Eastern Kentucky University
Special Education Department
SED 518/718 Special Education Early Childhood Programs, CRN
3 credit hours
Fall, XXXX

Instructor:
Office:
Phone:
Email:
Office hours:

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.

Course Prerequisites: none

Texts:

- Publication Manual of the American Psychological Association (6th ed.) (optional)
- Other readings as assigned for designated topics

Key Assessment: Note that SED 530/730 has a Key Assessment and you will have to upload it to TaskStream, so you will need to have an active account for this semester.

Student learning outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>KTS</th>
<th>IECE</th>
<th>InTASC</th>
<th>ISTE</th>
<th>CE C</th>
<th>CAEP</th>
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<tbody>
<tr>
<td>Upon satisfactory completion of this course, students will be able to:</td>
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<td>1. Discuss the federal and state (KY) history, legislation, philosophy, principles, current issues, trends, and best practices in early intervention/early childhood special education as they pertain to supporting and educating families of children with special needs.</td>
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<td>Note: Graduate students (718) will also evaluate this information and synthesize the information.</td>
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2. Discuss the impact of disabilities on family systems and create a plan to evaluate, teach, and assess the development of children (0-5) with special needs that connects service delivery approaches with settings for individual children and their families. **Note: Graduate students (718) will also analyze the impact of disabilities on family systems.**

3. 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 and demonstrate this ability through interactions with families of children with special needs.

4. Explain to families and other professionals the need for collaboration/consultation and the role of team members across agencies and professions as it relates to the assessment, program planning, intervention and transition needs of children birth to age 5 in both school-based settings and natural environments.

**Evaluation Methods:**

<table>
<thead>
<tr>
<th>SED 518</th>
<th>POINTS</th>
<th>TOTAL</th>
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<tr>
<td>Blackboard Assignments (4) (SLO, 1-4)</td>
<td>10</td>
<td>40</td>
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<tr>
<td>Tests (2) (SLO 1-4)</td>
<td>30</td>
<td>60</td>
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<tr>
<td>In Depth Child Study (3 parts) (SLO 2, 3, 4)</td>
<td>90</td>
<td>90</td>
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<tr>
<td>Annotated Bibliography (SLO 1, 2)</td>
<td>50</td>
<td>50</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td><strong>240</strong></td>
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SED 718 additional items
<table>
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<tr>
<th>ITEM</th>
<th>POINTS</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Professional Development Training Plan (SLO 3)</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Professional Presentation (SLO 2)</td>
<td>25</td>
<td>25</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td>310</td>
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**Grading Scale**
Grades will be based on the percentage of points earned from the total.

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 –69%
- F = 59% and below

**Student Progress:**
Students are responsible for monitoring their progress in the course as each assignment is returned to them with written feedback provided by the instructor. Mid-term grades will be posted on Banner per university policy.

**Attendance Policy:**
This class is an online class, and so participation and attendance are demonstrated through active involvement in online activities in Blackboard. This means completing work within each module, completing required discussion boards and assignments. Class participation is expected. Only documented excuses (illness= notes from doctor, death in immediate family = death notice/funeral notice, participation in an approved University or professional activity =note from director of that activity) will be excused for you to be able to make up work. This documentation must be provided by email and include information about your absence/lack of participation in the course (dates you were excused, your plan to complete work in the course. The amount of time given for the excuse will be set by the instructor). No other excuses will be accepted, and any work not submitted on time will result in an earned grade of 0.

Procedure for notifying me of absence: email me (see email protocol guidelines) with your reason for absence along with the required documentation. In addition, notify me when your work has been completed – all work that is approved for makeup work must be emailed in the same email chain as the email notifying me of your absence (the one with your documentation). Work must be made up in a time period commensurate with your approved absence (example: sick for one class means you have one class to make up the work or earn a score of 0.). All work not turned in on time will be scored as 0. Once approved work has been submitted and scored, that grade will be changed to the new grade.
Last Day to Drop the Course:
Students are referred to EKU Colonel’s Compass posting for dates specific to this semester
http://colonelscompass.eku.edu

Disability Policy:

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Academic Integrity Policy:

Students are advised that EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at http://studentrights.eku.edu/academic-integrity-policy. Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

Official E-Mail:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Course Requirements:

1. Blackboard Assignments
There will be four Blackboard assignments during the semester. The assignments will be posted on Blackboard. Each assignment has a point value of 10 for a total of 40.

2. Tests
There will be two tests during the semester. Tests will not be cumulative and will consist of essay, multiple choice, true/false, fill-in-the-blank, etc. Tests will be posted to Blackboard, and must be submitted on the day of the exam. Each test will have a point value of 30.
3. In-depth Child Study (3 parts)
For this assignment, you will review a scenario of a family with a child between the ages of 0-5 with special needs currently receiving services in Part C or Part B of IDEA.

**Part 1:** You will review an interview with the family and the child’s teacher or interventionist and virtually observe the child in the classroom or intervention setting. You will submit a written 2-3 page summary of the interviews and a description of the child’s disability, the family’s reaction to the disability, a typical day in the life of the family, disability in the educational setting, and intervention goals and outcomes. You will also write a reflection of how the child’s disability impacts the family system.
*Part 1 of the Child Study has a point value of 40.*

**Part 2:** Based on information obtained in Part 1, you will plan and develop a parent resource guide and map community learning activities that link the child’s intervention goals with the family’s everyday routines and share this information with the family.
*Part 2 of the Child Study has a point value of 30.*

**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 and share this information with the family.
*Part 3 of the Child Study has a point value of 20.*

**Notice:** Entire child study document must be posted in Taskstream (for related education majors)

4. Annotated Bibliography
You will choose a topic related to the course content and develop an annotated bibliography with at least 5 sources related to the topic. The sources must be recent (within the last five years) articles from peer-reviewed, scholarly journals. You are expected to show careful thought, quality effort and do all of the following:

a) Create an APA citation of each resource
b) Summarize the information contained in each resource
c) Evaluate each resource and compare it to the other resources in your bibliography
d) Discuss how each resource shapes your understanding of the topic and how you can use it in your work with children and families

*This assignment has a point value of 50.*

5. Professional Development Training Plan
In addition to all requirements listed above, graduate students will develop a professional development training plan appropriate for individuals working with young children with disabilities and related to the course content. You are free to choose your topic but you must present the instructor with a proposed plan before starting the project. The training plan will include 2 to 3 learning objectives, a training outline, and a PowerPoint presentation. The training plan must include five current (within 5 years) resources from research-based journals in the early intervention/early childhood special education field.

*This assignment will have a point value of 45.*
6. Professional Presentation (SED 718)
Students enrolled in SED 718 will present the professional development to the rest of the class. You are expected to provide quality information and handouts for class members (handouts may be sent to me to be posted on Blackboard instead of bringing paper copies to class). *Presentation will have a point value of 25.*

**Course Outline:**

The following topics will be addressed:
Foundations and origins of early childhood special education, legislation and mandates related to early childhood special education, family-centered practices, program planning and implementation, interagency collaboration and teaming, assessment for eligibility and programming, models of service delivery, transition between programs, developmental domains and potential problems associated with development, and appropriate intervention strategies for young children with disabilities.