

Course Syllabus: SPED 5355 Research and Application for Early Intervention: B-0 Capstone Project Online

Welcome, learning community! I hope you are as happy to be here as I am to have you in the course.

Credit Hours = 3

Course Description: This course serves as the culminating experience for students pursuing the Early Intervention certificate. Students will produce a scholarly product in the form of an Early Intervention Professional Digital Portfolio that reflects the integrations of their knowledge, skills, and experiences in the field. Throughout the course, students will communicate regularly with faculty to track progress and discuss their project.

Course Objectives:

By the end of this class, the following student learning outcomes will be demonstrated:

- Assess, identify, and promote social, emotional, developmental, and behavioral health of infants, toddlers, and young children in partnership with families in the context of their communities
- Intervene effectively using evidence-based knowledge and practices
- Develop and manage effective systems of supports and service
- Demonstrate how to engage at risk learners with digital tools
- Create a web space that showcases your Practice
- Conceptualize a petit early intervention-related scholarly project, produce and describe/present the project.

Student Learning Outcomes Assessments-Learning Outcomes Achieved Measured by:

- Reading and written reflection
- Participation in discussions (weekly)
- Constructing an engaging Practice Portfolio
- Early Intervention Professional Practice: Portfolio Presentation

- Conceptualize an early intervention-related scholarly project, produce the project, and describe the project in the portfolio

The course adheres to the College of Education's mission and vision addressing the culture of curriculum development inquiry through a sustained, comprehensive, and coherent program of study with special emphasis and support for student learning and development in linguistically and culturally diverse settings. The course emphasizes the building of a knowledge base, generation and dissemination of research and its application, these being part of the driving force of the mission, vision, belief, ethics, and values of the College of Education.

This course addresses early intervention and parents of young children at risk. It also briefly presents technological concepts in the special education area. The course provides the fundamental bases for allowing students to continue their journey of innovation, early intervention development, reflection, application of basic problems and challenges of methodologies and design and generate solutions to these problems. As a whole, the course goal is to equip students with a wide array of innovative intervention strategies and possibilities in early intervention, which allows them to plan, organize, implement, and execute change for the appropriate, careful, and precise analysis of quantitative and qualitative educational solutions to problems.

Required Software and E-mail

E-mail account: a UTEP e-mail account is necessary. If you do not have one, please contact the UTEP help desk for assistance.

Required Reading for this course is found in Resources:

Course Grading

The following 100 points may be earned by completing the activities below.

Posting of Weeks One and Two Technology in EI Assignment and Discussion	15 points
Four Portfolio Assignments during weeks 4-5 with possible 5 points each	20 points

Early Intervention Professional Practice Portfolio posted online or Web Space	65 points
Total:	100 points

* Be aware of the last day to drop with "W".

Course Content Guide: I have provided short introductory online information previews to inform you before you read textbook chapters or review ECI courses to construct your practice. Online discussion activities examine old and new concepts and create a collaborative learning community. Online Assignments serve as communicative guides to the final portfolio production. In addition, the content draws upon your hands-on experience as a distance learner in the course. At the end of the course, you will create and construct a portfolio or web space that will display your summary portfolio containing the most relevant information that you learned while in this program.

SPED 5355 is an innovative course that will include technology to complete your certificate in early intervention. We will experience activities in the following areas:

Weeks One and Two: Technology and Digital Media in Early Intervention

Week Three: Construction of Capstone

Week Four: Philosophy of Early Intervention

Reflective Practice Summary

Week Five: Reflection of Knowledge Gained

Knowledge of the Learner

Knowledge of Content, Strategies and Methods

Week Six: Early Intervention Professional Practice:

Portfolio Preparation

Petit Project Description

Week Seven: Early Intervention Professional Practice: Portfolio Presentation

Course Schedule and Grading Changes

The course instructor reserves the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change to clarify or further learning!

Some Course Resources

"Ask Me"

Do you have general or specific questions about the class activities? "Ask Me" is the perfect place to ask. I will answer all questions in this discussion area so that the class can see and benefit from the brave students who are willing to ask. Believe me; your classmates will thank you for helping us clear up something that needed further direction. Remember, there is no such thing as a stupid question. ALL questions are SMART questions!

"Rosa's Cantina"

Are you familiar with the song about El Paso by Marty Robbins? One of the lyrics goes, "Night time would find me in Rosa's Cantina"... Since this class originates in El Paso, I hereby declare Rosa's Cantina open for business in this course. Rosa's Cantina is a place where students can go to talk--about anything. Since the discussion sections are dedicated to assignments, you all need a place to go to visit with each other about anything you like or do not like about life, learning, or your current activity. Feel free to make friends and bring up what is on your mind in Rosie's Cantina. I will visit here too, because sometimes I need to take a break. I am sure that you could use a break, as well.

Description of Activities that make up the Seven-Week Class

Weeks One and Two

Activity One: Read the online preview and technology for EI text material for the week

Activity Two: Turn in Assignment and Discussion on technology in EI.

Week Three

Activity One: General construction of capstone portfolio with concentration on partial development of the portfolio weekly during the course.

Activity Two: Plan your Construction of Practice Capstone by conceptualizing a petit early intervention-related scholarly project, idea or activity, field-test or produce the project, and describe the project in the portfolio.

Week Four: Philosophy of Early Intervention and Reflective Practice Summary

Week Five: Reflection of Knowledge Gained Knowledge of the Learner and Knowledge of Content, Strategies and Methods

Week Six

Activity: Early Intervention Professional Practice: proof portfolio project to completion and prepare to post

Week Seven

Activity: Put your work from the previous weeks together and post your Early Intervention Professional Practice: Portfolio Presentation: (Final Portfolio) online and turned in to assignments.

Weekly Discussion

There will be discussion questions about the project for you to propose and think about and share your thoughts. Go to Discussion and find the Weekly Discussion. Organize your thoughts and post your discussion. No more or no less than one-half page per student, please.

When the discussions have been posted, please respond to one other person's contribution in the appropriate area of the Discussion section. If another learner

has already commented on a post, please choose a different student who has not received comments for comment or question.

Please check the Discussion area for comments and questions from your classmates about what you posted so that you can answer any questions or comments addressed to you or about your postings beginning on Thursday. We discuss the information and the Sharing until Friday at NOON. Then the weeks' discussion time deadline is over.

Discussion: One part of your portfolio calls for you to conceptualize an early intervention-related scholarly project, produce the project, and describe the project in your portfolio. Please share ideas for your early intervention-related scholarly project here in Discussion. Feedback from your classmates will be helpful. If any students want to join forces on a project and try it out in their classrooms or place of business, feel free to do that. *This is not possible during a pandemic.*

Description of Final Capstone Portfolio: Early Intervention Professional Practice: Portfolio Presentation

The final and capstone web assignment for this class is a teaching portfolio based on all of the weekly studies and components that make up your Practice. This should be of the quality of documents that you would present in a job interview or a parent night for your classroom. Contained within the portfolio are some of the assignments that you have turned in weekly reformatted to display your talents and your innovation as a teacher. The creativity and inclusion is reflective of your learning and experiences throughout the program.

1. Philosophy of Early Intervention. This innovative philosophy will tell your readers why you are doing what you are doing and what you think about it and what experts in the area inspired you to do so.

2. Construction of Practice Capstone. This is the rationale for the establishment of your innovative learning environment and illustrations of your work. It also includes a place for you to consult with parents and how you have done that communication or how you plan to communicate with families.

3. **Technology and Digital Media in Early Intervention.** This is an explanation of how you have seen technology used in early intervention and how you will use it in strategies and techniques.
4. **Discussion of Knowledge Gained.** This includes Knowledge of the Learner, Knowledge of Content, Strategies, and Methods or Techniques.
5. **Reflective Practice Summary.** This is where you reflect on everything you learned through observation, practice, reading, and research and how it affects your practice.
6. **Early Intervention Action Research Project.** Conceptualize an early intervention-related scholarly project, produce the project, test it, and describe the project results in your portfolio.

Cite references other than our text if used.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. In addition, helpful but not required, are a scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is an online class, we will not see each other in the ways you may be accustomed.

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate during the following times:
 Wednesdays: 8:00 to 9:00 Mountain Time
 Wednesdays 11:00 to 2:00 Teleconference via my cell phone (915) 319-0010
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **“Ask Me?” on Discussion Board:** If you have a question that you believe other students may also have, please post it in **Ask Me**, the first discussion inside of Blackboard. You may respond to other students’ questions if you have a helpful response. I check this every day first thing after logging into Blackboard.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Cell Phone:** (915) 319-0010 if you are stuck trying to do your assignments, a quick call could keep you working. Do not hesitate to call me.

Attendance and Participation

To be successful in this course, class functionality, assignments and activities rely heavily on your early understanding of expectations. You are also responsible for doing all assignments and reading the online material and your textbook every week. Please check course announcements to keep abreast of any changes in course content. Specifically:

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important for your not only learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards
- Other activities as indicated in the weekly content

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Deadline Policy All on-line assignments are due by the deadline date and time. Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Checking reading instructions and due dates and times are your responsibility. By turning in an assignment at the last minute, you risk losing credit due to the computer's slow processing time. Lessons that are e-mailed after a due date cannot be graded within the system; therefore, emailed lessons cannot always be accepted.

ALTERNATIVELY SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort **before** the due date.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

NETIQUETTE

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Cheating/Plagiarism

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

You may not submit work for this class that you did for another class. Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality; and, it will help you learn how to properly attribute sources rather than paraphrase. If students are found to be cheating or plagiarizing, they will be subject to disciplinary action, per UTEP catalog policy. Refer to www.utep.edu/dos/ for further information. In addition, you may also see the [Regent Rules and Regulations](#).

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for

admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Required E-mail Account

E-mail account: If you do not already have a UTEP e-mail account, please get one immediately. Contact the UTEP help desk for assistance.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or

leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(Classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Calendar for Capstone Portfolio

Weeks One and Two: Technology and Digital Media in Early Intervention
Week Three: Construction of Capstone
Week Four: Philosophy of Early Intervention
Week Four continued: Reflective Practice Summary
Week Five: Discussion of Knowledge Gained
Knowledge of the Learner
Knowledge of Content, Strategies and Methods
Week Six: Conclude your early Intervention professional practice project: begin final Portfolio Preparation
Week Seven: Early Intervention Professional Practice: Portfolio Presentation

Calendar for Extensive Research Project (Alternate)

Focus Area Topic	Activities	Week / Due Date
		All Activities: Open Monday-End Friday at NOON
<p>Weeks One and Two</p> <p>Introduction to Online Learning; Class Policies</p> <p>Blackboard Competency Building Exercise</p> <p>Technology and Digital Media in Early Intervention</p>	<ol style="list-style-type: none"> 1. Read the Introduction, Chapter Resources, and all of the course directions. 2. Assignment Activity 3. Assignment and Discussion Activity 	Begin Monday - End Friday
<p>Weeks Three-Six</p> <p>Construction of Practice Capstone</p> <p>Conceptualize an early intervention-related scholarly project, produce the extensive project, and describe the results in your portfolio.</p>	<p>Assignment: Portfolio section for the week</p> <p>Discussion: Early Intervention Action Research Project</p>	Begin Monday - End Friday
<p>Week Six</p> <p>Early Intervention Professional Practice: APA Paper Preparation</p>	<p>Assignment: Portfolio section for the week</p> <p>Discussion: Early Intervention Action Research Project</p>	Begin Monday - End Friday
<p>Week Seven</p>	<p>Assignment: Paper posting this week and</p>	Last Day of Class

<p>Early Intervention Professional Practice: Final Paper turned in.</p>	<p>turned in to Assignments</p>	
	<p>Please fill out the course evaluation as soon as possible...</p> <p>It has been my pleasure to have you in this online class and in the program.</p>	

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Copyright law protects all materials used in this course. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.