A. **Department of Special Education**
   SED 518/718
   Course Title: Special Education Early Childhood Programs
   Credit Hours: 3

B. **Course Description**: Overview of history, philosophy, legislation and services for young children (0-5) at-risk for or with disabilities, including impact and intervention across developmental domains.

C. **Text:**
   - Hooper, S. R., & Umansky, W. (2008). Young children with special needs. 5th edition.
   - Federal and state documents as assigned by the instructor.
   - Other articles and assigned readings as assigned for designated topics

D. **Course objectives (student learning outcomes).**
   Upon satisfactory completion of this course, students will be able to:

   1. Discuss the history, philosophy, principles, current issues, trends, and best practices in early intervention/early childhood special education.
   2. Explain educational implications of being at-risk, and having developmental delays or disabilities.
   3. Identify federal and Kentucky legislation, policies, and provisions for young children (0-5) at-risk of or having disabilities.
   4. Match various service delivery approaches with settings for individual children and their families.
   5. Recognize the impact of disabilities on family systems.
   6. Discuss the principles and methods to work with and support families in a manner that respects and accommodates cultural, linguistic, ethnic, regional and socioeconomic diversities.
   7. Explain the role of team members in assessment, program planning, intervention and transition.
   8. Discuss the needs/methods to collaborate/consult among agencies and professionals in this and related fields.
   9. Explain the importance of natural environments and communities as places of learning.
   10. Recognize the implications of cultural differences on assessment, programming and evaluation of young children (0-5) with special needs.

   In addition to the above objectives, students enrolled as graduate students (SED 718) will be able to:

   1. Evaluate service delivery approaches to meet the individual needs of children and families.
   2. Apply the philosophy and use of natural environments in intervention settings and,
   3. Critically analyze how history, philosophy, principles, current issues, trends, and best practices influence early intervention / early childhood special education practice.

*These student learning outcomes are aligned with CEC New Teacher Standards 1, 2, 3, 7, 9, 10 and CED Initial Certification Standards 1, 2, 3, 7, 9, 10.

E. **Course Outline:**
   This course will address the following topics. The instructional time for topics is delineated in the CLASS SCHEDULE at the end of the syllabus.

   1. Perspectives, policies, and practices in early childhood special education
      a. Foundations and origins
      b. Federal legislation and mandates
      c. Kentucky First Steps
      d. Family-centered practices
      e. The IFSP/IEP

f. Interagency collaboration
2. Identification of young children with special needs
   a. Teaming
   b. Developmental domains
   c. Determining eligibility
3. Planning and organizing educational programs
   a. Models of service delivery
   b. Natural environments
   c. Designing learning environments
   d. Transition issues
4. Strategies for working with young children with special needs
   a. Sensory impairments
   b. Motor and health impairments
   c. Cognitive delays
   d. Communication and language delays
   e. Social and emotional delays

F. **Course requirements**

1. Class Participation
   Appropriate interaction in class is expected. Engaging in class activities and group discussions, responding to and initiating questions, and demonstrating familiarity with assigned readings and material are components of interaction (Note: You can only interact if you attend!). Weekly class activities that will be completed and submitted during each class period will be used to determine your class participation grade.

   Each class activity will have a point value of 10.

2. Tests
   There will be three tests in this course; none will be cumulative. Tests will be a combination of essay and objective questions in the form of multiple choice, true/false, fill-in-the-blank, etc. Tests will be on Blackboard and will NOT be timed. You may also complete the test multiple times, but must submit your final attempt by the due date.

   Each test will have a point value of 50.

3. Reference list and abstracts (SED 518)
   Students enrolled in SED 518 will submit a reference list of 5 professional, research-based journal articles, corresponding to topical outlines as listed in section F. As well, the students will submit an abstract of 2 of the articles in the reference list. The instructor will provide the format for the reference list and abstract. The student(s) must choose recent (within last five years) articles from peer-reviewed, scholarly journals such as the ones listed above. Students may use a journal only once and should use a combination of on-line as well as hard copy journals.

   This assignment will have a point value of 30.

4. In-depth Child Study (3 parts)
   Part 1: You will find a child between the ages of 0-5 with special needs currently receiving services in Part C or Part B. You will interview the family and one service provider and submit a written 2-3 page summary of the interview, the child's disability, the family's reaction to the disability, a typical day in the life of the family, and intervention goals and outcomes. See the "Assignments" section on Blackboard for explicit directions.

Part 2: Based on information obtained in Part 1, you will plan and develop a parent resources guide and map community learning activities that link the child's intervention goals with the family's everyday routines. This will become a gift to the family. See the "Assignments" section on Blackboard for explicit directions.

Part 3: Based on the information derived in the previous sections of this project, you will develop a plan that will outline, support, etc. the child's transition to new services, a new classroom, or whatever the child's next transition will be. See the "Assignments" section on Blackboard for explicit directions.

These projects will be presented to the entire class at the end of the semester.

Each part of the child study will have a point value of 30 for a total of 90 points.

G. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes.

ADDITIONAL REQUIREMENTS FOR 718 STUDENTS

Abstracts (SED 718)

Students enrolled in SED 718 will submit 5 written abstracts of professional, research-based journal articles, corresponding to topical outlines as listed in section E. The instructor will provide the format for the abstracts and in some cases may assign article(s). The student(s) must choose recent (within last five years) articles from peer-reviewed, scholarly journals

Research Paper

Graduate students will write a 5 - 7 page research paper about a topic included in the course outine. Students are free to choose their topic but must present the instructor with a proposed plan before starting the project. The paper will be written following APA (5th edition) guidelines and must include five current (within 5 years) resources from research-based journals in the early intervention/early childhood special education field.

5. Professional Presentation (SED 718)
Students enrolled in SED 718 will complete research and develop and perform a 10 to 15 minute presentation based on the research paper. Provide quality information and handouts for all in the class. This presentation will occur on the last night of class (final exam night) unless otherwise determined.

H. **Evaluation method**(s) and relative weight of each course requirement.

SED 718

Attendance/participation (class activities)	120 points
Examinations (3 X 50)	150 points
Child Study Part I, II, III (3X30)	90 points
Abstracts	50 points

Research Paper	30 points
Professional Presentation	10 points
TOTAL	450 points

SED 518

Attendance/participation (class activities)	120 points
Examinations (3 X 50)	150 points
Child Study Part I, II, III (3X30)	90 points
Reference List/Abstracts	30 points
TOTAL	390 points

Grading Scale:

A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: below 59%

I. **Student Progress** – Student progress will be posted in Blackboard. Assignments will be returned to students in a timely manner.

J. **Attendance policy.**

Class attendance is expected. Consistently arriving on time, being regularly attentive in class and staying until each class meeting is concluded are components of attendance. Coming to class late and leaving class early may be counted as absences. Absences equating to 20% of class meetings will result in a lowered grade for the course. Missing more than 20% of class meetings may result in failure of the course. For this class, 2 absences may result in your grade being lowered by one letter grade. More than 3 absences may result in an F for the course. You are responsible for providing a reason for absences in order to be given the opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University or professional activity.

K. **Notification of the last day to drop the course if the course starts or stops on nonstandard dates.**

Last day to drop course or to withdraw from the university is listed on the university calendar.

L. **Disabilities Statement.**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms. See note 2 below

M. **Academic Integrity Statement.**

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Course P/N	Course Title
SED 518	**Special Education Early Childhood Programs**

CONCEPTUAL FRAMEWORK ELEMENTS
CF1: **Knowledge** - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
CF2: **Pedagogical Skills** - Enables the professional educator to facilitate learning for all students.
CF3: **Dispositions** - Includes the professional attitudes, values and beliefs that support student learning and development.
CF4: **Technology** - Focuses on preparing candidates who are able to use educational technology to help all students learn.
CF5: **Diversity** - Reflects the Unit's commitment to preparing candidates to support learning for all students

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, KA1, KA2a	**K**	**K**	**K**	**K**

TEACHER STANDARDS (2008)
STANDARD 1: The teacher demonstrates applied content knowledge
STANDARD 2: The teacher designs and plans instruction
STANDARD 3: The teacher creates and maintains learning climate
STANDARD 4: The teacher implements and manages instruction
STANDARD 5: The teacher assesses and communicates learning results
STANDARD 6: The teacher demonstrates the implementation of technology
STANDARD 7: Reflects on and evaluates teaching and learning

STANDARD 8: Collaborates with colleagues/parents/others
STANDARD 9: Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession

Kentucky Teacher Standards – Initial or Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, KA1, KA2a	-	-	-	-	K	-	K,A, KA 2c	-	-

IECE Standards

IECE1	IECE2	IECE3	IECE4	IECE5	IECE6	IECE7	IECE8	IECE9
K	K	-	K	-	K,A, PA,KA 2c	-	K,A, PA,KA2c	K

EKU GOALS
EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
EKU-G 3. To promote learning through high quality programs, research, and support services.
EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EKU Goals

EKU-G1	EKU–G2	EKU-G3	EKU-G4	EKU-G5
		X	X	X

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content

EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
Diversity	Assessment	Literacy/Reading	Closing Achievement Gap	
K,A, PA (IECE)			K, A, PA (IECE)	

SPA

STANDARD NAME GOES HERE
CEC Standard 1 – Foundations
CEC Standard 2 – Development and Characteristics of Learners
CEC Standard 3 – Individual Learning Differences
CEC Standard 6 – Communication
CEC Standard 7 – Instructional Planning
CEC Standard 10 – Collaboration

Course P/N	Course Title
SED 718	**Special Education Early Childhood Programs**

CONCEPTUAL FRAMEWORK ELEMENTS
CF1: **Knowledge** - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
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RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, KA1, KA2	**K**	**K**	**K**	**K**

TEACHER STANDARDS (2008)
STANDARD 1: The teacher demonstrates applied content knowledge
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STANDARD 8:	Collaborates with colleagues/parents/others
STANDARD 9:	Evaluates teaching and implements professional development
STANDARD 10:	Provides leadership within school/community/profession

Kentucky Teacher Standards – Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, KA1, KA2a	-	-	-	-	K	-	K,A, KA 2c	-	-

IECE Standards

IECE1	IECE2	IECE3	IECE4	IECE5	IECE6	IECE7	IECE8	IECE9
K	K	-	K	-	K,A, PA,KA 2c	-	K,A, PA,KA2c	K

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EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EKU Goals

EKU-G1	EKU–G2	EKU-G3	EKU-G4	EKU-G5
		X	X	X

KERA Initiatives

Identify the initiative number(s) for each category			
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EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments					
COURSES	Diversity	Technology	Literacy	Code of Ethics	Leadership
SED 718	K,A, PA (IECE)	K			

ED LEADERSHIP WILL USE THIS CHART

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
COURSES	Diversity	Technology	Literacy Education	School Safety Education

SPA

STANDARD NAME GOES HERE
CEC Standard 1 – Foundations
CEC Standard 2 – Development and Characteristics of Learners
CEC Standard 3 – Individual Learning Differences
CEC Standard 6 – Communication
CEC Standard 7 – Instructional Planning
CEC Standard 10 – Collaboration