Course Syllabus
SPED 5355 EI Research B-8 Capstone

[SPED 5355 Research and Application for Early Intervention: B-0 Capstone]

Welcome, learning community!

I hope you are as happy to be here as I am to have you in the course.

Credit Hours = 3

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 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 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.

**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.

**Attendance Policy:**

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 Resources every week. Please check course announcements to keep abreast of any changes in course content.

**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. Reading instructions is your responsibility and you should not assume
due dates or times. 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 cannot be graded within the system; therefore, e-mailed lessons cannot always be accepted.

Cheating/Plagiarism

Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. Cheating or plagiarizing is 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.

Students with Disabilities
If you have or believe you have a disability; you may wish to identify yourself. You can do this by contacting the Disabled Student Services Office (DSSO) to show documentation of a disability or to register for testing and services. Students who have been designated as disabled must reactivate their standing with the DSSO yearly. If you feel that you may have a disability requiring accommodations and/or modifications, contact DSSO at 915-747-5148. You also can visit the DSSO website at www.utep.edu/dsso or the DSSO office in Room 108 East Union Building.

Required Software and E-mail

E-mail account: If you do not have a UTEP e-mail account GET ONE IMMEDIATELY. Contact the UTEP help desk for assistance.

Required Reading for this course is found in Resources:

Software Requirements

You will need the following software to efficiently work in this course. All the needed programs are free downloads and can be downloaded from the URL's I have provided here. In some cases, the computer you are currently using may have some or all of these programs already installed.
The following are a set of URL's to assist you in downloading the most current version of the software you may need:

Adobe Acrobat Reader. You can get the program by going to www.adobe.com and then clicking on the icon on the left side of the screen, which says "Get Adobe Reader". Follow instructions to install the reader.

Macromedia Flash Player. You can get the player by going to www.adobe.com and then clicking on "Download Flash Player". Follow instructions to install the player.

Apple QuickTime Player. You can get this player by going to www.apple.com. Once there, click on the "QuickTime" tab on the top of the page and then click on "QuickTime Player FREE premier multimedia player, and follow instructions.

Microsoft Office. I recommend buying this if you do not have any word processing software or presentation software. You can generally buy this whole package for about $20, which is less than the retail price.

Being Successful in an Online Course

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as he or she can so that everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know the answer, please ask and I or someone else will share it with you. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message.
- Reach out to others: Offer a fact, article, link or other items that can help others learn something you can share.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.
- Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally
charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

- Stay focused: Stay on topic to increase the efficiency of your learning.
- Students often like to converse socially. To do this, you are strongly encouraged to go to my online area for great discussions, Rosa's Cantina, and socialize with your classmates online. While this is not a graded area. Please remember, I occasionally do drop in and socialize with you.

**Time Management**

The rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. Therefore, for this course you should expect to spend

3 hours of class time + 9 hours of study and prep time = 12 hours per week.

**Course Grading**

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

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Posting of Weeks One and Two Technology in EI Assignment and Discussion</td>
<td>15 points</td>
</tr>
<tr>
<td>Four Portfolio Assignments during weeks 4-5 with possible 5 points each</td>
<td>20 points</td>
</tr>
<tr>
<td>Early Intervention Professional Practice Portfolio posted online or Web Space</td>
<td>65 points</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
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* Be aware of the last day to drop with "W".

**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

Reflective Practice Summary

Week Five

Reflection of Knowledge Gained:

Knowledge of the Learner

Knowledge of Content, Strategies and Methods

Week Six

Activity: Early Intervention Professional Practice: portfolio project completion

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.

**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.*

**Message Guidelines**

1. In posting messages to the online discussion activities, please follow these guidelines:
2. Post your initial message as early in the week as possible so people will have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or replies to someone else.
3. Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.
4. Be respectful of other's ideas, opinions, and beliefs. It is fine to disagree with someone, but please respect his or her right to think differently.
   - A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
     - Reflection about meaning: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
     - Analysis: Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Alternatively, identify hidden assumptions or fallacies in reasoning.
Elaboration: Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.

Application: Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.

Synthesis: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.

Evaluation: Assess the accuracy, reasonableness, or quality of ideas.

5. Notify the course instructor as far in advance as possible of any time exceeding 4 days in which participation will not be possible during an online course.

6. Avoid using all caps. IT SEEMS LIKE SHOUTING!

7. Maintain the privacy of participants, including privacy of comments made during electronic conversation that is to be shared only with those participating in the course.

8. Abide by Family Educational Rights and Privacy Act rules, which find academic information is confidential and forbids disclosure of academic information without the participant's consent.

9. Use emoticons (smileys) if you wish to convey emotion, especially if you want people to know that you are using humor or joking:

   :-) happy, humorous
   :-( unhappy
   :-O shocked
   ;-) winking
   :-} wry, ironic

What Should You Expect From Me As The Instructor?

1. I will provide you clear instructions on class expectations.
2. I will check my e-mail at least three times per week and will answer back to you as soon as possible.
3. If it is possible and within reason, I will return phone calls related to class activities in a timely manner.
4. I will provide graded feedback on your performance in a timely manner.
5. I will keep you informed about your graded progress in the class at all times, and will make time to discuss your needs.
6. I will leave myself open to suggestions about improvement of the class and class related activities.
7. I will do all I can to ensure your learning and success in this class.

**Calendar for Capstone Portfolio**

<table>
<thead>
<tr>
<th>Weeks One and Two:</th>
<th>Technology and Digital Media in Early Intervention</th>
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<tbody>
<tr>
<td>Week Three:</td>
<td>Construction of Capstone</td>
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<tr>
<td>Week Four:</td>
<td>Philosophy of Early Intervention</td>
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<tr>
<td>Week Four continued:</td>
<td>Reflective Practice Summary</td>
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<tr>
<td>Week Five:</td>
<td>Discussion of Knowledge Gained</td>
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<tr>
<td>Knowledge of the Learner</td>
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<td>Knowledge of Content, Strategies and Methods</td>
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<tr>
<td>Week Six:</td>
<td>conclude your early Intervention professional practice project: begin final Portfolio Preparation</td>
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<tr>
<td>Week Seven:</td>
<td>Early Intervention Professional Practice: Portfolio Presentation</td>
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**Calendar for Extensive Research Project (Alternate)**

<table>
<thead>
<tr>
<th>Focus Area Topic</th>
<th>Activities</th>
<th>Week / Due Date</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>All Activities:</td>
</tr>
<tr>
<td>Weeks One and Two</td>
<td>1. Read the Introduction, Chapter Resources, and all of the course directions. 2. Assignment Activity 3. Assignment and Discussion Activity</td>
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<tr>
<td>Introduction to Online Learning; Class Policies Blackboard Competency Building Exercise Technology and Digital Media in Early Intervention</td>
<td>Open Monday-End Friday at NOON Begin Monday - End Friday</td>
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<tr>
<td>Weeks Three-Six</td>
<td>Assignment: Portfolio section for the week Discussion: Early Intervention Action Research Project</td>
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<tr>
<td>Construction of Practice Capstone</td>
<td>Begin Monday - End Friday</td>
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<tr>
<td>Conceptualize an early intervention-related scholarly project, produce the extensive project, and describe the results in your portfolio.</td>
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<tr>
<td>Week Six</td>
<td>Assignment: Portfolio section for the week Discussion: Early Intervention Action Research Project</td>
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<tr>
<td>Early Intervention Professional Practice: APA Paper Preparation</td>
<td>Begin Monday - End Friday</td>
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<tr>
<td>Week Seven</td>
<td>Assignment: Paper posting this week and turned in to Assignments</td>
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<tr>
<td>Early Intervention Professional Practice: Final Paper turned in.</td>
<td>Last Day of Class</td>
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</table>
Please fill out the course evaluation as soon as possible...

It has been my pleasure to have you in this online class and in the program.