing the background of the court case, its ruling, and the significance and impact of the case for young children with disabilities or delays today. Include and cite at least three references from peer-reviewed sources.

Family Member Interview

For this assignment, interview a family member of a young child with a disability or delay, preferably a parent. If interviewing a family member from a school or organization, obtain necessary permissions to contact the parent and conduct the interview. The purpose of this assignment is to understand further the experiences of raising a young child with a disability or delay. Gather information about home life, parent-professional interactions, navigating services and interventions, family coping strategies, and family participation in early childhood intervention and education. Write a report of your interview with significant themes and include your own reactions to the interview and information gathered. The final report should be 3–5 pages.

Discussion Boards

There are 6 discussion boards throughout the course. See the rubric provided in blackboard. Students will read and respond to various classmates. Responses should be substantive and extend the conversation. Comments such as "I agree" will not warrant full credit.

Evidence-Based Intervention

Students should select an evidence-based intervention for young learners with disabilities or delays and write paper (5–7 pages recommended) on it. The chosen intervention must be approved by the instructor. The paper should provide a brief literature review demonstrating evidence for the practice, a target population for the intervention, behavioral skill targets for the intervention, data collection procedures, a discussion on how the intervention is used, and any limitations and further research needs for the intervention. The paper should include at least 5 peer-reviewed sources.

Emerging Issues and Current Challenges Paper and Presentation
The purpose of this assignment is to address a current or emerging issue that affects children in early childhood special education and intervention. Choose an issue that interests you around young children with delays or disabilities and write a short summary (2–4 pages recommended) about the issue. In addition to the summary, prepare a presentation (5–10 minutes recommended) on the topic to present to the class. The presentation should be professional, but creativity is encouraged. You may utilize available technology, handouts, or any other tools that may be useful to convey the information

Field Experience
Students will engage in alternate field experiences this semester due to COVID and restricted access to settings serving young children and families. See section on "field experiences" on subsequent pages.

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Legislation Case Study	100	Due Dates Included on Blackboard
Family Member Interview	100	
Discussion Boards 6@25	150	
Evidence Based Intervention	100	
Emerging Issues and Current Challenges Paper	100	
Video Reflections (Field Hours) 5 @ 25	125	
Panel Reflections (Field Hours) 2 @ 25	50	
TOTAL	**725**	

The following represents the grade equivalent for accumulated points:

A = (90-100%)
B = (80-89%)
C = (70-79%)
D = (60-69%)
F = (<60%)

Attendance and Participation Policy: students are expected to attend zoom meetings regularly and participate in weekly modules and assignments.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness

of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Course Expectations & Student Conduct: This section contains the policies and expectations that have been established for this course. Please read carefully and refer back to this when you have questions. These policies and expectations are intended to create a productive learning atmosphere for all.
This class will be conducted in an atmosphere of mutual respect. Your active participation in class discussions is encouraged and expected. Each of us may have strong, differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcomed as well as the orderly questioning of the ideas of others, including those of the instructor. However, the responsibility of the instructor will be exercised to manage the discussions so that ideas and arguments can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

University Policy for Field Experiences or Observations: All students are required to complete 15 hours of field experience in this course According to university policy, all students completing field experiences are required to have the following documents on file in the Office of Teacher Services, Room 1092 Gary Ransdell Hall: current TB test, current physical, current criminal background check (thumbprint). It is the student's responsibility to obtain the appropriate forms and submit the documents BEFORE beginning field experience directly to Teacher Services; questions should be directed to Wendy Delk.

Field experience hours must be documented. Failure to complete and document hours of field experience will result in an automatic grade of F for the course, regardless of point accumulations on assignments. Access the tracking form, complete and turn your completed form in at the end of the semester via blackboard.

In addition to this form, all hours should be documented on the KFETS website . For help you can view these videos Field experience hours must be documented. Failure to complete and document hours of field experience will result in an automatic grade of F for the course, regardless of point accumulations on assignments. See instructions with this video on submitting KFETS hours with alternate field experiences that are not school based during COVID.

THE LEARNING CENTER (TLC): Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms

designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment.

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences:

EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	x
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
• Elementary	x
• Middle School	
• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	x
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	

Course Assignments and Experiences Related to:

- **The Kentucky Early Childhood Standards (KYECS):**
    - Every teacher candidate must be fluent in the KYECS for his/her content area and must be able to deconstruct the standards into learning targets and create formative assessments.
        - How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Early Childhood Standards (KYECS)? How does the EPP measure the depth of knowledge of each candidate?

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Field Experience	Each candidate engages in 3 distinct early childhood setting and completes the following: Daily Log Summative Reflection Product developed that can be connect with IFSP/IEP objective of target child

- **The Kentucky IECE Curriculum Framework and Assessment System (Building a Strong Foundation for School Success):**
    - Every early care and education provider, school staff, and community professional must work to promote and provide experiences that support growth and learning to ensure that all children enter school ready to learn. The identified five developmental areas for school readiness include: approaches to learning, health and physical well-being, language and communication development, social and emotional development, and cognitive and general knowledge.
    - Every early care and education provider, school staff, and community professional must work to prepare children to take advantage of learning opportunities in school depends on four school dimensions: child readiness, approaches to learning, school readiness, and family and community supports.
    - Every early care and education provider, school staff, and community professional must be familiar with recommended guidelines and standards in all areas of assessment (e.g., screening, diagnostic, classroom/instructional and program evaluation).

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Field Experience	• Each candidate engages in 3 distinct early childhood setting and completes the following: • Daily Log • Summative Reflection
Family Interview	• Students will identify and interview a family member of a child with a disability

- **Candidates Using the KAS Framework in Lesson Planning**
  N/A

- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**
  N/A

<u>Course Assignments Serving as an Education Preparation Program "Key Assessment"</u>:

Key Assessment Areas	Assessment Name
Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Standards Based Unit SPED 523 Internship Portfolio IECE 524
Professional Dispositions	EPP-wide Dispositions Assessment IECE 520, 523 SPED 523
Data and Research driven decision making	Assessment Battery and Outcome Development IECE 521 Standards Based Unit SPED 523 Internship Portfolio IECE 524
Integration of Technology in the discipline	Inclusion and Technology

Key Assessment Areas	Assessment Name
	Integration Matrix IECE 423G Internship Portfolio IECE 524
Clinical Practice (integrated practices of diversity)	Clinical Feedback and Disposition IECE 526 & SPED 523 Internship Portfolio IECE 524

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

NAEYC Professional Prep Standards	Course Experiences and Assessments
Standard 1: Promoting Child Development and Learning Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.	• Evidence Based Intervention
Standard 2: Building Family and Community Relationships Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	• Family Interview
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.	
Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally	

NAEYC Professional Prep Standards	Course Experiences and Assessments
appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	
Standard 5: Using content knowledge to build meaningful curriculum. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.	
Standard 6: Becoming a Professional Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	• Field Experience • Legislation Case Study • Issues and Challenges Paper and Presentation
Standard 7: Early Childhood Field Experiences Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).	• Reflective Summary • Field placement across 3 early childhood settings

Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
Standard 1: Learner Development & Individual Learning Differences Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning	

Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
experiences for individuals with exceptionalities	
Standard 2: Learning Environments Beginning special education professional create safe, inclusive, culturally responsive learning enviornments so that individuals with exceptionalisties become active and effetive learners and develop emotional well-being, posiitve social interactions, and self-determination.	• Observations across Early Childhood Settings
Standard 3: Curricular Content Knowedge Beginning special educaiton professionals use knowledge fo general and specialized cirricula to individualze learning for individuals with exceptionalities	• Evidence Based Intervention
Standard 4: Assessment Beginning special educaiton professionals use multiple methods of assessment and data-sources in making educational decisions.	
Standard 5: Instructional Planning Beginning special educaiton professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	
Standard 6: Professional Learning & Ethical Practice Beginning special education professionals use foundational knowledge fo the field and their profesional Ethical Principles and Practice Standards to inform special educaiton practice, to engage in lifelong learning, and to advance the profession.	• Observation across Early Childhood Settings • Legislation case study
Standard 7: Collaboration Beginning special education professionals collaobrate with families, other educators, related service profiders, indivuduals with exceptionaliites, and personnel from community agencies in cultrually responsive ways to address the needs of individuals with exceptionalites across a range fo learning experiences.	• Parent Interview

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
Standard 1. Learner development	X	X	X				X	X	X	
Standard 2. Learning differences	X	X	X	X			X	X	X	X
Standard 3. Learning environments	X	X	X				X	X	X	
Standard 4. Content knowledge	X	X	X	X		X	X	X	X	X
Standard 5. Application of content	X	X		X		X	X	X	X	X
Standard 6. Assessment	X	X				X	X	X	X	X
Standard 7. Planning for instruction	X	X	X	X			X	X	X	X
Standard 8. Instructional strategies	X	X					X	X	X	X
Standard 9. Professional learning and ethical practice	X	X	X			X	X	X	X	
Standard 10. Leadership and collaboration	X	X	X			X	X	X	X	

CEC SPA Standard # and Description	**Course Alignmentt**									
Initial Special Education Early Childhood Specialist Set (2012)	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
Standard 1: Learner Development and Individual Learning Differences	X	X	X				X	X	X	X
Standard 2: Learning Environments	X	X	X	X		X	X	X	X	X
Standard 3: Curricular Content Knowledge	X	X	X	X			X	X	X	X
Standard 4: Assessment		X	X			X	X	X	X	
Standard 5: Instructional Planning and Strategies		X	X			X	X	X	X	X
Standard 6: Professional Learning and Ethical Practice	X	X	X	X		X		X	X	X
Standard 7: Collaboration	X	X	X				X	X		

IECE SPA Standard # and Description NAEYC Standards for Initial Early Childhood Professional Preparation (2010)	**Course Alignment**									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING	X	X	X				X	X	X	
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	X	X	X			X		X		
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES		X	X			X	X	X	X	
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES	X	X	X			X	X	X	X	
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM			X				X	X	X	
STANDARD 6. BECOMING A PROFESSIONAL	X	X	X				X	X	X	
STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES	X	X	X			X	X	X		

ILA 2017	**Course Alignment**									
	IECE 520	IECE 423G	IECE 522	FACS 577	EDFN 500	IECE 521	IECE 523	IECE 524	SPED 523	SLP 517
STANDARD 1. FOUNDATIONAL KNOWLEDGE								X	X	
STANDARD 2. CURRICULUM & INSTRUCTION								X	X	

STANDARD 3. ASSESSMENT & EVALUATION			X			X	X	X	X	
STANDARD 4. DIVERSITY & EQUITY	X		X			X	X	X	X	
STANDARD 5. LEARNERS & THE LITERACY ENVIRONMENT			X					X	X	
STANDARD 6. PROFESSIONAL LEARNING AND LEADERSHIP								X	X	