INFANTS, TODDLERS, AND FAMILIES WITH FIELD EXPERIENCE (EDME 528)
EARLY FALL 2013

Professor: Marnie K. Anderson, M.Ed.   **Course Dates:** Aug. 25 - Oct. 19, 2013
Email: manderson@messiah.edu   **Phone:**

Faculty Availability:
- I will be checking in on the course at least once a day.
- If I anticipate being unable to check in for a period of time I will let you know in advance via an announcement on the course home page and you will be able to contact me via phone with urgent questions.
- I am very willing and happy to communicate individually with students as needed. Please contact me via email only if your question is of a personal nature.
- If you have questions about the course (assignments, dates, expectations, etc.) please post them in the General Course Questions Discussion on Canvas so that everyone can benefit from the answers.
- If you contact me individually, my commitment is to respond to you within 24 hours.
- Additionally I will hold "office hours" via the Conference feature of Canvas on Wednesday evenings from 7:00 to 8:00 p.m. This is another opportunity to discuss any questions you might have, share ideas, etc. You are not required to participate in office hours but are welcome to join the conference any Wednesday evening.
- Face to face conferences are available by appointment at the Messiah campus.

Faculty Expectations of Students
- Required class materials other than textbook readings will be made available each week in the Modules section of the course on Canvas. Materials may include Internet sites to visit, articles to read, PowerPoint presentations, videos to watch, etc.
- Announcements: Please make sure that you read the announcements on the home page every time you log in to the course. These will be updated regularly with important course information.
- Instructional Time: This is a three-credit course. Student will spend approximately 5.25 hours (on average) per week reading module materials, watching the required videos, completing exams, as well as reading posts and submitting posts online in the discussion tool (roughly equivalent to classroom time). Additional time will be required for text reading, studying for exams, fieldwork, and assignment completion (roughly equivalent to graduate level, out of class work time).
- Asynchronous/Synchronous learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations.

Course Description:
This course will examine typical and atypical social, emotional, physical, cognitive, and linguistic development of infants and toddlers (birth through three-years). This course will also examine the role of the family and other caregivers, such as childcare providers, preschool teachers, and foster care parents, in the development of infants and toddlers (birth through three-years). Topics will include the development and maintenance of attachments to caregivers, the role of culture and gender in development, the role of socioeconomic status, infant and toddler mental health issues, and infants and toddlers with special needs. Early intervention and assessment techniques will be explored along with developmentally appropriate practices. For example, students will become familiar with the Individualized Family Service Plan (IFSP), the Denver Developmental Assessment, and other services that may be provided to infants and toddlers.

Program Objectives:
1. Analyze, evaluate, and respond to current trends and issues in education.
2. Use quality assessment data to inform instructional practices.
3. Analyze, critique, and develop effective curriculum.
4. Develop and apply varied assessment and instructional strategies that are firmly grounded in theory, research, and practice.

Course Objectives:
1. Examine and observe typical and atypical infant/toddler growth and development in the areas of social, cognitive, linguistic, physical, emotional, and personal development.
2. Examine the role of family systems, family resources, and the importance of attachment for infants and toddlers.
3. Examine the role of daycare providers, preschool teachers and developmentally appropriate practice in the development of infants and toddlers.
4. Identify and utilize effective strategies when working with culturally and linguistically diverse children and their families.
5. Identify and utilize early intervention and assessment techniques.
6. Identify the learning opportunities derived from play for infants and toddlers.
7. Identify issues in brain development in infants and toddlers.
8. Describe the significance of the infant and toddler years on later development.

Textbook and Other Course Materials):
Required:
Howard, V.F., Williams, B., & Lepper, C.E. (2010). *Very young children with special needs: A foundation for educators, families, and service providers*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Kritikos, E.P., LeDosquet, P.L., & Melton, M. (2012). *Foundations of assessment in early childhood special education*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Harms, T., Cryer, D. & Clifford, R.M. (2006). *Infant/toddler environment rating scale, revised edition, updated (ITERS-R).* New York, New York: Teachers College Press.

Harms, T. & Cryer, D. (2003). *Infant/toddler environment rating scale, revised edition: video guide & training workbook.* New York, New York: Teachers College Press.

Course Requirements:

A note about writing and terminology in this course: We will all endeavor to use "People First" terminology in all of our course communications and assignments. You can find details about People First language in Module 1 in Canvas.

Weekly Things to Do
- ✓ Each week you will have readings to complete in one or both textbooks along with supplemental course materials. Each week's supplemental course materials are in the Modules tool in Canvas. You will receive a weekly Announcement on the course home page detailing your list of Things to Do for the week. The course schedule at the end of this syllabus can also help guide you through the course week by week.
- ✓ Folders for week one is visible now. Each additional week's folders will be released at 8 a.m. the Saturday before the course week starts.

Discussion Posts
There will be a series of **8 discussions posted within the Discussions tool** in Canvas. Students will be given open-ended prompts to which they should respond. Students will also read and commenton each other's earlier posts in order to socially construct knowledge of the course content. Original responses to the prompt should be a minimum of 250-300 words and must include specific references to that week's learning materials.

When making specific reference to the text or other course materials in a forum post, be sure to cite the source. You don't need a references page, but you do need to cite the name and date of the source of the fact you are citing, just as you would in the body of a paper.   For example:

> "I discovered in my reading that neonates have poor temperature control and require external heat management" (Howard, et.al, 2010)".

Students must post their **original response** to the prompt by 11:55 p.m. on Wednesday of each week and **follow up comments** of at least 50 words to at least two other students by 11:55 on Friday of each week. Students will need to respond to at least two students, respond to follow up questions, incorporate course and supplemental readings into the responses, and demonstrate a clear comprehension of the material. You should expect to spend at least two hours per week on the Discussion post – reading and responding to others' posts along with crafting your own responses to the prompts. These will serve as the discussion component of our course and provide me with evidence that you are completing reading and video assignments. Each week's forum will be worth up to **32 points** and graded using a rubric that will be provided to you.

Some "netiquette" notes about Discussion posts and other online interactions in this course:

- We are building an online community of learners. We will respect other students' opinions, even more so when they are different than ours. If we disagree with someone's idea, we will respond about the issue, not about the person who expressed the idea.
- We will apply the same standards of behavior and good manners online as in real life.
- We will be kind and gracious when posting to other student's forums or making other commentary on their work.
- We will be aware of the tone that our posts portray. Be careful not to shout at the group by USING ALL CAPS!
- We will post in complete words and sentences as opposed to text language. (i.e. lol, omg, etc.) We will strive, as always, to use People First language (see Module 1 for details on People First Language).
- We will be careful not to assume we completely understand what another student means when he or she posts - prior to commenting on a post, we might want to ask a clarifying question of another student. One example would be: 'Can you help me understand what you mean when you write that...'
- We will write, read, and rewrite before posting information for the group. Too often we write quickly without completely thinking of the context of the topic or complexities of the class. We will do our best to keep our postings concise and organized.
- Whenever possible we will add resource material when expressing ideas and opinions. This will help us maintain an attitude of science (see Howard text chapter one), help us build a library of resources that may be helpful to us in this course and in our careers, help further discussion, and perhaps give us a new perspective on a particular topic!
- If we see/hear about current events that tie into our course learning and discussion, we will share them using the Discussions tool.
- We will enable the instructor to be a learning resource by asking questions and seeking assistance when needed. As often as possible we will do this in the General Course Question Discussion so that others can benefit from our questions and the answers.

Early Intervention Professional Interview

Each student will interview a professional who is currently working in a birth to three, DPW funded, early intervention program in Pennsylvania, write a report, and share the report with their classmates. You may interview a program director, an early intervention specialist, a physical therapist, an occupational therapist, or a speech therapist or a service coordinator. Details will be found in the Assignments tool in Canvas. This assignment will be worth 50 points.

Field Assignments

Students will complete four field assignments including an informal environmental observation of a child care center as well as evaluating and implementing three early childhood assessment tools (The Ounce Scale, The ITERS, and the Denver II) and report on their findings. Course concepts and vocabulary should be used as appropriate when describing the instrument, its uses and potential misuses, and the outcomes seen in the implementation in the field. You will work with field placement coordinator Amanda Sigel (asigel@messiah.edu) to identify a childcare

center (Keystone Star level 3 or 4) where you can complete your informal environmental observation as well as the ITERS assessment. You will also need to identify an infant or toddler (friend, neighbor) with whom you can complete the Ounce Scale and the Denver II. Details will be found in the Assignments tool in Canvas. Each assignment report is worth 100 points.

Exams
There will be two exams in the course. The exams may include both objectively and subjectively scored items. The exams will assess student comprehension of key terms and also ability to apply concepts to relevant contexts. Each exam is worth 100 points.

Grading: There are a total of 906 points available over the course of the semester. Final course grades will be assigned based on the following grading scale:

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%		
B	83-86%		
B-	80-82%		

Extra Credit – No extra credit options will be provided.

Late Assignments – Assignments must be submitted by 11:55 p.m. on the due date. If you need to submit an assignment late, please notify the instructor in advance to make arrangements. Assignments submitted late without advance approval will lose 10% of available points for that assignment per day. After one week the assignment will not be accepted.

Missed Exams – Exams will be available online for a period of 48 hours. If you are not able to complete the exam within that window of time, please notify the instructor to make arrangements.

Returned Assignments – Assignments are to be submitted via the Assignments tool in Canvas. Students will receive written feedback and grades in Canvas using the Assignments and Grades tool. Assignments will be returned with feedback within one week of the submission date. Students may ask for clarification of a grade through email to the professor within three days of receiving the grade for any assignment.

Academic Integrity
Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism: Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

<u>Cheating</u>. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

<u>Fabrication</u>: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

<u>Misrepresentation of Academic Records</u>: Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.

<u>Facilitating Academic Dishonesty</u>: Helping another individual to violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

<u>Computer Offenses</u>: Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

<u>Unfair Advantage</u>: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.
http://www.messiah.edu/offices/student_affairs/student_handbook/resources/0708/studenthandbook.pdf

Americans with Disabilities Act
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu or (717) 796-5382.

Library and Librarian Assistance

The Library is an obvious source of information for many of your class projects. Currently, Beth Mark is the specific library liaison assigned to the education discipline. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling (717) 796-1800, ext. 3590.
Click here for resources and databases that relate to this field

Statement of Confidentiality:
"Students in online courses will be asked to post written work and to engage in written dialogue with other class members within an LMS.   The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content."

Statement of Copyright Protection:
"The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated."

Computer Requirements:
Students who enroll in an online course must have basic computer skills including:
- A working knowledge of word processing
- Navigate the internet using different search engines
- Email (Compose, Attach, Send, Read)
- Utilize Microsoft Office programs (Word & PowerPoint)
- Copy and Paste

You must have access to a computer, the Internet, a web browser, and other software and hardware configuration as described below.

Current Messiah College students taking online courses will continue to use their established computer account.

Minimum Hardware and Software Requirements
- Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used
- Browser:
  - Mozilla Firefox 3.0 or higher (required)
- Operating System Version:
  - Windows® XP (recommended), or
  - Windows® Vista, or
  - Windows® 7, or
  - MAC OS 10.5 or higher
- Processor (CPU):
  - Desktop Processor (CPU): Pentium 4 at 3.0 GHz or faster or

- o Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster
  - ▪ Memory (RAM):
    - o Windows® XP: 512 MB or more; or
    - o Windows® Vista: 1024 MB or more; or
    - o MAC OS: 1024 MB or more
  - ▪ Hard Disk Space: 40 GB or more of free space
  - ▪ CD-ROM CD-RW drive (DVD or combo drive helpful)
  - ▪ Any Office Suite:
    - o MS Office 2007 or newer, or
    - o OpenOffice 3.1, or
    - o Google Docs
  - ▪ Webcam and headset (no speakers)

Computer Support:

For your convenience, a telephone hotline is available seven days a week in order to provide assistance for technological problems. This hotline is staffed by the College's Information and Technology Services staff and provides "real person" assistance during the following times:

By phone: (717) 796-1800 ext. 3333
- 7 a.m. – 11 p.m. EST Monday through Friday
- 8 a.m. – 11 p.m. EST weekends & holidays

By email: helpdesk@messiah.edu

In the event you need to leave a message, please provide your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

You also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System.

Need a review of APA style for your assignments?
Check out http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Course Schedule

- The course schedule is set up so that the Discussion Posts are always due on Wednesdays at 11:55 PM. Discussion responses to other students are due on Fridays at 11:55 PM.
- Field Assignments are always due on Saturdays at 11:55 PM.

Week	Assignments		Hours		Course Objectives
			IT	N-IT	
Week 1 8/24	**Course Information and Overarching Concepts and Philosophies** **Begin Field Assignment 1: Informal Observation of a Child Care Center**				
	Reading Due	Howard Chapter 1: Philosophy of Early Education Kritikos Chapter 3: Family Diversity and Assessment		4	2,3,4,8 2,4
	Learning Modules	General Course Information and College Helps Week 1: People First Language, Why Invest in Young Children, Impact of Culture, Developmentally Appropriate Practice, Lasting Impacts	2	1	3,4,7,8
	Assignments Due	Week 1 Discussion – Reflecting on Culture Wed. 8/28 Discussion Responses Fri. 8/30	2		4
Week 2 8/31	**Early Intervention and the Role of the Family** **Begin Early Intervention Professional Interview**				
	Reading Due	Howard Chapter 2: Relationship Based Teaming with Families Howard Chapter 9: Discretionary Programs for Infants and Toddlers with Special Needs Kritikos Chapter 2: Legal Issues (focus on pages 18-21)		6	2,4,5 5 5
	Learning Modules	Week 2: Pennsylvania's System of Early Intervention for Infants and Toddlers	2		2,3,5
	Assignments Due	Week 2 Discussion – Inclusion, Natural Environments, and the Role of Families Wed. 9/4 Discussion Responses Fri. 9/6 Field Assignment 1 Sat. 9/7	2	4	3,5 1,3
Week 3 9/7	**Typical/Atypical Development** **Observational Assessment** **Begin Field Assignment 2: The Ounce Scale**				

Week	Assignments		Hours		Course Objectives
			IT	N-IT	
	Reading Due	Howard Chapter 3: Principles of Human Development.			1
		Howard Chapter 4: Human Development Birth to Six		6	1
		Kritikos Chapter 8: Observational Assessment			5
		Ounce Scale User's Guide, Observation Record, Family Album (These are available for check out at the Campus Library or you can contact Allyson Patton to have them mailed to you.)	2		5
	Learning Modules	Week 3: Typical and Atypical Development			1,5
		Observational Assessment (The OUNCE Scale)	2		
	Assignments Due	Week 3 Discussion: Share Your Experiences from Field Assignment 1 Wed. 9/11	2		3
		Discussion Responses Fri. 9/13			
		Early Intervention Professional Interview Sat. 9/14		2	5
Week 4 9/14	**Environmental Analysis** **Begin Field Assignment 3: The ITERS-R**				
	Reading Due	Kritikos Chapter 7: Environmental Analysis		2	3,5
		ITERS booklet			3,5,6
		ITERS Video Guide and Training Workbook (the link to the required video is in the module)	4		3,5,6
	Learning Modules	Week 4: What do quality early education environments look like?			3,5
		ITERS training: environmental assessment	3		3.5
	Assignments Due	Week 4 Discussion: Share Your Experiences from EI Professional Interview Wed. 9/18	2		5
		Discussion Responses Fri. 9/20			
		EXAM #1 Fri. 9/20	1.5		1,2,3,4,5,7,8
Week 5 9/21	**Atypical Development**				
	Reading Due	Howard Chapter 5: Development and Risk During Prenatal, Natal, and Postnatal Stages			1,3,5,7
		Howard Chapter 6: Conditions Affecting the Neurological Function			1,3,5,7
		Howard Chapter 7: Inborn Variations of Development			1,3,5,7
		Kritikos Chapter 12: Motor Development and Adaptive Skills		8	1,3,5,7
	Learning Modules	Week 5: Atypical Development.	2		1,5

Week	Assignments		Hours		Course
			IT	N-IT	Objectives
	Assignments Due	Week 5 Discussion: Atypical Development Wed. 9/25 Discussion Responses Fri. 9/27 Field Assignment 2 Sat. 9/28	2	3	1,2,5 1,5 1,2
Week 6 9/28	**Technical Aspects of Assessment** **Assessment Models** **Begin Field Assignment 4: The Denver II**				
	Reading Due	Kritikos Chapter 5: Technical Aspects of Assessment Kritikos Chapter 6: Assessment Models		4	1,5 1,5
	Learning Modules	The Denver II	3		1,5
	Assignments Due	Week 6 Discussion: Share your experiences from Field Assignment 2 Wed. 10/2 Discussion Responses Fri. 10/4 Field Assignment 3 Sat. 10/5	2	5	1,2 1.3.4.5
Week 7 10/5	**Sensory Impairments and Assessment** **Cognitive, Social & Emotional, Communication Assessment**				
	Reading Due	Howard Chapter 8: Sensory Impairments and Infections Kritikos Chapter 9: Sensory Assessment Kritikos Chapter 10: Cognitive and Social-Emotional Assessment Kritikos Chapter 11: Communication		8	1.5 1,5 1,5 1,5
	Learning Modules	Impact of early intervening and advancing technology	1		1,2,3,5
	Assignments Due	Week 7 Discussion: Share your experiences from Field Assignment 3 Wed. 10/9 Discussion Responses Fri. 10/11	2		3,5
Week 8 10/12	**Conclusions** **Mandated Services** **Transitions**				
	Reading Due	Howard Chapter 10: Mandated Services for Young Children		2	2,3,5
	Learning Modules	A concluding concept: The importance of play. Transitions to mandated (Part B) EI services.	2		1.6 5

Week	Assignments		Hours		Course Objectives
			IT	N-IT	
	Assignments Due	Week 8 Discussion: Play Wed. 10/16	2		6
		Discussion Responses Fri. 10/18			
		Exam 2 Fri. 10/18	1.5		1,5
		Field Assignment 4 Sat. 10/19		4	
		TOTAL Time	42	59	

IT= Instructional time; N-IT = Non-Instructional (homework) time
Please note **14 hours per credit** of instruction must be provided (42 total)