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. CLASS POLICY, EVALUATION AND GRADING

Students need to complete the reading assignments each week in order to participate in discussions and activities on our Bb course website. Assignments must be turned in by due dates; 86% 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 posted online as course Bb entries earn a maximum of 86% of the points.

- **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.

- **Attention 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 at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). 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.** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

- **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.

- **Wayne State University Writing Center.** The Writing Center provides individual tutoring consultations free of charge for students at Wayne State University. While the Center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Center is located on the second floor of the Undergraduate Library or visit online at [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing)

- **Enrollment/Withdrawal Policies.** Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
Students must submit their withdrawal request online through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php

Grading is based on absolute, rather than comparative criteria. The final grading scales follow:

**Undergraduate Grades**
- 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)

**Graduate Grades**
- 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)
- <730 = F (<2.00)

V. READINGS FOR 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)

VI. REFERENCES


