

COURSE SYLLABUS FORMAT AS REQUIRED BY NCATE

1. **Course Prefix and Number:** SES 601
2. **Course Title:** Programs and Policies in Early Intervention
3. **Credits:** 3
4. **Course Prerequisites/Corequisites:** None
5. **For Whom Planned:** Indicate program and descriptive information such as level or required or elective course in the undergraduate program or core, support, specialty, or required or elective course in the _____ B-K _____ concentration at the graduate level.

6. **Instructor Information:**
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7. **Course Purpose/Catalog Description:**
For almost two decades a variety of services have been available for families of infants and young children with disabilities or at risk for developing disabilities. This course is an introduction to issues, trends, policies and program in early intervention and education for infants and preschool children with special needs. A review of current legislation, populations served, program concerns, personnel issues, policy issues, and the role of the family as they relate to infants and young children with disabilities will be addressed.

8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

9. **Course Goals and/or Objectives/Student Learning Outcomes:**
 - Demonstrate knowledge of legislation and policy relating to infants and young children with disabilities and their families. (NAEYC 10.0)
 - Understand the rationale for early intervention services. (NAEYC 6.0)
 - Describe different models of early intervention and education for infants and young children with special needs. (SDPI 2.0)
 - Identify characteristics of the children served in early intervention and preschool education programs. (SDPI 1.0)
 - Describe the role of the family in early intervention and education. (SDPI 4.0)
 - Discuss types of assessment used in program for young children with disabilities. (NAEYC 4.0)
 - Discuss curriculum components of early intervention and preschool education programs for young children with disabilities. (SDPI 3.0)

- Discuss the role of community agencies in early intervention programs. (NAEYC 5.0)
- Discuss interagency collaboration and its roles in early intervention. (SDPI 8.0)
- Identify issues in personnel training and development. (NAEYC 7.0)
- Discuss issues related to program evaluation. (NAEYC 13.0)
- Identify and discuss critical issues including research in early intervention and preschool education for children with disabilities. (NAEYC 11.0)
- Discuss issues related to cultural and sociological differences. (NAEYC 5.0)
- Use local, state, and national services and resources to meet diverse learning needs through technology. (NAEYC 4.0)

10. Teaching Strategies: Lecture, classroom discussion, Blackboard discussion, student presentations, projects and papers

11. Evaluation Methods and Guidelines for Assignments:

COURSE REQUIREMENTS:

CLASS PARTICIPATION: Assigned readings will be discussed in class or on the BLACKBOARD discussion list and all students should be prepared to participate in these discussions. Class discussion, BLACKBOARD discussion, and attendance will all be considered in the final course grade.

BLACKBOARD participation will be evaluated as follows—10 points for each BLACKBOARD class—quality of content (5 points); length (1 point); timeframe (2 points); and references to assigned readings, class discussions, or other relevant sources (2 points). Discussion forums will be posted on **Wednesdays by 4:00 PM** (on the week before the scheduled BLACKBOARD class). Your initial responses to the posted forum should be completed by **4:00 PM on Friday** and the second response by **4:00 PM on the Tuesday** of the scheduled BLACKBOARD class meeting.

CRITICAL ISSUE PAPER: A reflective paper addressing a critical issue in early childhood special education will be completed by each student. This is not a research paper but a concept paper. However, some research supporting your issue must be used. The paper should be approximately 5-7 double-spaced typed pages and organized in the following sections:

- a. description of the issue and its pros and cons
- b. support for your position on the issue (research)
- c. proposed solutions for the issue
- d. minimum of five references

APA style is required. This format will be posted on BLACKBOARD.

CRITICAL ISSUE PRESENTATION: The critical issue described above will be orally presented in class for open discussion. The purpose will be to stimulate discussion on the critical issues and to familiarize classmates with other issues in the field of early childhood.

ARTICLE DISCUSSION: You will be responsible for leading a 10-15 minute discussion on one research article in early childhood special education. Guidelines for this presentation will be posted on BLACKBOARD and discussed further in class. Prior approval of the article must be received from the course instructor.

INTERNET PROJECT: You will access the Internet and identify at least five (5) sites where information about young children with disabilities can be found (include a site about families, policy issues, professional organizations). A 1-2 page annotated

bibliography of the five sites will be shared as a presentation and a handout for classmates. This annotated bibliography should include:

- a. the relevance of this site for early childhood special education
- b. how you would use this site as a professional
- c. your overall impression of it (what are the strengths and things you do not like about it).

FAMILY PROJECT: You will be linked with a family during the semester. The purpose of this project will be to develop familiarity with the issues and concerns facing a family who has a child with a disability. A minimum of five (5) family visits of 1-2 hours in length will be conducted. Guidelines for these visits will be posted on BLACKBOARD. The visits should commence during the second week of September or earlier (The instructor will notify students when the project is to begin). A final reflective paper (5-7 pages) will culminate this experience. In this paper describe your interactions with the family, how your perceptions have changed since the initial visits, the impact this experience has had on your feelings about working with families and what you, as a professional, have learned from this family. More specific guidelines for this project will be discussed in class prior to the commencement of the family visits.

GRADING CRITERIA:

<u>Assignment</u>	<u>Points</u>	<u>Grades</u>
Class Participation	20	250-225 A
Issue Paper	60	224-200 B
Issue Presentation	20	199-175 C
Article Discussion	20	Below 175 F
Internet Project	20	
Family Project	60	
Blackboard discussions (10 each)	40	
TOTAL POSSIBLE POINTS	250	

12. Required Text(s)/Readings/References:

Guralnick, M. J. (Ed). (2005). *The developmental systems approach to early intervention*. Baltimore, MD: Paul H. Brookes Publishing Company.

E-reserves: See attached list.

13. Topical Outline:

Date	Topic	Readings/Assignments
August 16	Introduction Perspectives on Early Intervention/ Developmental Systems Model CAMPUS	Guralnick: Chapter 1
23	Rationale for Early Intervention/ Inclusion CAMPUS	Guralnick: Chapter 3 Scarborough, et. al.; Blackman; Clarke & Campbell
30	Issues in Early Identification and Screening of Young Children BLACKBOARD	Guralnick: Chapters 4 & 5 Yockelson
September 6	Assessment and Program Evaluation CAMPUS	Guralnick: Chapters 6 & 8 Burnette
13	Family Participation in Early Intervention CAMPUS	Guralnick: Chapter 7 Bruder; Hedrick

20	Issues for Families of Young Children – Parent Panel CAMPUS	Guralnick: Chapter 10 pp. 235-247; McWilliam Internet Project Due
27	Federal Legislative Mandates for IDEA, ADA, and others CAMPUS	Smith; IDEA 2004 (TBA)
October 4	State Legislative Mandates for Early Intervention, Preschool Education and others BLACKBOARD	Shackelford; Dannaher
11	FALL BREAK – NO CLASS	
18	Service Coordination & Interagency Collaboration CAMPUS	Guralnick: Chapter 2 Garrett, et. al.; Johnson
25	Program Models in Early Intervention and Preschool Settings CAMPUS	Guralnick: Chapter 12 Bricker
November 1	Cultural Competence in Early Childhood Special Education CAMPUS	Barrera & Corso; Kalyanpur & Harry
8	Issues Related to Diversity BLACKBOARD	Lynch; Rains; Buyesse, Castro, West & Skinner
15	Policy and Program Implementation CAMPUS	Guralnick: Chapter 13 Harbin, Rous, McLean Critical Issue Paper Due
22	Administration of Early Childhood Special Education Programs BLACKBOARD	Guralnick: Chapter 14 Lovett et. al.
29	Preservice and Inservice Training Family Project Discussion CAMPUS	Dunst & Bruder; Ludlow Family Project Paper Due
December 13 (3:30-6:30)	Final Examination Day Critical Issues Paper Presentations – location to be determined	

14. Other Information:

Academic Integrity. You are expected to follow the principles outlined in UNCG's Academic Integrity Policy founded on five values: honesty; trust; fairness; respect; and responsibility. Please read this policy and the research review chapter on the SES 601 BLACKBOARD site.

Confidentiality. The course places an additional obligation on you to maintain confidentiality and ethical treatment toward the children and families with whom you will be working for the family project. Do not discuss the information you observe and record on the children with anyone other than the staff at the school/center/program and members of this class. **To help ensure the children's privacy, you will need to change all children's names in any written work.**

15. Recommended Text(s) and/or Readings: A bibliography or list of references highlighting recent scholarship (pedagogy and research) in the subject area
See attached list.

16. Alignment with State and National Standards: Not applicable