

Print Version

SpEd 5710

Teaching Infants and Young Children with Disabilities  
(3 credits)

Class meeting time:

SpEd 5710 is an online class; as a result there is no set meeting time. You will access this class by logging on to Utah State University's WebCT course management system. You can log on to WebCT anytime of the day or night, seven days a week and most assignments can be completed at your convenience. However, you will need to complete quizzes, written assignments, and chat groups on WebCT each week by specified times. Please check your email at least twice a week. You will probably spend around 10 to 12 hours per unit for the readings and the essays.

The class begins January 10, 2005 and ends on April 26, 2005. Students will be required to attend an orientation session the first week of classes.

Location:

Online through WebCT

The purpose of this course is to provide students with an overview of young children with disabilities, their families, and services designed to meet their needs.

Barbara Fiechtl

Office:

EDUC 318

Phone:

(435) 797-3258 or

Fax:

(435) 797-3572

E-mail:

[bjfic@cc.usu.edu](mailto:bjfic@cc.usu.edu)

Mailing Address:

Dept. of SPED and Rehabilitation

2865 Old Main Hill

Utah State University

Logan, UT. 84322-2865

Tami Pyfer

Office:

EDUC 315

Phone:

(435) 797-7567 or

Fax:

(435) 797-3572

E-mail:

[tpyfer@cc.usu.edu](mailto:tpyfer@cc.usu.edu)

Mailing Address:

Dept. of SPED and Rehabilitation

2865 Old Main Hill

Utah State University

Logan, UT. 84322-2865

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Tyler Wentz, Technical Support, (for technology or  
WebCT problems)

Phone: (435) 797-3250 (See Note below)

E-mail: tyw@cc.usu.edu  
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#### Required Texts and Materials

\* Howard, V.F., Williams, B.F., Port, P.D., &  
Lepper, C. (1997). Very young children with special  
needs: A formative approach for the twenty-first  
century (2nd ed.). Prentice Hall: Upper Saddle River,  
New Jersey.

You may purchase text at the University bookstore or  
order from Amazon.com

Order the following publication by logging on to  
www.sopriswest.com/ or by calling 1-800-547-6747. The  
monograph costs \$12.00 and will also be used in other  
classes that you will be taking (i.e., SpEd 5730).

\* Sandall, S., & Ostrosky, M. (Eds.). (2000).  
Young Exceptional Children Monograph Series No. 2:  
Natural environments and Inclusion. The Division for  
Early Childhood of the Council for Exceptional  
Children. Sopris West: Longmont, CO.

#### Recommended Text

\* Bredekamp, S., & Copple, C. (Eds.) (1997).  
Developmentally Appropriate Practice in Early Childhood  
Programs: Revised Edition. NAEYC: Washington, DC.

In addition, a packet of videotapes and some additional  
readings will be required for you to pick up.

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Course Objectives

Upon successful completion of this course, students will be able to describe:

1. The historical trends in services to young children with disabilities.
2. Child and family characteristics and service options which may potentially meet the needs of child and family.
3. Methods for facilitating and improving child development.
4. Child development and instructional strategies to enhance development, attending to various developmental domains.
5. Legal programming obligations under IDEA.
6. Service environments for preschool children with disabilities.
7. Different types of parental participation in early intervention services depending upon child needs and family capabilities.
8. Ways that teachers can facilitate parental involvement.
9. The role of the preschool special educator/ early interventionist as a multi-disciplinary team member, supervisor, consultant, and teacher.
10. The importance of inclusion to young children with disabilities and ways to enhance successful inclusion.

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How to Access WebCT

The following link will take you to the WebCT home page where you will need to enter your WebCT ID and Password. <https://webct.usu.edu/>

Instructions for Logging In

There are instructions for students under the WebCT ID "LOGIN HELP" that explain what your ID and password will be. Your username or WebCT ID is the first two letters of your first name, your entire last name plus the last two digits of your student number all together with no spaces and no special characters. Your student number is your initial password.

After Logging In

You will see a screen called My WebCT. My WebCT is your personalized page which you will see each time you access the course. It will notify you of new assignments, quizzes, etc.

Click on the course title to access the course homepage.

The Course Homepage

Here you will find a variety of icons that allow you access to all the components of the class.

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SpEd 5710: Calendar

This section of the syllabus lists the topics covered each unit of the class,

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Unit 1

Orienting to Webct, & Philosophy of early childhood special education

Unit 2

History of early childhood special education, & Typical development

Unit 3

Atypical development

Unit 4

Mandated services, & Discretionary programs

Unit 5

Families

Unit 6

Recommended practices

Unit 7

Continuum of instruction

Unit 8

Strategies for inclusion

Since assignments WILL be due, quizzes taken, and chats conducted the first week of class, it is critical that students are familiar with the technology aspects of this class prior to the first week.

If you encounter problems, please contact Tyler Wentz at (435) 797-3250 (Technical Support) prior to the start of class and throughout the semester as needed.

Note: For a listing of assignments, the reading schedule, quizzes, etc., click on the appropriate icons on the course home page in WebCT.

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## Assignment Descriptions and Links

### 1. Take Online Quiz(zes)

After careful study of the readings assigned for the week, take an online quiz for each of the readings/chapters.

Quizzes can be accessed on WebCT anytime between noon THURSDAY and noon MONDAY.

Quizzes will include 10 questions each and will be timed. You will have 10 minutes to complete each quiz.

Note: Students are on the honor system to not share quiz questions with other students. Students are also on the honor system to not print the quizzes. Violation of either requirement may result in a failing grade for the class.

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### 2. Answer Essay Questions

Answer each essay question posted on WebCT for the current Unit and send your essay by noon, Monday.

Compose your answers in a word processing program. Save the document as a rich text file, then send to the instructor as an e-mail attachment.

Note: Be sure to save all of your word-processed documents in the event that an assignment is lost in transmission and must be resent.

Put careful thought into your responses. You will be graded on the clarity and depth of your answers and the degree to which you integrate information from the readings and from your own experiences when appropriate. A requirement of all essay assignments is that they be written in your own words. Avoid using direct quotes from the readings, but if you find it necessary, reference the quote properly. Any material that is quoted directly from your readings, but not referenced as a direct quote is plagiarism and will result in a failing grade for the assignment and possibly for the class. (See the section on Academic Dishonesty.)

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### 3. Participate in your chat/work group

In the past, students have reported that they enjoyed the chat group because of the opportunity it afforded them to meet with other members of the class. You will be assigned a chat group. Each week your group will be given a problem to solve or questions to discuss with regard to early childhood special education. Your grade for the chat group will be based on the quality of your participation and how well you integrate the readings into your discussion.

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### Grading Criteria

Depending on the number of quizzes and the difficulty and number of essay questions assigned each week, total weekly points vary. Points are assigned as follows.

Quizzes: 10 points each

Essay questions: 20- 50 points each

Chat/ work group: 20 points per unit

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### Grading Scale

A

95-100%

A- 90-94%

B+ 88-89%

B 84-87%

B- 80-83%

C+ 76-79%

C 72-75%

C- 70-71%

D 60-69%

F Below 60%

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SpEd 5710: Resource

### Glossary

A glossary is provided in the resources section of this Web site to help you understand the internet and computer-related vocabulary that may be new to you. This glossary of technical terms will also help to bring you up to speed on the technical nature of a

distance education program delivered via the Internet, desktop conferencing, and the EDNET system.

Visit the Glossary in the Resources section of the CECSEP Web site.

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SpEd 5710:

USU & Departmental Policies

- \* Late Policy
- \* USU Incomplete Policy
- \* Students with Disabilities
- \* Department Policies
- \* Certification/Undergraduate Course Requirements (Effective Fall 1994)
- \* Background Check
- \* Notice of Academic Dishonesty
- \* Changes in Graduation Requirements

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Late Policy

Students will be assessed a 10% deduction of points for each day of late work. Late points may be waived in part at the discretion of the instructor as long as the student notifies the instructor at least 8 hours in advance.

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## USU Incomplete Policy

Incomplete (I)Grade. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating circumstance' will include:

1. incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. a death in the immediate family,
3. financial responsibilities requiring a student to alter course schedule to secure employment,
4. change in work schedule as required by employer, or
5. if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head.

Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the

department office. The "I" grade should generally not require a complete repeat of the course. A student should not reregister for the course. Research and thesis courses taken for graduate work are exempted from this policy. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

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### Students with Disabilities

If a student has a disability that may require some accommodations, the student must document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special consideration relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the Disability Resource Center. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats -- large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

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### Department Policies

#### Grading Guidelines

1. Criteria for the awards of each letter grade should be specified in the course syllabi for all courses
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

#### Grade Point Requirements

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 or better after being admitted to the Teacher Education Program and while taking courses in the major.

2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

#### Student Behavior & Academic Honesty

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic honesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.