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EDSP 205 Foundations in Early Childhood Special Education

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XAVIER UNIVERSITY
College of Professional Sciences
Special Education Programs
EDSP 205: FOUNDATIONS IN EARLY CHILDHOOD SPECIAL EDUCATION
3 semester hours

Instructor: Dr. Tracy Alley

Email: alleyt@xavier.edu (this is the best way to contact me since I am not on campus)

Office Telephone: Please e-mail me to set a phone call time since I do not have a XU office.

Course Dates: Saturday, October 12th – Friday, December 13th (online)

Course Description

This course addresses the historical and philosophical foundations of services for young children; impact of sensory impairments, physical and health disabilities on individuals, families and society. Research supported theories and issues concerning early childhood special education practices and method; identification of at risk needs awareness, IFSP and IEP procedures and issues; developmentally appropriate practices; biological and environmental learning and developmental factors; medical/health issues, responsibilities, training and implications for learning and prevention for educational settings. Articulation of personal philosophy of educating students with special needs is a course expectation. **CPR and First Aid Training and certification are required.**

Course Learning Outcomes and Educative Assessments

<p>Students will...</p> <p>-Assess the impact of medical conditions on family concerns, resources, and priorities including effects of various medications on individuals with exceptional learning needs and types and transmission routes of infectious disease.</p> <p>– Evaluate the common etiologies and the impact of</p>	<p>Online Responses, First Aid Training, Quiz, & Parent Interview</p>
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<p>sensory disabilities on learning focusing on the impact of sensory impairments, physical & health disabilities on individuals, families & society.</p> <ul style="list-style-type: none"> – Articulate personal philosophy of special education. – State the historical & philosophical foundations of services for young children both with & without exceptional learning needs. Models, theories, and philosophies that form the basis for special education practice. – Evaluate the laws, policies, and issues that affect young children, families and programs for young children. Identify the procedures for early identification of young children who may be at risk for disabilities. – Describe the effect of biological & environmental factors on pre-, peri-, and post- natal development. -Evaluate the influence of stress & trauma, protective factors & resilience, and supportive relationships on the social & emotional development of young children. –Examine the significance of socio-cultural and political contexts for the development and learning of young children who are culturally and linguistically diverse. 	<p>“Jamie” Project, Cognitive Disability Project, Learning Disability Project, Online Responses, & Observation Reflection</p> <p>Philosophy Statement</p> <p>Quiz, Cognitive Disability Project, Learning Disability Project, & Online Responses</p> <p>Quiz, Book Readings, Observation Reflection, & IEP</p> <p>Quiz & Curriculum Adaptations</p> <p>Observation Reflection, Cognitive Disability Project, & Quiz</p> <p>Observation Reflection, IEP, Curriculum Adaptations, & Quiz</p>
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Course Materials

Howard, V.F. (2014). Very young children with special needs: A foundation for educators, families, and service providers. Upper Saddle River, NJ: Pearson

Parker, D. (1997). Jamie: a literacy story. Portsmouth, NH: Stenhouse Publishers

(Optional but helpful) Winterman, K. G., & Rosas, C. (2014). The IEP checklist: Your guide to creating meaningful and compliant IEPs. Baltimore, MD: Paul H. Brooks

Important Note:

Please be sure that you carefully and thoroughly read all the assigned chapters in your text and supporting materials. **The readings may be covered in the professional licensing tests you are required to take to qualify for your teaching license.** If you do not fully understand certain materials addressed, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

Time Commitment Expectations

Course assignments will be due on a weekly basis on **Sunday evenings by midnight EST.**

This course is approximately eight weeks in duration and is entirely online. Plan to spend a minimum of 10 hours per week (probably more) working on the course itself. The time commitment may vary depending upon individual's familiarity with the technologies used in online learning. Participants are expected to log on to the course and complete assignments weekly, and some weeks will require daily log-in to complete the required assignments. If you find that you are having any trouble keeping up with assignments or other aspects of the course, make sure you let the course instructor know as early as possible.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Canvas through a supported Web browser (Firefox, Google Chrome). To ensure that you are using a supported browser and have required plug-ins please run the [Check Browser Tool](#) from the Technology Services Web site.
- Check your computer against Xavier's suggested minimum computer requirements: <http://www.xavier.edu/ts/students/Computer-Recommendations.cfm>

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas, contact the HELP Desk at (513) 745-HELP/4357 or visit the [HELP Desk Web site](#) .

Course Structure

Modules – Please pay attention to the dates. Most assignments are due by midnight on Sunday. This changes the last week of the course since our class ends on a Friday.

Week 1/Module 1: Beginning the Course & Required Paperwork

Due: 10/20 by midnight	Video: Icebreaker—That’s Retarded!
Due: 10/20 by midnight	Discussion Board: Post a paragraph reflection on the video & reply to 2 peers’ postings
Due: 10/20 by midnight	Upload the following: BCI/FBI clearances & AOR form

Week 2/Module 2: Laws related to Special Education

Due: 10/27 by midnight	Assignment: Quiz #1: IDEA (Individuals w/Disabilities Education Act) Read all assigned materials and watch video before quiz
Due: 10/27 by midnight	Assignment: View video of Past 35 years of IDEA
Due: 10/27 by midnight	Assignment: Read - Response To Intervention (RTI)
Due: 10/27 by midnight	Assignment: Read - “Whose IDEA Is It?”
Due: 10/27 by midnight	Assignment: Read - Identification Process --NICHCY Ten Steps
Due: 10/27 by midnight	Assignment: Read Chapter 1

Week 3/Module 3: Learning Disabilities

Due: 11/3 by midnight	Assignment: Watch LaVoie Video
Due: 11/3 by midnight	Discussion Board: Post response and reply to 2 peers’ postings
Due: 11/3 by midnight	Assignment: Read Chapters 3 & 4
Due: 11/3 by midnight	Assignment: Quiz #2 – Learning Disabilities Read assigned chapters, watch video, and view module websites before quiz

Week 4/Module 4: Autism

Due: 11/10 by midnight	Assignment: Read Chapter 7
Due: 11/10 by midnight	Video: Carol Gray’s Social Stories
Due: 11/10 by midnight	Discussion Board: Post a Social Story & reply to 2 peers’ postings
Due: 11/10 by midnight	Assignment: Quiz #3 – Autism Read assigned chapter and watch TED talk in module before quiz

Week 5/Module 5: Cognitive Disabilities

Due: 11/17 by midnight	Assignment: Read Chapters 2 ,5, & 9
Due: 11/17 by midnight	Assignment: Parent Interview & Summary
Due: 11/17 by midnight	Assignment: View Prematurity Video with Nurse
Due: 11/17 by midnight	Discussion Board: Post response and reply to 2 peers' postings
Due: 11/17 by midnight	Assignment: Quiz #4 – Cognitive Disabilities Read assigned chapters and watch video before quiz

Week 6/Module 6: Curriculum Adaptations & Observations

Due: 11/24 by midnight	Assignment: Observation & Upload Paperwork (reflection & field reporting form) You must have the FBI/BCI paperwork & AOR 3-page form uploaded to Canvas before observations. You must have a TB skin test before observing. Keep this form in your personal files. You must complete the moral character form on the XU website before observing. If you have completed one in the past, it is on file.
Due: 11/24 by midnight	Assignment: Curriculum Adaptation Activity

Week 7/Module 7: Mental Health & Physical Disabilities (extra time given for this module due to Thanksgiving)

Due: 12/8 by midnight	Assignment: Read Case study for Luke
Due: 12/8 by midnight	Assignment: Visit NAMI website and review one mental health disorder
Due: 12/8 by midnight	Discussion Board: Post a response and reply to 2 peers' postings
Due: 12/8 by midnight	Read the short novel, "Jamie: A Literacy Story" & write a reflection

Week 8/Module 8: Developing Individualized Education Plans (Last Day of Class is Friday – assignments due Tuesday, Wednesday, and Thursday so watch due dates)

Due: 12/13 by midnight	Assignment: Read IEP Checklist (entire book - optional)
Due: 12/10 by midnight	Discussion Board: Post an IEP goal and two objectives
Due: 12/12 by midnight	Discussion Board: Using IEP Rubric reply to 2 peers' postings
Due: 12/11 by midnight	Assignment: Quiz #5 – Individualized Education Plan Read Chapter 10 in our textbook before quiz

Due: 12/12 by midnight	Assignment: Post your philosophy of educating students with special needs (one to two pages)
Due: 12/12 by midnight	Assignment: Submit proof of CPR/ First Aid Training

Note: The schedule is subject to change in the event of extenuating circumstances. You are expected to check announcements regularly and adhere to the established course deadlines. Please check the announcements on a regular basis as well as your e-mail.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities that benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (2013). Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

Grading Policy

- A = (93%-100)**
- A - = (90%-92%)**
- B + = (87%-89%)**

- B = (84%-86%)
- B - = (81%-83%)
- C + = (78%-80%)
- C = (75%-77%)
- F = (0-74%)

COURSE ASSIGNMENTS:

FBI/BCI Clearances:

This course **requires** fieldwork so you **must submit proof of being eligible** to be in the field. The FBI/BCI clearances must be done on an **annual** basis. You have an assignment to **upload this paperwork to show your clearance**. If you do have an issue, please let me know as soon as possible so I can help you. There is only one point for this assignment but it lets me know that you are cleared to observe children. Please note that this is a School of Education policy:

College of Professional Sciences: Many of the programs in the College of Professional Sciences require BCI/FBI criminal background checks and/or drug screens because of university program, accreditation, clinical, and/or professional mandates. Requirements vary from program to program. Failure to satisfy the requirements can result in dismissal from the program, withdrawal from field and clinical placements, delayed program progression, or diminished employment opportunities. If you have questions or need further information, please contact Dr. Kathy Winterman/program director in Special Programs e-mail: wintermank1@xavier.edu

Parent Interview: Cognitive Disability Project – 10 points

You will interview a parent of a child with a cognitive disability. The child must be between the **ages of 0-8 years old**. ***The parent may not be your own parent!*** You will obtain background information as well as a history of the child’s development including the biological, social and cognitive domains (reference textbook). You will ask at least **five** questions of the parent. If you have difficulty finding a parent to interview, please use the parent interview provided.

10 Points	UNPROFESSIONAL EFFORT 1-5 points	ACCEPTABLE 6-8 points	EXCELLENT 9-10 points
Parent Interview	Directions regarding requirements of the interview and written report were not followed. Progress across developmental domains was not included.	Interview and written report met the majority of stated requirements. Developmental progress across all three domains was identified; however, summary/analysis was vague or poorly supported by information from the text.	Interview and written report were completed according to requirements. Developmental progress and/or difficulties were clearly identified across all three domains. Summary/Analysis was well written with clear ties to information from the text.

CPR/First Aid Training You **must** have CPR/First Aid training by the end of this course. You must upload your cards in order to receive a grade for this course. CPR/First Aid is offered through the American Red Cross, local churches, fire departments, online, etc.

NOTE: It is a good idea to find and schedule this training ASAP!

Observation Reflection You will visit an early childhood (8 years old and younger) special needs environment and observe for a total of **five** hours (one or two visits). You will write an observation reflecting on the children, teacher, and related services observed. Try to focus on one child to determine their educational needs. Your observation reflection should include developmental levels in cognition, language development, social emotional skills, gross and fine motor development, and adaptive behavior. A **field reporting form** can be found in our course assignments. It **must be signed by the teacher and uploaded** to our course along with the **observation reflection (different upload)**. Please be professional when calling to schedule and dress in a professional manner.

Assignment Requirements		
Observation of Environment 4 points possible	0-1 point(s): Student fails to clearly and thoroughly describe the classroom environment or omits a description of the general classroom environment.	2-4 points: Student describes the classroom environment objectively, using detailed factual information that describes the setting, layout, and environment. Observation should show a factual picture for the reader.
Observation of Developmentally Appropriate Practice 4 points possible	0-1 point(s): Student fails to describe examples of developmentally appropriate practices or routines in the classroom environment. Or Student does not describe why the setting, or an activity, is an example of developmentally appropriate practice.	2-4 points: Student describes the use of developmentally appropriate practice in the classroom environment. This observation segment should give insight into the room and activities as they relate to the students' developmental level. Describe the teaching strategies you observed that were positive examples of developmentally appropriate practices.
Observation of Inclusion of children with special needs 4 points possible	0-1 point(s): Student omits the description of inclusion of children with special needs.	2-4 points: Provide a description of at least one activity in which a child (or children) with special needs was included in an activity. The description of the activity should include information about adaptations implemented for the child(ren).
Personal Reflection of Observation 3 points possible	0-1- point(s): Student does not provide a reflective explanation as it relates to the observation experience.	2-3 points: The student will subjectively reflect on the observation experience, writing how they felt & what they learned. What did you observe that made the greatest impression on you? How might you

		apply what you learned to your future teaching?
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Curriculum Adaptation Project

Following your observations at the early childhood site, develop a curriculum adaptation activity that will support the academic achievement of a child you observed. Worksheets of any kind are **unacceptable**.

- Based on the child you observed
 - Write about the “disability as a whole”—example visual impairments
 - Write “how this disability impacts this child” (address all developmental domains –cognition, language, motor (fine and gross), social/emotional, or adaptive behavior). Readings about each area can be found in the module or the textbook.
 - Write and describe a “curriculum activity” to address this child’s needs addressed above. You can find an idea online or create one. If you borrow an idea, you must give credit to the author.

These bulleted items should be your paragraph headings.

Adapted Curricular Activity (5 points possible)	The Adapted Curricular Activity meets <u>all</u> of the following criteria: - addresses the developmental level of the child. - is fully developed with a complete description of the activity, intended participants, and needed materials - activity and materials are engaging and clearly based on the stated needs of the child. <p style="text-align: center;">4-5 points</p>	Student develops an Adapted Curricular Activity that neglects to meet one of the following criteria: - addresses the developmental level of the child. - is fully developed with a complete description of the activity, intended participants, and needed materials -- activity and materials are engaging and clearly based on the stated needs of the child. <p style="text-align: center;">3-4 points</p>	Student develops an Adapted Curricular Activity that neglects to meet two of the following criteria: - addresses the developmental level of the child. - is fully developed with a complete description of the activity, intended participants, and needed materials - activity and materials are engaging and clearly based on the stated needs of the child. <p style="text-align: center;">1-2 points</p>
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Jamie: A Literacy Story

You will complete a reflection on the novel plus a paragraph on how this book impacted your thinking as a professional. You will include **at least three quotes/excerpts** from the book. One to two pages will be sufficient.

Levels/Criteria	0-1	2-3	4-5
Structural Organization	Reflection lacks logical progression of ideas and no quotes/excerpts from the book.	Reflection includes vague or minimal information from the book and only a couple of book quotes/excerpts.	Reflection includes logical progression of ideas that are fully developed. Multiple quotes/excerpts were in the reflection showcasing attention to detail while reading and connections.
Understanding of Material	Apparent misunderstanding	Limited understanding of	Clear understanding of material displayed by

Levels/Criteria	0-1	2-3	4-5
	of material	material displayed by vague, unclear language and few examples.	clear, concrete language, complex ideas, and examples.
Focus	Written responses address the topic but lose focus by including irrelevant ideas.	Written responses are on topic; however, they do not include related ideas or examples.	Written responses are focused on the topic and include relevant ideas or examples and clear insights.
Mechanics	Frequent errors in spelling, grammar, and punctuation	Two to three errors in grammar, punctuation, or spelling	Nearly error-free which reflects clear understanding and thorough proofreading
Support/Reflection	Few to no solid supporting ideas or evidence provided that relay how the book reading impacted the student as an educator.	Minimal amount of supporting ideas and/or evidence is provided to relay how the book reading impacted the student as an educator.	Specific, developed details, clear support, and connections are provided to describe how the book reading impacted the student as an educator.

Discussion Board Postings & Peer Responses

You will receive 3 points for your initial post and two additional points for the 2 peer responses. You could receive a maximum of 5 points for each discussion board listed below:

Social Story

You will view the social story video by Carol Gray and then write a social story based upon the guidelines discussed in the video plus respond to 2 peers' postings.

"That's Retarded" Video

You will write a paragraph reflection about the video then respond to 2 peers' postings.

LaVoie Video

You will view the Richard LaVoie video and will respond to the prompt plus respond to 2 peers' postings.

Nurse Video

You will watch the nurse video and respond to a prompt regarding prematurity plus respond to 2 peers' postings.

NAMI Website Review

After exploring the National Alliance for Mental Illness (NAMI) website, you will post a reflection focusing on one mental illness you learned about then respond to 2 peers' postings.

IEP Project

You will use the case study of Luke (found in Module 7) or any child with special needs (age 8 and under). You will develop a goal and two objectives to meet the child's educational needs plus you will respond to 2 peers' postings.

Philosophy Paper

You will write a paper stating your professional and personal views and attitudes with respect to working with individuals with special needs. The length should be one to two pages.

Assignment Requirements	4-5 points	2-3 points	0-1 points
Educational Philosophy	Student submits a philosophy paper which: -Describes their professional beliefs and goals regarding teaching in the Early Childhood Special Education field AND: Provides 1-2 examples of how to implement those goals in the process of educating children with special needs included within the general education classroom.	Student submits a philosophy paper which: -Describes their professional beliefs and goals regarding teaching in the Early Childhood Special Education field AND: Provides no examples of how to implement those goals in the process of educating children with special needs included within the general education classroom.	Student submits a philosophy paper that: - Does not include a clear description of their professional beliefs and goals regarding the Early Childhood Special Education field Or: -Does not provide examples of how to implement those goals in the process of educating children with special needs included within the general education classroom.
Professionalism in Writing	Student submits a 1-2-page paper, double spaced, 12-point font, using child – first language. Paper is submitted on time and contains 0 grammatical errors.	Student submits a paper, failing to follow one of the following writing guidelines: - 1-2 pages in length - Double spaced - 12-point font - Use of child-first lang. Or: Paper contains 1	Student fails to follow two or more of the following writing guidelines: - 2-3 pages in length - Double spaced - 12-point font - Use of child-first lang. Or: Paper contains 3 or more grammatical errors.

		- 2 grammatical errors.	
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POINTS/EVALUATION FOR EACH ASSIGNMENT:

- FBI/BCI – 1 point (mandatory – XU requirement for field observations)
- AOR form – 1 point (mandatory – XU requirement for field observations)
- TB skin test – (mandatory – keep records in your own personal files)
- CPR/First Aid – 3 points (mandatory – must take in order to pass our course)
- Moral Character Form – (mandatory online form for all XU students)
- Discussion Board Postings (6 @ 5 points each) – 30 points
- Observation Reflection – 15 points
- Parent Interview - 10 points
- Curriculum Adaptation - 5 points
- Philosophy Paper - 5 points
- Quizzes (5 @ 5points each) – 25 points
- “Jamie” Reflection – 5 points

Total: 100

Plagiarism

Plagiarism will not be tolerated. The plagiarized assignment will be given a score of a zero and the student will be reported to the department chair for further disciplinary action that may include being removed from the program.

Viewing Grades in Canvas

Points you receive for scored activities will be posted to the Canvas Grade Book. Click on the My Grades link in the course menu to view your assignment scores.

Grade Posting Policy

In general, you should expect to receive feedback on assignments within 48 hours of submission. Exceptions to this will be noted in the course announcements in Canvas.

Assignment Submission

All assignments for this course will be submitted electronically through Canvas.

Late Work/Make-Up Work

Unless the student has contacted the instructor, no late assignments will be accepted.

Incomplete Policy

Unless the student has contacted the instructor, no incompletes will be given in the course.

Course Policies/Guidelines

Netiquette

The discussion boards are created to provide an opportunity for students to actively engage in meaningful conversation on a particular topic or issue. You are encouraged to provide your honest viewpoint, but be respectful of the views of your classmates.

Do's

1. Do use correct grammar and spelling.
2. Do read the prompt, reflect on what you would like to say, and review what you've written before posting!
3. Do respect the privacy, beliefs, and opinions of your classmates.
4. Do challenge each other's ideas but not each other personally.
5. Do remember to treat others as you would want to be treated.
6. Do stick to the discussion prompt at hand when posting to a forum.
7. Do use humor and sarcasm carefully. Students cannot see your facial expressions or hear any voice inflections.

Don'ts

1. Don't type in ALL CAPS. This is regarded as shouting.
2. Don't rant or flame. This is not the place to vent your anger or start a fight.
3. Don't make inappropriate comments. Objectionable, sexist, or racist language will not be tolerated.

In the discussion forums, you will post assignments and discuss your work with others in the class. These are public forums so whatever is posted can be seen by everyone in the course. If you want to send a private message, use individual email.

ACADEMIC SUPPORT

Learning Assistance Center

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC

at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Writing Center

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab

The [Mathematics Tutoring Lab](#) offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. <http://www.xavier.edu/mathematics/Math-Lab.cfm>

Xavier University Library

Many research articles and resources are found using Search@XU on the Library Home page. Supplemental books and readings can often be requested from OhioLINK and Ohio Public Libraries using XPLORE.

<http://www.xavier.edu/library/>

Students may contact Xavier University Librarians for support with academic research needs.

<http://www.xavier.edu/library/students/Personal-Librarian-Program.cfm>

<http://www.xavier.edu/library/xu-tutor/index.cfm>

Additional Campus and Community Agencies to Support Student Life and Success

[We are Xavier Musketeers - All for One and One for All](#). As members of the Xavier University community, the Jesuit value of Cura Personalis invites us to care for others recognizing the uniqueness and wholeness of each person and their situation. As such, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus community remains a healthy and safe environment for learning. To that end, as a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, physical or mental health issues, death of a loved one, increased anxiety, substance use, feeling down, difficulty concentrating/or lack of motivation, food or housing insecurity, etc. These concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. You may also find yourself in a situation in which you come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When either situation is the case, I encourage you to share this information with me for resource information and potential accommodations. You are also encouraged to report this information via Xavier's Student of Concern form: <https://one.xavier.edu/students/>. The form is on the Student Hub and is in the middle of the page next to Events.

For any student who facing challenges securing food or housing and believes this may affect their performance in the course, you are urged to contact Cindy Stieby, Coordinator for the X-Path Program, or Angie Kneflin, Director Of Care Management through the following e-mail address: thestore@xavier.edu. The store is open on Fridays in gazebo area of the Village apartments from 3pm-5pm or by appointment through Cindy or Angie.

Xavier Student Wellness Support Resources:

McGrath Health and Wellness Counseling Services: 513-745-3022 ext. 2
<http://www.xavier.edu/health-wellness/>

McGrath provides both counseling and psychotherapeutic treatment by clinical counselors, psychologists, social workers and counseling interns. Services are free for Xavier students (undergraduate and graduate). If you need an immediate crisis appointment please let the staff answering the phone know this. Additionally, crisis counselors are available 24/7 by calling Xavier University Police (513-745-1000) and asking to talk to the counselor on call. Additionally, McGrath counseling services also offers support groups, health coaching and mindfulness workshops)

McGrath Health and Wellness-Health Services: 513-745-3022 ext. 3
McGrath provides high quality and accessible medical treatment, prevention and education to students.

Psychological Services Center: 513-745-3531
<http://www.xavier.edu/psychologicalservices/welcome.cfm>
PSC provides a wide range of psychological services to all graduate and undergraduate students free of charge.

Advocacy and Prevention Coordinator: 513-904-9013 (M-Fri. 9am to 5pm)
<http://www.xavier.edu/advocate/survivor-resources.cfm>
The Xavier Advocacy Coordinator provides confidential support, information and advocacy for those affected by harassment, discrimination, relationship violence, sexual assault, rape and stalking during business hours. After hours, Women Helping Women (513-381-5610) provides advocacy services to all Xavier students and will connect students to the Advocacy Coordinator.

Kate Lawson, Chief Title IX Officer: 513-745-3046
<http://www.xavier.edu/titleix/index.cfm>
The Title IX Office investigates reports of sex discrimination, including, but not limited to, sexual harassment, sexual violence, dating violence and stalking, as well as facilitates a prompt, equitable process to resolve those complaints.

On Campus Crisis Numbers
XUPD will assist with crisis intervention in all situations and has access 24/7 to an on campus counselor.
Xavier University Police Department Emergency Line: 513-745-1000

Xavier University Police Department Non-Emergency Line: 513-745-2000

Other Wellness Support Campus Resources

Bias Advisory Response Team (BART): BART is an advisory group that plays an important role in developing proactive and educational initiatives that will minimize the occurrence of bias incidents on campus in addition to ensuring consistent approaches to incident responses. To report an incident contact the Dean of Students at 513-745-3166, contact XUPD at 513-745-1000 or submit a report online at <http://www.xavier.edu/dean-of-students/>

Xavier Action and Care Team (X-ACT): X-ACT is an advisory group that provides support and assistance to students who may be experiencing emotional distress and exhibiting at-risk or threatening behaviors. If you would like to report a fellow student of concern, please submit an online referral through the Student Hub (student Concern report) or the Dean of Students website: <http://www.xavier.edu/dean-of-students/> or contact the Dean of Students at 513-745-3166. If there is an immediate threat or danger to yourself or the student of concern, please call Xavier Police immediately at 513-745-1000.

Care Management Services: 513-745-4391 <https://www.xavier.edu/dean-of-students/>
The area of Care Management in the Dean of Students Office is area is to support students through challenges, connect them to appropriate campus and community resources, promote growth in self-advocacy, and empower students to navigate toward their own solutions and shape their own lives. The Director of Care Management and Care Management Coordinator work collaboratively across the institution to develop support plans that provide a caring and seamless student learning experience. Additionally, those working in Care Management at Xavier operates in a non-clinical capacity and is not able to provide counseling or therapy to students, though would quickly connect students to those resources if appropriate. The Director of Care Management receive all referrals for X-ACT that are designated emotional concerns.

Office of Disability Services: 513-745-3280 <http://www.xavier.edu/disability-services/index.cfm>
The Disability Services staff ensure all students with disabilities can freely and actively participate in all facets of university life. This office provides and coordinates support services to maximize students' educational potential and develop their independence to the fullest extent possible. Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with the course Instructor as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at

513-745-3280, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks. **It is important to note that any disability-related information including accommodations is confidential.**

Center for Diversity & Inclusion: 513-745-3110

<http://www.xavier.edu/diversity-inclusion/index.cfm> The Center for Diversity and Inclusion is committed to advising, developing, educating, and empowering students at Xavier to make the most of their diverse interactions across a wide range of social identities.

Office of Residence Life: 513-745-3203

<http://www.xavier.edu/residence-life/index.cfm> The Residence Life staff (including Hall Directors and Resident Assistants) support students in their personal growth while challenging them to successfully achieve their academic goals. HDs and RAs are often a student's most direct connection to University resources. If you live on campus, contact the main office or your Hall Director or Area Coordinator for any needs.

Student Success Center: 513-745-3141

<https://www.xavier.edu/success/#services> Provides academic and adjustment support, success coaching, goal setting, and advising.

TRiO: 513-745-3758

<https://www.xavier.edu/sss/index.cfm> Provides academic, professional, financial and personal support for primarily first-generation, lower-income or students with disabilities. With a wide range of resources, individual services, cultural activities, plus scholarships and technological support to successfully navigate through college.

Off Campus Local & National Websites: & Hotlines:

- Cincinnati Talbert House Text Line: 839863
- National Suicide Prevention Hotline: 1-800-273-8255
- The Trevor Project: 1-866-488-7386 Text "Trevor" to 1-202-304-1200
<http://www.thetrevorproject.org/>
- American Foundation for Suicide Prevention: www.afsp.org
- Cincinnati Linder Center of Hope: 513-536-4673 <http://lindnercenterofhope.org/>

- Good Samaritan Hospital Behavioral Health Care: 513-862-2850
<https://www.trihealth.com/institutes-and-services/behavioral-health-services/>

- National Alliance on Mental Health (NAMI): <http://nami.org/> • Active Minds:
<http://www.activeminds.org/>

- Shelterhouse: <http://www.shelterhousecincy.org/>

- David & Rebecca Barron Center for Men Esther Marie Hatton Center for Women Barron Center for Men 2499 Reading Road 411 Gest Street Cincinnati, Ohio 45202 Cincinnati, OH 45203 513-562-1980 513-721-0643

· Free Store Food Bank: 513-241-1064 <https://freestorefoodbank.org/> 112 East Liberty Street - 8am-3pm M-F

UNIVERSITY POLICIES

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Copyright Policy

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Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Special Education Professional Ethical Principles Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:
A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

Council on Exceptional Children Initial Level Special Educator Preparation Standards

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination
- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.
- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 7.0 Beginning special education professionals collaborate with families, other educators,

related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

NAEYC 2010 Standards for Initial Early Childhood Professional Preparation

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.

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.

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

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 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.

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).

Ohio Standards for The Teaching Profession

Standard 1. Students: Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard 2. Content: Teachers know and understand the content area for which they have instructional responsibility.

Standard 3. Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning

Standard 4. Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard 5. Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard 6. Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.

Standard 7. Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community

Competencies for Montessori Teacher Candidates (MATCE, July, 2013):

I. Knowledge

1a. Montessori Philosophy 1b. Human growth and Development 1c. Subject matter for each Course Level* not to exclude:

- Cosmic education • Peace education • Practical life • The arts
- Fine and gross motor skills 1d. Community resources for learning

II. Pedagogy

Understands: 2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum

(spiral curriculum) 2c. The prepared environment 2d. Parent/teacher/ family/community partnership 2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods

III. Teaching with Grace and Courtesy

As relates to each level the candidate for certification demonstrates and implements with children/adolescents: 3a. Classroom leadership 3b. Authentic assessment 3c. The Montessori philosophy and methods (materials) 3d. Parent/teacher/ family partnership 3e. Professional responsibilities 3f. Innovation and flexibility

COURSE OUTCOMES—

Core knowledge and skills that students should develop from this course:

In alignment with the Council of Exceptional Children Initial Level Educator Preparation Standards, The Standards for Initial Early Childhood Professional Preparation, and the Ohio Standards for the Teaching Profession, candidates will demonstrate competencies in the following areas:

Assess the impact of medical conditions on family concerns, resources, and priorities, including effects of various medications on individuals with exceptional learning needs and types and transmission routes of infectious disease.

OSTP 6 CEC 1, 6 NAEYC 2 MACTE 1,2,3

Evaluate the common etiologies and the impact of sensory & categorical disabilities on learning, focusing on the impact of sensory impairments and physical & health-related disabilities on individuals, families & society.

OSTP 1, CEC 1,2,3 NAEYC 1 MACTE 1,2,3

Articulate personal philosophy of special education. **OSTP 7 CEC 6 MACTE 1,2,3**

State the historical & philosophical foundations of services for young children both with & without exceptional learning needs. Model the theories, and philosophies including Montessori pedagogy, that form the basis for special education practice.

OSTP 1, 2 CEC 3 NAEYC 1 MACTE 1,2,3

Evaluate the laws, policies, and issues that affect young children, families and programs for young children. Identify the procedures for early identification of young children who may be at risk for disabilities **OSTP 7 CEC 7 NAEYC 6 MACTE 1,2,3**

Describe the effect of biological & environmental factors on pre-, peri-, and post- natal development. **OSTP 1 CEC 1 NAEYC 1 MACTE 1**

Evaluate the influence of stress & trauma, protective factors & resilience, and supportive relationships on the social & emotional development of young children.

OSTP 1 CEC 6 MACTE 1,2,3

Write Individual Education Plans & Individual Family Service Plans.
OSTP 4 CEC 5 NAEYC 5 MACTE 1,2,3