

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**Introduction to Early Childhood Education and ECSE  
CIEP 211  
SPRING SESSION 2011**

Instructor:	Adam S. Kennedy (LT1134)	Time: W, 11:30AM – 12:20 PM F, 10:25AM - 12:20PM
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### **Course Description**

In this course, students will investigate the interlaced professions of early childhood education and early childhood special education, including an historical overview of early education, a review of theoretical program models and types of early childhood programs, discussion of available community resources, professional organizations, and exploration of contemporary trends and issues in programs for children with special needs ages birth to eight. Students will interpret and analyze trends in early care and education, including diversity, early intervention and special education legislation, public policy, and educationally appropriate practice.

### **Course Text**

Gordon, A.M., & Browne, K.W. (2011). *Beginnings and beyond: Foundations in early childhood education*. Belmont, CA: Wadsworth.

Additional readings will be assigned and must be completed according to the course calendar. Many of these are already available on Blackboard, with the remaining articles to be posted during the first weeks of the semester.

### **Course Outcomes**

1. Examine the foundations of early childhood special education, specifically the historical, philosophical, legal, and empirical rationale for providing early intervention services for children (ECSE: 11A, 11B, 11C, 11K, 11R—ECE 17G)
2. Identify the components of exemplary interventions, service delivery models, and approaches to collaborative assessment and instruction. (ECSE: 5D, ECE 11C, 12A)
3. Identify the benefits and challenges of inclusive programming for young children with special needs (ECSE: 5D, ECE: 11E, 12A)
4. Describe the provisions of both federal and state law pertaining to young children with special needs and their families and articulate the legal and ethical rationales for collaboration with families in the planning and provision of early intervention and ECSE. (ECSE: 11A, 11K, ECE: 17, 17F)
5. Recognizes relevant professional organizations, publications, and resources for professional development. (ECSE: ECE: 17E)

6. Identify the components and requirements of Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs). (ECSE: 11A, 11B, 11C)

7. Demonstrates an attitude that affirms and respects family, cultural, and linguistic diversity. (ECSE: 3B, 11F, ECE 9B, 9C)

**Conceptual Framework and Diversity**

“Professionalism in Service of Social Justice” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Courses in the ECSE certification program have been designed to assist students in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. Meeting the needs of diverse children is a central focus of readings, class discussion, and of the ECSE program itself.

The following Conceptual Framework Standards are specifically addressed in this course:

<b>Conceptual Framework Standards</b> Candidates demonstrate...	<b>Activities and Assignments</b>
<b>CF1:</b> ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	<ul style="list-style-type: none"> <li>- Article reviews</li> <li>- comparison of program models</li> <li>- midterm exam</li> <li>- program observation</li> </ul>
<b>CF2:</b> ...knowledge and skills in a variety of school and professional settings.	-Class lectures and presentations on various program types and instructional models
<b>CF3:</b> ...an understanding of issues of social justice and inequity.	<ul style="list-style-type: none"> <li>- Class lectures which highlight features of underserved populations</li> <li>- discussion sessions</li> <li>- program observation</li> </ul>
<b>CF4:</b> ...skills that will enable them to work effectively with diverse clients.	<ul style="list-style-type: none"> <li>- Class lectures and activities</li> <li>- Comparison of program models</li> </ul>
<b>CF5:</b> ...technological knowledge and skills which enhance education.	- comparison of program models
<b>CF6:</b> ...professional decision-making skills and behaviors in advancing social justice and service.	- journal
<b>CF7:</b> ...how moral and ethical decisions shape actions directed toward service to others.	- discussion sessions
<b>CF8:</b> ...an ability to apply principles in professional decision-making.	- Class lectures

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

## **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

## **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## **Technology**

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. It assumes that students will be proficient at word processing (including creating tables and diagrams), communicating via Loyola GroupWise e-mail, downloading Microsoft Word and Acrobat Reader files), and recording/presenting video clips. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this. If you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

In addition, anytime presentations are done, you must ensure that your files and software are compatible with Loyola's. Bring flash drives, various types of

CDs/DVDs, videocassettes (and adapters), and other materials to class in advance of presentations so that you may test them for proper functioning and compatibility. Presentations are graded, so technology foul-ups should be avoided through careful planning and proactive work on assignments. Otherwise they will cost you points due to tight presentation schedules.

## **Assignments**

### **1. Discussion sessions (25pts)**

Each student will be responsible for leading one discussion session. These will involve selecting a topic, reading three (or more) resources on this topic, making an additional reading (or readings) available to the other students in class (this may be done via the instructor and Blackboard), and then facilitating class discussion. Topics will focus on issues, trends, controversies, or current events in ECE/ECSE.

### **2. Comparative paper on models of early childhood education (15pts)**

Students will choose two models and compare them across the following dimensions: origin and background, key people involved in the conception and development, unique and shared features, roles of teachers, children, families, culture, and the community, and applicability of the program to students with special needs.

### **3. Blackboard Discussion Board journal/activities (3pts ea)**

Students will complete 8 Blackboard essays/activities in which they work, over the course, of the semester, to articulate and refine their personal philosophy of ECSE. Journal entries will consist of responses to prompts after covering the topics in class. Most of these topics and prompts can already be viewed on the DB, but your essays (which should typically be at least three paragraphs and a minimum of 250 words) should be written on their due dates after class. The final journal entry consists of an initial position statement on one's emerging teaching philosophy. All entries should be checked for correct spelling, punctuation, and grammar.

### **4. Quizzes (5pts ea)**

These four quizzes will be objective in format, located on Blackboard, and remain open for a designated time period (typically Monday through Saturday night on the week each is due). They will cover material from the course readings up to and including the opening date of the quiz.

### **5. Community observation (40 pts)**

Student will visit two types of programs that serve young children (with or without special needs). After visiting each site and taking observational notes, students will complete a narrative that describes and interprets these observations. This will include a discussion of whether the program, as observed, appears to be prepared or equipped to serve children with disabilities (and if not, what might be done to address the situation). Students will turn in their observational notes and the reflective paper of 5-7 pages.

### **8. Final Exam (20pts)**

Your final exam will be individualized so that it matches your interests. It will include short answer questions, webquest activities, and individual research. You will choose the topical focus of your final and complete it during a designated time period at the end of the semester. It must be submitted to your instructor electronically

## **General Policies**

### **Assignments**

Assignments are expected on the dates noted. If an assignment is going to be submitted late, the instructors must be notified so that arrangements can be made w/r/t how and where to turn it in. It is imperative that work be completed on time because of the accelerated timeline of the summer session. For this reason, you must plan ahead and stay organized. Point deductions will be made according to the following schedule:

- a. 1 to 4 days late: 10% of points will be deducted
- b. 5 to 7 days late: 30% of points will be deducted
- c. more than 7 days late: 50% of points will be deducted

All written assignments (with the obvious exception of test protocols and notes) must be typewritten and conform to the reference formats specified in the Publication Manual of the American Psychological Association, 5<sup>th</sup> edition. Please submit a paper copy of each assignment in class unless instructed otherwise. Early assignments are always welcome.

### **Attendance and Participation**

It is your responsibility to attend class, arriving and departing at the appropriate times. While it is helpful to know if you must miss a class, missed classes or tardiness will still result in point deductions for both attendance and participation. Missing more than two classes will result in a failing grade for the term.

As for participation: this is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate. Finally, guest speakers should be welcomed and treated with the utmost respect. Attendance and participation are included in the grading table below, so your instructors reserve the right to deduct points for absences and/or issues of participation.

#### **Assignments and Grading**

<b>Discussion session</b>	<b>25</b>
<b>Comparative paper</b>	<b>15</b>
<b>Blackboard Discussion Board Posts</b>	<b>24</b>
<b>Program observation/paper</b>	<b>40</b>
<b>Quizzes (4)</b>	<b>20</b>
<b>Final Exam</b>	<b>20</b>
<b>Attendance</b>	<b>8</b>
<b>Participation</b>	<b>8</b>
<b>TOTAL</b>	<b>160</b>

Final course grades will be assigned as follows:

Percentage	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

## Course Outline

### I. Introduction and Overview of EI/ECSE

History  
Rationale

### II. Legislation/Legal Foundations

Models of Service Delivery, including home visiting  
Infant/Toddler Programs  
Preschool Programs

### III. Collaboration and Consultation

### IV. Assessment

Observation

### V. Families and their evolving role

### VI. IFSPs, IEPs, Service Coordination & Transition

Developmentally Appropriate practice  
Diversity

### VII. Activity Based Instruction

Role of EI and ECSE in:  
Developing social emotional skills  
Fostering Resilience  
Developing communication skills  
Developing feeding and adaptive skills  
Addressing vision and hearing

### VIII. Evidence-based practice