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EDSP 6085: Fall 2015
Foundations in Early Childhood Education and Early Intervention

Instructor: María Isolina Ruiz, PhD.

Office Hours: available for phone or Skype conference on Tuesdays, Wednesdays and Fridays, between 2:00-4:00 or by appointment *(Please schedule conferences in advance to make sure that I can give you the time and support you require.)*

Email: miruiz@uno.edu

Phone: (417) 529-2263

Prerequisites:
- This is the first class in the sequence of course work in early intervention. This class must be completed in order to continue with other early intervention courses.

Course Description:

The emphasis of this course is on services and supports for children from birth through five years old, with and without disabilities, and their families, including current intervention research. The national Division of Early Childhood (DEC) of Council for Exceptional Children (CEC) has included field experiences as critical components of course work within a comprehensive preservice training program. Thus, field experience in public schools, private programs, child care center and/or other appropriate early intervention settings away from campus are required in this course. Students are responsible for arranging their own transportation to and from instructor-approved sites.

Textbook:

Performance Objectives:

The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), along with the National Association for the Education of Young Children (NAEYC), has developed standards for preparation and certification in Early Intervention. Those standards are addressed in the learner objectives/competencies and outcomes described below. In addition, the Louisiana State Standards and the UNO conceptual framework (theory-practice interaction) are incorporated into the objectives and outcomes of this course.
<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Unit Standards</th>
<th>CEC Standards</th>
<th>State Standards (COMPASS)</th>
<th>Related Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze various disabilities according to:</td>
<td>I.B.1 I.B.2</td>
<td>1.1 1.2</td>
<td>3d</td>
<td>Exams, fact sheets, online discussions, and adaptive equipment</td>
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<tr>
<td>behavioral limitations, educational needs, parental priorities and obligations,</td>
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<td>communication needs, and major trends</td>
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<tr>
<td>Recognize current issues and trends as they relate to education of the individual with disabilities and their families</td>
<td>II.A.1 II.A.2 II.A.6 II.A.8 IV.B.5</td>
<td>5.1 6.1 6.2</td>
<td>1c 3.d</td>
<td>Exam, field experiences</td>
</tr>
<tr>
<td>Serve as an advocate for young children with and without disabilities and their families</td>
<td>IV.A.1 IV.A.2</td>
<td>6.4 6.5</td>
<td>3c</td>
<td>Field experiences</td>
</tr>
<tr>
<td>Demonstrate familiarity with major legislation and Ethical Principles and Practice Standards impacting the individual with disabilities</td>
<td>IV.B.2 IV.B.5 IV.C.1</td>
<td>6.1 6.2</td>
<td>1c 2c</td>
<td>Exam</td>
</tr>
<tr>
<td>Identify, select and use appropriate service delivery models</td>
<td>III.A.1 III.A.2 III.A.3</td>
<td>2.1 3.1 3.2 6.3</td>
<td>3c</td>
<td>Exams, field experiences</td>
</tr>
<tr>
<td>Recognize fundamental considerations (e.g., language, culture, family, safety, health, emotional well-being) relative to identification and educational intervention</td>
<td>I.B.1 I.B.2 I.B.3 II.A.3</td>
<td>1.1 1.2 2.1 2.3</td>
<td>1c</td>
<td>Exams, adaptive equipment, fact sheet</td>
</tr>
<tr>
<td>Describe the development of motor, communication, social and emotional,</td>
<td>II.A.1 II.A.2 II.A.3 II.A.4 II.A.5 III.B.1</td>
<td>1.2 3.1 5.1</td>
<td>1c</td>
<td>Exams, adaptive equipment, fact sheet and online discussion</td>
</tr>
<tr>
<td>cognitive and adaptive skills in children with and without disabilities and the impact on learning</td>
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<tr>
<td>Identify and describe exemplary preschool programs</td>
<td>II.A.1 II.A.2 II.A.4 II.A.5 II.A.6 II.A.8</td>
<td>2.1 2.2 3.1 3.3</td>
<td>1c</td>
<td>Exams, field experiences</td>
</tr>
</tbody>
</table>

**College Mission:**
The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit’s purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs and services through a program of study grounded in the interaction of theory, practice, and research.

**Conceptual Framework:**
Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into
reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

Objectives Alignment with Unit and State Standards
In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS
A. They establish a culture for learning by:
   1. Managing classroom procedures (COMPASS 2c)
   2. Managing student behavior
   3. Organizing physical space
   4. Organizing classrooms to integrate technology
   5. Maintaining accurate records using available technology
B. They create an environment of respect and rapport by:
   1. Using cultural contexts in the classroom
   2. Demonstrating knowledge of diversity among students
   3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION
A. They understand and use curriculum and instruction by:
   1. Knowing content
   2. Knowing pedagogy
   3. Setting instructional outcomes (COMPASS 1c)
   4. Designing coherent instruction
   5. Designing student assessments
   6. Incorporating knowledge of diversity in the classroom
   7. Planning for the use of technologies in curriculum and instruction
   8. Demonstrating knowledge of resources, including technologies
   9. Planning for the use of collaborative group practices in the classroom
B. They communicate effectively by:
   1. Incorporating effective written communication in the classroom
   2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS DELIVER INSTRUCTION AND ASSESS LEARNING
A. They engage students in active learning (COMPASS 3c) by:
   1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:
   1. Applying connections to multiple disciplines
   2. Demonstrating connections to real life

C. They use assessment in instruction by:
   1. Incorporating performance tasks in the classroom
   2. Using questioning and discussion techniques (COMPASS 3b)
   3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)

D. They embed diversity in decision-making by:
   1. Selecting resources
   2. Delivering instruction
   3. Assessing learning

IV. EFFECTIVE TEACHERS PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES

A. They advocate for children, in terms of services and supports by:
   1. Communicating with families
   2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:
   1. Engaging in a professional community
   2. Participating in professional development
   3. Collaborating with teachers and mentors
   4. Developing goals for social justice
   5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:
   1. Focusing on cultural contexts and social justice
   2. Collecting and analyzing data to improve practice

**Instructional Methods:** This is an online course that depends mostly on Moodle and e-mail for communication and sharing of information. Because it does not meet weekly, students will be spending a LOT of time reading, writing, and participating in different online activities, instead of listening to lectures or working on projects/discussion in a classroom. Students will need **reliable** access to a computer, preferably with high-speed internet access, throughout the course session. Please make sure that your computer can interpret Microsoft Office XP, PowerPoint, and has updated virus protection. You may need to download software to view video clips. This course will include group discussions on Moodle, small group collaboration (by e-mail, Moodle communication tools or phone), assigned readings, and other activities assigned by the instructor. For general help with the technology part of this course, try this site: [http://www.uno.edu/moodle/index.aspx](http://www.uno.edu/moodle/index.aspx). If you should have trouble with Moodle, take the tutorial at [http://www.uno.edu/moodle/MoodleTutorials.aspx](http://www.uno.edu/moodle/MoodleTutorials.aspx). If you have trouble while taking a test (test-freeze or being kicked out) contact me at my phone number above, and I will reset the test so you can resume.
**Equipment and Software Required:** This course will be taught through the Moodle system. To avoid technical issues, Moodle advises users to log in using Firefox as the search engine. If you do not have Firefox on your computer, please download it before the beginning of this class. Downloading Firefox is free. A quick “Firefox download” search will take you to the Mozilla Firefox website. For additional information about minimum equipment and software requirements contact moodle@uno.edu.

**Class Attendance:**

Because this course meets online, “Attendance” will be measured through weekly participation. Each week that the student fails to participate in online activities will count as an absence. Students are allowed a maximum of two absences.

*Additional penalties regarding grades are associated with student failure to complete assignments during weeks when they have been absent from the discussion board.*

**Class Participation:**

On a regular basis, there will be questions presented using the course Moodle Forum. On these forums, each student will be able to view the other students’ responses. The style of the forum will vary depending on the topic. On some weeks there will be more than one question, on some weeks there will be no questions. Sometimes, students will be asked to provide their individual answers and reply to comments from at least two other students. Other times, students will hold an open group discussion about a given topic or develop a topic or question chosen from a list provided by the instructor.

Students will have until 9:00 p.m. on **Tuesday** to enter their initial posts and until 9:00 p.m. on **Wednesday** to respond to other students’ posts (except during the first week of class when I have allowed extra time to make sure that everyone has time to familiarize themselves with our Moodle room). The instructor may reply to individual students’ comments throughout the week, or she may elect to respond to all students in a broadcast style message, depending on the topic or the need to address specific comments. Students need to check and participate in the Forum weekly for the entire semester. Points will be deducted for late entries. The instructor will provide students with the rubric used to evaluate participation in online discussions.

On average, students may need to log in to the forum at least 3 times per week in order to keep up with the ongoing discussion. Although this may seem excessive at first, keep in mind that you will be able to participate from the comfort of your home and at the time of the day that is most convenient to you. Also, remember that, since this is an online course in which the class does not physically meet, the forum dialogue is meant to replace the class discussion.
**Projects-Papers:** Instructions and links for submitting weekly assignments will be provided within the Moodle block corresponding to the week when the assignment is due. Instructions for major projects and paper will be provided within the Assignment folder on Moodle, and links for submitting them will be found in the Moodle week when the assignment is due. Papers must be saved in .rtf, Word (preferred) or PDF format before submission to the instructor.

**Exams:** This course includes a mid-term and a final exam. Both exams will be completed online and will follow the same format. Exams will include a combination of multiple choice, fill-in-the-blank, True/False and short essay questions. The instructor will provide students with more detailed information about the content covered in each exam later in the semester. Students will have two hours to complete and submit the exams.

**Course Evaluation:** Close to the end of the semester, you will receive an email from the university providing you with instructions and a link to complete the course evaluation.

**Course Outline:**

I. Introduction to Early Intervention  
   A. Theoretical bases  
   B. Rationale  
   C. The players

II. Legislation  
   A. IDEA  
   B. Family rights and services

III. Identification of infants and young children at-risk for learning difficulties  
   A. Child Find procedures  
   B. Referral systems  
   C. Role of assessment - informal and formal  
   D. Related services personnel/team approach  
   E. Observational recording procedures

IV. Methods in ECSE  
   A. Curriculum  
   B. Teaching strategies  
   C. Environment  
   D. Planning  
   E. Technology

V. Practical and ethical issues in ECSE  
   A. Families  
   B. Children  
   C. Teaming  
   D. Programs

IV. Medical aspects of disabilities in children birth to five
A. Orthopedic impairments  
B. Health impairments  
C. Syndromes  
D. Sensory impairments

V. Typical development and developmental differences in children birth to five  
A. Cognitive  
B. Communication  
C. Motor  
D. Social and emotional  
E. Adaptive

VI. Research in ECSE  
A. Problems  
B. Findings  
C. Role of research in ECSE

Course Requirements:

Each student will:

1. Be responsible for reading assigned sections of the textbook and other readings and participate in online discussions regarding content of materials.

2. Complete two exams based on assigned readings and discussions. These will be a combination of multiple choice, true/false, short answer, and/or essay. Each exam will be based only on materials covered since previous exam.

3. Visit at least 2 different early intervention settings - in which you are not affiliated - for a minimum of 6 hours (3 hours each.) These settings must include at least 1 infant/toddler program and 1 preschool program. Describe the following information: the philosophical approach of the program, the service delivery used the daily schedule, and the physical layout of the environment, etc. Detailed instructions for completing this assignment will be provided by the instructor shortly after the course begins.

4. Write a fact sheet (Disability Pamphlet) of a disability chosen from a list provided by instructor. Some of the information required for this assignment include: description/characteristics, cause, prevalence/incidence, educational implications, pertinent websites and references related to the chosen disability. The instructor will post more detailed instructions for this assignment. The instructor will post reviewed Disability Pamphlets on Moodle for students to discuss.
5. Create a piece of equipment which has been adapted for a child with disabilities. The instructor will provide a detailed description of the assignment. Students will provide materials necessary to create the adaptive equipment. This project will be evaluated through a student-created video and written report. Instructions for this assignment will be provided later in the course. The instructor will post videos on Moodle for the class to view and provide feedback.

**The instructor reserves the right to change the requirements or outline as deemed necessary.**

**Written assignments should be typed. As teachers or prospective teachers, students will be expected to use correct grammar, spelling and sentence structure. Use of “people first” and current, appropriate language is expected in all written assignments and will be considered in the evaluation of your work. [http://www.txdde.state.tx.us/resources/publications/pflanguage.asp](http://www.txdde.state.tx.us/resources/publications/pflanguage.asp)**

**Each student is expected to participate in all group discussions and activities and to read all assigned materials.**

**The student is responsible for finding appropriate observation sites. All sites must be approved before observations commence. It is expected that students will be responsible concerning communication with personnel at the sites. The instructor reserves the right to speak with responsible parties to insure the veracity of all observations. Each unexcused absence from the field experience setting will result in the final course grade being dropped one letter grade.**

**GRADING and GRADE DISTRIBUTION**

All assignments and activities will be graded on a 100 point scale. Raw points will then be converted to percentage points according to the percentage value indicated below.

Exams: 2 @ 15% each………………………………………. 30%
Disability Pamphlet .............................................15%
Field Experience Summary (2 @ 10% each)………………..20%
Participation in all online group discussions and weekly assignments……………………………………20%
Adaptive Equipment .............................................15%

TOTAL 100%

**Grade Scale:**

A = 93-100  %
B = 85- 92  %
C = 77- 84  %
D = 69- 76  %
F = 0- 68  %
**Percentage points will not be rounded off to next higher number (a final grade of 92.5 is a B, not an A).**

**Any assignment turned in late without an acceptable excuse or prearranged alternative may be dropped one letter grade.**

**Any exam missed without a prearranged alternative will be dropped two letter grades from the score earned on the make-up exam.**

**Student Behavior:**

Students are expected to use appropriate online behavior (netiquette). Remember that, unlike in the face-to-face meetings, everything you say in the online classrooms becomes a permanent product. Students should refrain from using sarcasm and language that could be read as strong or offensive on discussion forums, chat spaces, and e-mail. Students are expected to conduct themselves professionally throughout this course.

Before entering postings or comments to discussion forums, students must read peers postings to avoid repeating information. Comments must be meaningfully linked to the topic and posted within the established deadlines.

**Academic Integrity**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at [http://www.studentaffairs.uno.edu](http://www.studentaffairs.uno.edu)

**Accommodations for Students with Disabilities**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to [http://www.ods.uno.edu](http://www.ods.uno.edu)

**Verification for Online Students**

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to verify their identity when completing exams or other high-stakes assignments. At the discretion of the faculty member teaching the course, verification may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. If students cannot attend an on-campus proctored exam, UNO partners with ProctorU, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection.

Verification measures for this course are identified below and any fees associated are the responsibility of the student.
## EDSP 6085
**Fall 2015**

### COURSE TENTATIVE SCHEDULE

**Check regularly in Announcements for changes**)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/ Task</th>
<th>Additional Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19-8/23</td>
<td>Introduce yourself in the Student Profiles section of Moodle.</td>
<td><strong>WELCOME to EDSP6085!</strong> Since we are starting class on a Wednesday, <strong>THIS WEEK, you have until 9pm on Sunday</strong> to post your profile. Make sure to include information about your learning style.</td>
</tr>
<tr>
<td>8/24-8/30</td>
<td>Read Chapter 1: Theory, Development, and Philosophy</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<tr>
<td>8/31-9/6</td>
<td>Read Chapter 2: Prelude: Overview of Early Childhood Special Education</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<td></td>
<td>Select a topic for your Disability Fact Sheet project.</td>
<td>Be sure I approve your Disability/Condition choice before you begin working on it.</td>
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<td></td>
<td>Read the Field Experience Assignment posted on Moodle.</td>
<td>Arrange for two sites to visit, and e-mail me for approval.</td>
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<tr>
<td>9/7-9/13</td>
<td>Read Chapter 4: The IDEA and Chapter 5: Family Rights and Services</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<td>Remember to work on your Field Experience.</td>
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<tr>
<td>9/14-9/20</td>
<td>Read Chapter 7: Evaluation and Assessment</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<tr>
<td>9/21-9/27</td>
<td>Read Chapter 6: Methods Disability Fact Sheet due by 11:59 pm on Monday, 9/21/14</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<tr>
<td>9/28-10/4</td>
<td>Read Chapter 8: Individual Planning</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<td>Start preparing for the Midterm exam. Review chapters covered so far as well as disability worksheets posted on</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
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<tr>
<td>10/5-10/11</td>
<td>Read Chapter 9: Technology</td>
<td>No online assignments this week.</td>
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<td></td>
<td><strong>Tuesday, 10/06/15: Midterm Exam</strong></td>
<td>Take your midterm online between 8am and 10pm. You will have 2 hours to complete it.</td>
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<tr>
<td>10/12-10/18</td>
<td>Read Chapter 10: Practical and Ethical Issues Answer the question on the Forum.</td>
<td>Participate in this week’s online activities.</td>
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<tr>
<td>10/19-10/25</td>
<td>Read Chapter 11: Communication Development</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<td>Start planning your adaptive equipment project.</td>
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<tr>
<td>10/26-11/1</td>
<td>Read Chapter 12: Physical Development</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<td></td>
<td><strong>Field Experience Assignment due by 11:59 pm on Monday, 10/26/15.</strong></td>
<td>Remember to work on your adaptive equipment project</td>
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<tr>
<td>11/2-11/8</td>
<td>Read Chapter 13: Cognitive Development</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<tr>
<td>11/9-11/15</td>
<td>Read Chapter 14: Social or Emotional Development</td>
<td>Participate in this week’s online activities on Moodle.</td>
</tr>
<tr>
<td>11/16-11/22</td>
<td>Read Chapter 15: Adaptive Development</td>
<td>Participate in this week’s online activities on Moodle.</td>
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<tr>
<td></td>
<td><strong>Adaptive Equipment Project due by 11:59 pm on Monday, 11/16/15.</strong></td>
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<tr>
<td>11/23-11/29</td>
<td>Review for the final exam.</td>
<td>No Forum or Online activities this week.</td>
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<td><strong>Thanksgiving Holiday Nov 26-27th</strong></td>
<td>Happy Thanksgiving!</td>
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<tr>
<td>11/30-12/6</td>
<td>Read Chapter 3: How Are We Doing? Research in ECSE</td>
<td>Participate in this week’s online activities on Moodle.</td>
</tr>
<tr>
<td>12/7-12/13</td>
<td><strong>Tuesday, 12/08/15: Final Exam</strong></td>
<td>Take your final online between 8am and 10pm. You will have 2 hours to complete it.</td>
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</table>