I. COURSE DESCRIPTION
Topics on developments in research-based recommended practices on early childhood general and special education covered through directed study, seminars, and workshops; early intervention and educational implications for children birth to 8-years old; topics to be announced in Schedule of Classes.

II. COURSE OUTCOMES
Students participating in the seminars and workshops will complete activities and readings to meet the following objectives:
1. Students will examine, describe, and apply the principles, concepts, and theories underlying recommended practices in early childhood general and/or special education.
2. Students will identify and describe professional practices involved in recommended, early childhood general and/or special education practices.
3. Students will examine and apply elements of effective communication in the development of written reports and/or presentations on research-based, recommended early childhood general and/or special education.

III. COURSE REQUIREMENTS AND ASSIGNMENTS
ONE SEMESTER HOUR STUDIES
Graduate and undergraduate students who participate in the 1-semester hour studies will earn one credit for two (2), one hour long, onsite observations of the preschool curriculum program at the College of Education, Early Childhood Center (ECC) and completion of the following two (2) assignments. All assignments are due APRIL 18, 2014.

1. Preschool Inclusion Observation Report (700-points, all students). The assignment is completed as an individual activity to evaluate a preschool program (e.g., the Early Childhood Center at the Merrill-Palmer Skillman Institute or the University Towers on Cass). The purpose is to evaluate a preschool program readiness for including children with disabilities. First, read the article, “Including Children With Special Needs: Are You and Your Early Childhood Program Ready?” by Amy.
Watson and Rebecca McCathren (see Bb COURSE DOCUMENTS page). Then, use the “Preschool and Kindergarten Inclusion Readiness Checklist” in the article to complete (a) at least two, 1-hour observations over two days at the preschool program and (b) from the observation answer the questions on THE CHECKLIST with evidence or examples for each question summarized and written into the Observation Report. The written content of the Report is to focus on answering each question on THE CHECKLIST using the following headings/sub-headings in APA 6th Edition (2010) format: An INTRODUCTION with (a) a definition and rationale for inclusion; a description of the preschool program with the days and times of your visit, and a description of the “Preschool and Kindergarten Inclusion Readiness Checklist”; THE CHECKLIST results presented across the seven sub-sections; and, a SUMMARY/RECOMMENDATIONS section that describes the strengths and readiness of the preschool program, as well as recommendations for improvements for Inclusion Readiness based on the observation Checklist results. See assignment Evaluation/Rubric on Bb COURSE DOCUMENTS page.

2. Analysis Essay on Seminar Readings (300-points). Students individually write a 2000-word essay analyzing ALL OF THE readings and place the essay on the ONE SEMESTER HOUR Bb Discussion Board forum. Students write the essay to (a) compare and contrast individually selected content across ALL OF THE READINGS and (b) evaluate selected material across readings in terms of practical applications. Essays need to be written in complete sentences and paragraphs with correct spelling in narrative format. The quality of the writing across content sections (200-points) and the student’s ability to connect readings with their own practical experience (100-points) will earn full points (300-points).

IV. EVALUATION AND GRADING

Hard Copy Assignments must be written with a computer application using 12 point font and formatted with 1-inch margins, headings/sub-headings, and a title page in accordance with the “Publication Manual of the American Psychological Association (APA),” 6th Edition (2010). Please write carefully with correct sentence and paragraph structure, grammar, and spelling.

- Assignments must be turned in by due dates; 89% of the points are the maximum available for late assignments without an instructor approved written explanation, as well as assignments completed as hard copy rather than online.

- Students with Disabilities. If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

- Academic Dishonesty -- Plagiarism and Cheating (edited statement from the DOSO’s website): Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.
• Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
• Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
• Plagiarism: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
• Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**Religious Observance Policy.** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, The Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Student services.**

• The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

• The Writing Center is located on the second floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing) to obtain information on tutors, appointments, and the type of help they can provide.

**Grading, Course Drops, and ADD/Withdrawal Policies.** In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/pdf-policies/students.pdf](http://reg.wayne.edu/pdf-policies/students.pdf)

**Grading is based on absolute, rather than comparative criteria.** The final grading scale is as follows: 950-1000 = A (4.0), 900-949 = A- (3.67), 870-899 = B+ (3.33), 830-869 = B (3.00), 800-829 = B- (2.67), 770-799 = C+ (2.33), 730-769 = C (2.00), 700-729 = C- (1.67), 670-699 = D+ (1.33), 630-669 = D (1.00), 600-629 = D- (0.67), <600 = F (0.66)
IV. SCHEDULE OF READINGS, TOPICS, AND ASSIGNMENTS

2. We can all participate! Adapting circle time for children with autism (Barton et al., 2011)

5. Improving child outcomes with data-based decision making: Interpreting and using data (Gischlar et al., 2009)
6. Improving child outcomes with data-based decision making: Graphing data (Hojnoski et al., 2009a)

V. READING REFERENCES


