

**SPED 5351: Current topics in Early Intervention (0-8) for Culturally and Linguistically Diverse  
Young Children and Families**

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**Office Hours:** (online- virtual)

(in office after week 5, Tuesdays 1-5 pm) By Appointment

**UTEP Catalog Course Description**

An in-depth exploration of current topics related to culturally and linguistically diverse young children birth through eight who have or are at-risk for developmental delays or disabilities will be covered in this course. Specifically we will cover nationally recognized issues pertaining to leadership, teaming and collaboration, assessment, transition, culturally responsive practices, and instruction and how these issues are reflected in local settings that serve young children and their families.

**Readings:**

Posted in each week's module

Supplemental textbook: Gargulio, R.M., & Kligo, J. (2020). An introduction to young children with special needs. Sage thousand Oaks: CA

**This 7 week course is fully online and requires a field based project**

**Overarching Understandings:**

1. The issues facing the field of early intervention for young children with or at-risk of developmental delays does not exist without influence from the fields of Human development, Health (medical), social services, public policy and service delivery in natural and inclusive settings.
2. The implications of educational reform efforts create substantial gaps for young children and their families especially if they are culturally and linguistically diverse.
3. A critical approach to the institutional practices of early intervention and special education is necessary to ensure students with diverse learning needs have opportunities to reach their full potential.
4. Culture and all its diversity must be taken into account both in concept and in practice by those in the service delivery and early intervention professions.

5. A shift to reconstruct (early intervention and special) education needs input from parents and students, teachers, teacher educators, community members, researchers, and policymakers.

**Upon completion of this course students will demonstrate an understanding of competencies derived from the following national and state organizations that inform best practices in early intervention: Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC), the National Association for the Education of Young Children (NAEYC) and the Texas Education Agency (TEA).**

**The following eight topic areas will be explored: Leadership, Assessment, Environment, Family, Instruction, Interaction, Teaming and Collaboration, and Transition**

### **Course Objectives:**

Students will develop and acquire each of the following:

1. Students will develop an awareness of the issues in the field of early intervention and early intervention (special) education and the impacts of those issues on students with diverse cultural backgrounds and their families.
2. Students will develop an understanding of the impact of cultural and linguistic diversity on children's lives and their learning.
3. Students will practice critical thinking as they deconstruct and reconstruct the field of early childhood special education as a profession and a practice.
4. Students will practice their ability to discuss and debate the different sides of issues facing learners with diverse needs through online discussions.
5. Students will explore current issues related to the field of early intervention and early intervention special education through their research.

### **Course Guidelines, Requirements and Grading**

#### **COURSE GUIDELINES**

1. As the course instructor, I reserve the right to adjust the course schedule due dates as required due to unforeseen technical difficulties related to Blackboard. I do make every effort to adhere to the current schedule however the course syllabus and class schedule are "living documents" and at times may be changed. It is your responsibility to keep up with announcements and course Emails. ALL assignments are expected to be completed.

2. All assignments are expected on due dates and times (**as per the Schedule**). All assignments **must be** submitted as directed, through the designated Bb (NOT Email) links. If there is a problem with Bb. I will determine an alternative, via an announcement or Email. I will not be responsible for any assignment file that is sent to

my UTEP email or not uploaded through the designated assignment link – make sure you see the Bb dates and times in the schedule. Please ensure that you are able to attach and send files through Bb and that they are in either a **.doc, .docx** format. All assignment links have a specific due date.

After the deadline for posting has passed, late assignments **may be** considered for partial credit pending documentation of hardship – medical or death in immediate family. Note that the assignment links are made available to students before the due date for those who chose to submit early. When you submit on the due date you may get a “**Late**” submission date message, there is no need to contact me as all submissions are time stamped.

3. I strongly recommend that you check the **course daily** for any course updates and check for messages from your peers. Email messages and announcements will be sent through Bb. Don't forget to post questions in the **HELP ME DB**, when in doubt of anything related to the course.

4. Incomplete grades **will only be offered** if the majority of work has been completed and there is medical documentation or a death in the immediate family during the last two weeks of the course. After two weeks of inactivity, I will automatically withdraw you from the course. **Check the UTEP course drop deadline.**

5. All assignments will be evaluated based on: organization of ideas, clarity of expression, grammar, spelling, and punctuation. The Writing Center in the Library can provide you with help with your written assignments prior to submitting for a grade. It is also suggested that you compose all your discussion responses in a word document, prior to posting. Save all of your discussion postings just-in-case there is a technical difficulty. Postings that resemble text messages (including inappropriate use of grammar such as using lower case “i” , and u for you, LOL, etc...) will not receive credit. Professionalism is expected through **ALL** communication within this course. The following website offers some good tips regarding online communication:  
[http://writingcenter.unc.edu/handouts/effective-e-mail-communication/.](http://writingcenter.unc.edu/handouts/effective-e-mail-communication/)

6. Students with disabilities: In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call (915) 747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the CASS web site at [www.utep.edu/dsso](http://www.utep.edu/dsso) or the CASS office in Room 108 East Union Building. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and CASS.

7. Online learning: If you do not have access to a computer and Internet services 24/7, it is strongly suggested that you transfer into a face-to-face section of this course. Excuses for not having access to a computer will not be considered for late postings or assignments. If you are using an iPad or Mac please go to the Help Desk in the UTEP Library (3<sup>rd</sup> floor) to ensure compatibility. Students from previous semesters have reported difficulties in sending documents through the Assignment link and opening files. Unless Bb is down, it is your responsibility to ensure you are able to open files, scan and upload files when necessary, and navigate the course. Consider the time required for this course to be the same for any other course (at least 8-12 hours a week!). If you are concerned about taking this course online, take the following quiz <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp> to help you identify what technical factors may hinder your progress in this course.

8. For any technical difficulties you must contact the Help Desk and also check the Online Learning – getting Started page in the **START Here: Course Information Module**. Take the quiz at the end of the page.

9. Academic integrity: The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

*"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others."*

**Therefore, I require that you cite references using APA formatting in your discussions.**

**10. All work must be cited in APA format. Here are some helpful links for APA tutorials:**

1. Appropriate use of references in APA: <http://video.about.com/psychology/How-to-Cite-Journal-and-Periodicals-in-APA-Format.htm>

2. Appropriate citations within text APA: <http://video.about.com/psychology/How-to-Cite-in-APA-Format.htm>

**1. Case Study Project (200 Points)**

**45% of Grade**

Action from early intervention leaders and educators is necessary to achieve educational equity, justice, and excellence for students from diverse populations. Commitment to transforming educational opportunities for diverse students requires knowledge of self, the student population, the community you serve and the public policies that impact your profession and lives of children and their families. Throughout this semester you will be working individually in conducting an in-depth case study which will explore the cultural competence and responsiveness to the young children and their families at-risk of or with developmental delays in community-based settings, home or day-care centers, and/or schools that serve young children.

One place you can start your search is the one of the regional services centers in Texas (In El Paso, the El Paso del Norte Children’s Development Center or Region 19 Early Intervention Program). You will identify a particular organization by Week 2. Your in-depth case study will begin with an approved research question that you will post in your Journal/Field notes link. Your knowledge of the organization will lead to the research you will conduct based on the identified issue you wish to investigate.

The case study will include:

- a) literature review to included 5-10 research based articles,
- b) a review of the public and internal policies that guide this organization that impact the day-to-day lives of the organization and the individuals with disabilities and their families they serve,
- c) you will also include documentation of your work that will include, observation notes, pictures (with consent), 2 interview transcriptions conducted with parents, organization directors, staff (obtained with informed consent), flyers and links to social media if appropriate, and personal reflection field notes.

Progress will be documented on a weekly basis in the Journal/Field notes link in Bb. Your final grade for this project will be based on the Case Study Report, a written report (in APA format) of your findings, your Journal/Field Notes **and** a presentation that you will share with your peers in the format of a webpage or power point (with active links, videos, pictures, and other- as deemed appropriate for your presentation).

**1. Documented Journal/Field Note Progress Notes: 20 pts x 4 = 80 pts**

**Presentation to the class  
Case study report**

**20 pts.  
100 pts.**

**2. Participation in discussions (XXXX.):**

**45% of grade**

The foundation of this course is dependent on your active participation through the discussions of assigned readings. Readings, activities, and discussion boards are embedded within **Learning Modules (1-7)**. Please note the due dates in the Course Schedule document. You will find the designated readings in the Learning Modules. Your responses should demonstrate detailed and developed responses and proper use of APA (3-5 pages). See the rubric for discussion postings (with attached file) for more detail of what is expected.

**Rubric for discussions**

<p><b>Excellent Full Credit 50-41 pts</b></p>	<p><b>Adequate 40- 31pts</b></p>	<p><b>Weak 30 pts</b></p>
<p>1. Responds fully to the guiding questions by integrating content from assigned readings. Review, summary &amp; reflection.            2. Presents a topic statement containing the issue to be analyzed and the position to be taken.            3. Presents critical thinking that is clear, logical, coherent, and relevant.            4. Deep and broad            5. Evident use of APA style through documentation and citation of sources.            6. Invokes and uses disciplinary facts correctly            7. Is free of errors in grammar, punctuation, word choice, spelling, and format            8. Displays originality and creativity            9. Submits Article Review template for each discussion</p>	<p>Realizes adequacy and demonstrates overall competence -- but contains errors or flaws.             2. Limited use of references. Posting is mostly based on personal experiences and does not integrate concepts from all readings listed in the modules.             A "B/C" paper is adequate in all regards but could use polish and usually looks and reads like a next-to-final draft.</p>	<p>Fails to realize critical elements of 1 through 9 adequately and contains several relatively serious errors or flaws or many minor ones.             A "C" paper is less than adequate for public presentation and often looks and reads like a first or second draft based on personal experiences and has not addressed topics in the assigned readings</p>

**3. Professionalism (100 Points):****10% of Grade**

One of UTEP's primary goals is to prepare UTEP students to meet lifelong intellectual, ethical, and career challenges and to be the leaders of the 21st century. It is your duty as a UTEP graduate student to be prepared for participating in this class and to be an active participant in each aspect of this course; these efforts provide an example your professionalism. You are expected to read the assigned materials, post discussions on a timely basis, participate in discussions, respect and address differences in a professional manner. Part of your grade will be based on your contributions to the discussions. It is your responsibility to keep up with any changes made to this syllabus. Your final grade will reflect your professional demeanor throughout this course (professor's discretion).