FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department CURRICULUM AND INSTRUCTION

College EDUCATION

UUPC Approval 2-23-26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	***Current* Course Title**
EEC 4313	Blended Early Childhood Methods: Birth to Age 5

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:
Blended Early Childhood Teaching Methods

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: 4 **To:** 3

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ☐ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course explores an organized approach to teaching young children (birth-8 years) with and without disabilities, developmental, educational, and functional skills useful in natural environments, including home and educational settings. Field experience required.

Change prerequisites/minimum grades to:
EEC 3214 with minimum grade of "C"

Change corequisites to:

Change registration controls to:
B.E.C.E. majors only

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:**
Summer 2026	

Faculty Contact/Email/Phone Y. Bhagwanji/YBhagwan@fau.edu

Approved by	***Date***
Department Chair Michelle Vaughan-McGovern	1/22/2026
College Curriculum Chair	1/26/2026
College Dean Charles Dukes	1/27/2026
UUPC Chair Korey Sorge	2-23-26
Undergraduate Studies Dean Dan Meeroff	2-23-26
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Justification for credit change from 4 to 3 credits for EEC 4313:

To move this course from 4 to 3 credits, the requirements for in-class assignments have been reduced by one-half from 12 to 6 assignments, and all major assignments have been reweighted to 20 percent each.

FLORIDA ATLANTIC UNIVERSITY
College of Education

DEPARTMENT OF CURRICULUM AND INSTRUCTION

COURSE NUMBER: EEC 4313 Section XXX CRN XXXXX

COURSE TITLE: Blended Early Childhood Teaching Methods

Credit hours: 3 semester hours
Semester/Year: TBD
Instructor: TBD
Office: TBD
Email: TBD
Office hours: TBD

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COURSE DESCRIPTION:
This course explores an organized approach to teaching young children (birth-8 years) with and without disabilities, developmental, educational, and functional skills useful in natural environments, including home and educational settings. Field experience required.
Prerequisites: EEC 3214 with minimum grade of "C"; B.E.C.E. majors only

COURSE DELIVERY: Fully Online Class, Synchronous

REQUIRED TEXT:
Cook, R. E., Klein, M. D., & Chen, D. (2020). *Adapting early childhood curricula for children with special needs (10th ed.).* Upper Saddle River, NJ: Prentice-Hall.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
Council for Exceptional Children/Division for Early Childhood (CEC/DEC)
National Association for the Education of Young Children (NAEYC)
FAU Academic Learning Compact (A. Content/Discipline Knowledge and Skills; B. Communication Skills; C. Critical Thinking Skills)

COURSE OBJECTIVES: Students will identify

1. CLO1: Social system influences on the development, delivery, and evaluation of curriculum appropriate for children of ages birth through 8 years. (PLO 2,3,6)

2. CLO2: Culturally respectful strategies for involving families as providers of information and partners in the development and education of their young children. (PLO 2-7)
3. CLO3: Strategies for preparing learning environments based on children's family background/ preferences, interests, learning needs, and developmental goals. (PLO 1-7)
4. CLO4: Strategies for communicating and interacting based on children's interests and learning needs/goals. (PLO 1,3,4)
5. CLO5: Environmental and curricular adaptations based on children's interests and learning needs/goals. (PLO 3,4,6)
6. CLO6: Strategies for providing assistance during individual and small group activities. (PLO 3,6)
7. CLO7: Materials and equipment are available for use in early childhood settings and incorporate these materials and equipment when teaching young children. (PLO 2,3,6)
8. CLO8: Strategies for conducting on-going assessment of children's progress. (PLO 4)
9. CLO9: NAEYC and CEC/DEC guidelines for professional conduct. (PLO 7)
10. CLO10: Their learning needs and participation in a professional development activity related to reflective practices and improvement plans (PLO 7).

COURSE EVALUATION:

Assignment	**Points**	**% of Course Grade**
Critical Assignment: Child 1 Report (child without disability) Child Observation: Raw notes, summary, reflection Parent Interview: Raw notes, summary, reflection Teacher Interview: Raw notes, summary, reflection Daily Activity Plans: Two completed plans	50	20
Critical Assignment: Child 2 Report (child with disability) Child Observation: Raw notes, summary, reflection Parent Interview: Raw notes, summary, reflection Teacher Interview: Raw notes, summary, reflection Daily Activity Plans: Two completed plans	50	20
Critical Assignment Subtotal:	100	**40**
Mid-Term (20%) and Final Exam (20%)	60	**40**
Class Assignments	50	**20**
Total:	310	100

COURSE GRADING SCALE:

Scores for each assignment are cumulative and the grade scale represents percentage of total points earned. If you do not complete all assignments, you will not be able to earn an "A" in this course.

A = 93-100	A- = 90-92	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
F = Below 60		

COURSE ASSESSMENTS:

1. **Critical Assignment: Child Reports** (Activities, strategies, and ongoing plans for teaching individual children). The child reports are critical assignments in the BECE program. The child reports are used to measure the BECE program's impact on student learning by state, CAEP, and SAC accreditations. Two child reports are required - one report for a child without disability and a second report for a child with disability. (20% for each child report, for a total of 40% of the final grade). The child reports address CLOs 1 through 10 and ALCs A, B, and C.

The following is the description of the requirements for **each** child report:

Activities, strategies, and ongoing plans: This is the CRITICAL ASSIGNMENT for this course, meant to fulfill the Academic Learning Compact Indicators of (a) Critical Thinking: Students will collect, analyze, synthesize, and make inferences from data collected, and (b) Procedural Knowledge: Students will plan activities with identified performance and learning outcomes. **See the Evaluation Rubric for this assignment at the end of the syllabus.**

Activities, strategies, and ongoing plans. Observe and take anecdotal and/or running notes of a young child (b-5 years old) *without disability* for a minimum of 6 hours (same child at different locations and multiple times).

I. **Child Observation, Summary, and Reflection**:
   a. Take raw notes with dates, times, and locations of observations. Objectively and accurately note the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
   b. Write a summary of the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs. (See Appendix B for the format for writing the *Child Observation Summary*)
   c. Write a paper reflecting on the effectiveness of the observation process, learning needs, and plan for improvement. (See Appendix E for the format for writing the *Reflection Paper*)

II. **Parent/family Interview, Summary, and Reflection**:
Interview parents/family members about their child's learning needs (current abilities/skills, interests, likes/dislikes, and emerging skills) for a minimum of 2 hours.
   a. Take interview notes with content, dates, times, and locations of interview.
   b. Write a summary of the parents'/family's perspectives about the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs. (See Appendix C for the format for writing the *Parent/Family Interview Summary*)

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c. Write a paper reflecting on the effectiveness of the interview process, learning needs, and plan for improvement. (See Appendix E for the format for writing the *Reflection Paper*)

III. **Teacher Interview, Summary, and Reflection**

Interview teacher(s) about the child's learning needs (current abilities/skills, interests, likes/dislikes, and emerging skills) for a minimum of one hour.

a. Take interview notes with content, dates, times, and locations of interview.
b. Write a summary of the teachers' perspectives about the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs. (See Appendix D for the format for writing the *Teacher Interview Summary*.)
c. Write a paper reflecting on the effectiveness of the interview process, learning needs, and plan for improvement. (See Appendix E for the format for writing the *Reflection Paper*.)

IV. Daily Activity Plans

Write two daily activity plans. The activity plans must be included at the end of each child report, two for each child (i.e., following the teacher interview reflections).

To ensure the completion of all required components of the child reports, the structure and guidelines provided below will be helpful in organizing and writing the required summaries for each report. It is also aligned with the information provided in the appendixes. For both child reports, the report must be typed with single spaced lines, Time Romans Font 12, and 1" margins.

CHILD REPORT 1 (child without disability)	CHILD REPORT 2 (child with disability)
CHILD OBSERVATION	**CHILD OBSERVATION**
Child Observation Raw Notes – Provide a minimum of four typed pages of your raw notes as evidence of original data gathering. The raw notes must be in the form of running records, which are continuously written notes of your direct observations that describe what you heard the child say and see the child do; running records are described in specific, precise, and objective terms without any interpretations or judgments. Describe and justify the observation times and settings.	Child Observation Raw Notes – Provide a minimum of four typed pages of your raw notes as evidence of original data gathering. The raw notes must be in the form of running records, which are continuously written notes of your direct observations that describe what you heard the child say and see the child do; running records are described in specific, precise, and objective terms without any interpretations or judgments. Describe and justify the observation times and settings.
Child Observation Summary – Demonstrate competence in describing and summarizing the child's current developmental skills, emerging skills, interests, dislikes, and possible learning objectives for the child. Current and emerging skills, interests, dislikes, and priority objectives for learning must be describe in concrete/specific	Child Observation Summary – Demonstrate competence in describing and summarizing the child's current developmental skills, emerging skills, interests, dislikes, and possible learning objectives for the child. Current and emerging skills, interests, dislikes, and priority objectives for learning must be describe in concrete/

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terms for the information to be useful in planning daily activity plans. 1. Describe child's age, gender, approximate weight, and height, and observed temperamental characteristics 2. Describe five current skills for each of the five developmental domains a. Fine/Gross Motor b. Language c. Cognitive d. Social-emotional e. Self-help (or self-care) 3. Describe five emerging skills for each of the five developmental domains a. Fine/Gross Motor b. Language c. Cognitive d. Social-emotional e. Self-help (or self-care) 4. Child's interests (identify a minimum of five significant interests) 5. Child's dislikes (identify a minimum of five specific dislikes) 6. Child's learning needs (identify a minimum of five specific learning priorities)	specific terms for the information to be useful in planning daily activity plans. 1. Describe child's age, gender, approximate weight, height, observed temperamental characteristics, and diagnosed disability or special needs 2. Describe five* current skills for each of the five developmental domains a. Fine/Gross Motor b. Language c. Cognitive d. Social-emotional e. Self-help (or self-care) **Exceptions can be made for children with moderate to profound disabilities (please explain if less than five are provided for any of the developmental domains)* 3. Describe five emerging skills for each of the five developmental domains a. Fine/Gross Motor b. Language c. Cognitive d. Social-emotional e. Self-help (or self-care) **Exceptions can be made for children with moderate to profound disabilities (please explain if less than five are provided for any of the developmental domains)* 4. Child's interests (identify a minimum of five significant interests; provide explanation if providing less than five) 5. Child's dislikes (identify a minimum of five specific dislikes; provide explanation if providing less than five) 6. Child's learning needs (identify a minimum of five specific learning priorities; provide explanation if providing less than five)
Child Observation Reflection – Demonstrate competence in ongoing professional reflection of your observational and running record note taking skills.	Reflection – Demonstrate competence in ongoing professional reflection of your observational and running record note taking skills.

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1. Describe what you did well during child observation and documentation process (identify a minimum of three distinct skills) 2. Describe what you did not do well or areas needing improvement (identify a minimum of three observation/documentation skills you need to improve) 3. Describe what steps you can take to bring about the improvements (describe specific steps you will take to improve at least two of the needed improvements that you had identified).	1. Describe what you did well during child observation and documentation process (identify a minimum of three distinct skills) 2. Describe what you did not do well or areas needing improvement (identify a minimum of three observation/documentation skills you need to improve) 3. Describe what steps you can take to bring about the improvements (describe specific steps you will take to improve at least two of the needed improvements that you had identified).
PARENT INTERVIEW	**PARENT INTERVIEW**
Raw Notes – Demonstrate competence in parent interviewing and interview note taking skills. Provide a minimum of three typed pages of your raw notes as evidence of original data gathering. The raw notes must be in the form of running records, which are continuous written notes of your interactions with the parent(s). The sample running records provide evidence of the sequence of interactions exactly as transpired during the interview. Describe and justify the interview times and settings.	Raw Notes – Demonstrate competence in parent interviewing and interview note taking skills. Provide a minimum of three typed pages of your raw notes as evidence of original data gathering. The raw notes must be in the form of running records, which are continuous written notes of your interactions with the parent(s). The sample running records provide evidence of the sequence of interactions exactly as transpired during the interview. Describe and justify the interview times and settings.
Parent Interview Summary – Demonstrate competence in summarizing the child's current developmental skills, emerging skills, interests, dislikes, and possible learning objectives for the child. 1. As gathered from parent(s), summarize helpful information about child's characteristics, life at home, past experiences, and current influences 2. Describe at least three current skills for each of the five developmental domains f. Fine/Gross Motor g. Language h. Cognitive i. Social-emotional	Parent Interview Summary – Demonstrate competence in summarizing the child's current developmental skills, emerging skills, interests, dislikes, and possible learning objectives for the child. Based on your running notes: (Same criteria as left column)

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j. Self-help (or self-care) 3. Describe at least three emerging skills for each of the five developmental domains f. Fine/Gross Motor g. Language h. Cognitive i. Social-emotional j. Self-help (or self-care) 4. Child's interests (identify a minimum of three significant interests) 5. Child's dislikes (identify a minimum of three specific dislikes) 6. Child's learning needs (identify a minimum of three specific learning priorities)	
<u>Parent Interview Reflection</u> – Demonstrate competence in ongoing professional reflection of your parent interviewing and interview note taking skills. 1. Describe what you did well during parent interview and documentation process (identify a minimum of three distinct skills) 2. Describe what you did not do well or areas needing improvement (identify a minimum of three interview/documentation skills you need to improve) 3. Describe what steps you can take to bring about the improvements (describe specific steps you will take to improve at least two of the needed improvements that you had identified).	<u>Parent Interview Reflection</u> – Demonstrate competence in ongoing professional reflection of your parent interviewing and interview note taking skills. 1. Describe what you did well during parent interview and documentation process (identify a minimum of three distinct skills) 2. Describe what you did not do well or areas needing improvement (identify a minimum of three interview/documentation skills you need to improve) 3. Describe what steps you can take to bring about the improvements (describe specific steps you will take to improve at least two of the needed improvements that you had identified).
TEACHER INTERVIEW	**TEACHER INTERVIEW**
<u>Raw Notes</u> – Demonstrate competence in teacher interviewing and interview note taking skills. Provide a minimum of three typed pages of your raw notes as evidence of original data gathering. The raw notes must be in the form of running records, which are continuous written notes of your interactions with the parent(s). The sample running records provide evidence of the sequence of interactions exactly as transpired	<u>Raw Notes</u> – Demonstrate competence in teacher interviewing and interview note taking skills. Provide a minimum of three typed pages of your raw notes as evidence of original data gathering. The raw notes must be in the form of running records, which are continuous written notes of your interactions with the parent(s). The sample running records provide evidence of the sequence of interactions exactly as transpired

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during the interview. Describe and justify the interview times and settings.	during the interview. Describe and justify the interview times and settings.
Teacher Interview Summary – Demonstrate competence in summarizing the child's current developmental skills, emerging skills, interests, dislikes, and possible learning objectives for the child. Based on the videoclip and your running notes: (Same criteria/structure as parent interview summary, based on the information gathered from teacher)	Teacher Interview Summary – Demonstrate competence in summarizing the child's current developmental skills, emerging skills, interests, dislikes, and possible learning objectives for the child. Based on the videoclip and your running notes: (Same criteria/structure as parent interview summary, based on the information gathered from teacher)
Teacher Interview Reflection – Demonstrate competence in ongoing professional reflection of your teacher interviewing and interview note taking skills. (Same criteria/structure as parent interview reflection, based on teacher interview experience)	Teacher Interview Reflection – Demonstrate competence in ongoing professional reflection of your teacher interviewing and interview note taking skills. (Same criteria/structure as parent interview reflection, based on teacher interview experience)
DAILY ACTIVITY PLANS	**DAILY ACTIVITY PLANS**
Demonstrate competence in writing two high quality individualized activity plans. High quality activity plans are teaching plans that describe appropriate learning objectives, activities that effectively engage children, a set of interrelated teaching strategies that will be used to aid the children in achieving their learning objectives, and on-going assessment methods. Submit two individualized activity plans based on data collection findings and two priority learning needs of the child: Activity Plan 1 (see form and required components) Activity Plan 2 (see form and required components)	Demonstrate competence in writing two high quality individualized activity plans. High quality activity plans are teaching plans that describe appropriate learning objectives, activities that effectively engage children, a set of interrelated teaching strategies that will be used to aid the children in achieving their learning objectives, and on-going assessment methods. Submit two individualized activity plans based on data collection findings and two priority learning needs of the child: Activity Plan 1 (see form and required components) Activity Plan 2 (see form and required components)

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2. In-class assignments (20%)

In-class assignments will relate to information gathering, writing individualized plans, and teaching practices that are grounded in research-based evidence or practices discussed and completed during class meetings. The class assignments address CLOs 1-10 and ALCs A, B, and C.

3. Mid-term exam (20%) and Final exam (20%)

The final exam will consist of multiple choice, matching, and true/false questions.

Please note: For all written assignments/reports you are to use 12-point New Times Roman font, Microsoft WORD, 1" margins and single space, and include a title page. Careful attention to spelling/grammar is expected.

TOPICAL/CONTENT OUTLINE:

Week	Topic(s)	Assignments
1	Educating all children is – key responsibility of all teachers Use the child's name - child first, respect and acceptance for the child Foundational principles for effective teaching and practices Evidence-based practices - significant focus of class	Read Chapter 1 In-class assignments
2	Partnership with families Evidence-based practice - Creating teaching opportunities	Read Chapter 2 In-class assignments
3	Developing individual plans Evidence-based practice - Creating teaching opportunities	Read Chapter 3 In-class assignments
4	Designing instructional programs Evidence-based practice – Creating teaching opportunities	Read Chapter 4 In-class assignments
5	Teaching children with disabilities Evidence-based practice – Help strategies	Read Chapter 5 In-class assignments Mid-Term Exam (Chapters 1-5)
6	Promoting emotional and social development Evidence-based practice – Help strategies	Read Chapter 6 In-class assignments
7	Helping children develop motor and self-help skills Evidence-based practice – Help strategies	Read Chapter 7 In-class assignments
8	Nurturing communication skills Evidence-based practice – Help strategies	Read Chapter 8 In-class assignments
9	Encouraging the development of cognitive skills and literacy Evidence-based practice – Incidental teaching	Read Chapter 9 In-class assignments

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Week	Topic(s)	Assignments
10	Teaming: Collaboration, problem solving, and consultation Evidence-based practice - Planning across the day, Daily activity plans Evidence-based practice – Measurement techniques	Read Chapter 10 In-class assignments Child Report 1 due (except for Daily Activity Plans)
11	Evidence-based practice – Measurement techniques	In-class assignments
12	Evidence-based practice – Measurement techniques	In-class assignments
13	Evidence-based practice – Measurement techniques	In-class assignments
14	Final exam/finals week	Daily Activity Plans (for Child 1) Child Report 2 due Final Exam (Chapters 6-10)

COURSE POLICIES:

ATTENDANCE AND PARTICIPATION

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of **legitimate** class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in university-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Punctuality

Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

Religious Accommodation

Florida Law requires that the University provides reasonable accommodation regarding class attendance, examinations, and work assignments to students who request such consideration in order to observe their

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religious practices and beliefs. The details of this policy appear on the FAU online University Catalog under **Academic Policies and Regulations:** http://www.fau.edu/academic/registrar/catalog/

ACCESSIBILITY POLICY/STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/. Students who require assistance should notify the professor immediately by **submitting a letter from Student Accessibility Services to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodation for students.

SEXUAL MISCONDUCT POLICY:

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at https://www.fau.edu/ocr9/title-ix/. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 (http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

AI USE IN CLASS POLICY

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's

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responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is. If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit www.fau.edu/ai/citation.

In this class, the use of AI to assist in any work assigned in this specific course is prohibited.

PLAGIARISM

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct. For more information, please see the FAU Office of Student Conduct (http://www.fau.edu/studentconduct/).

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

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Appendix A Critical Assignments

The Department of Special Education and the Department of Curriculum, Culture, and Educational Inquiry have identified competencies that must be mastered to continue in the *Bachelor's in Early Care and Education Degree Program*.

For this course, the Academic Learning Compact Competencies (Critical Thinking and Written Communication) will be measured by the *Activities, strategies, and on-going plan* assignment, which is the Critical Assignment.

Please carefully read the departmental policy (below) on Critical Assignments.

Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade of C or better in this course. In other words, a student cannot earn a C or better in this course without successfully completing the Critical Assignment.

Remediation policy:

- **If a student is passing the course** but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course, and the student may continue in the sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student does not have a grade of C or better** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The students will need to repeat the course and the Critical Assignment.

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Appendix B
Child Observation Summary

(This is the recommended format for the child reports. It ensures that all required components are addressed and included in each child report.)

You may copy and paste the information below to form the basis of your written report. Items in bold are to be your paragraph headers.

CHILD REPORT (Identify 1 or 2)

I. **Pseudonym for child** (do not use real name).

II. Raw notes

a. Submit a minimum of 4 pages of raw notes (running and/or anecdotal notes)

III. **Observations Log** – keep a running log with the information below for each child

Date	*Time Began*	*End time*	*Total time*	Observation Setting(s)

Provide a **written justification** for the selection of observation periods and settings.

IV. **Pertinent demographic information** about child as gathered from child observations only

a. Describe the child (age, educational setting, temperament, etc.)

b. Indicate if this is the child with or with a disability. If it is the child with a disability, describe the diagnosis, disability, and related characteristics.

The remaining paragraphs should be your summary (based upon your observations across settings) of the child. Use language related to the five developmental domains and criteria as mentioned in the Course Requirements.

V. The child's **current abilities**

VI. The child's **emerging skills**

VII. The child's **interests, likes, and dislikes**

VIII. The child's **learning/behavioral needs**

Note:

1. You are to complete 2 Child Observation summaries (one for each child).
2. For all written assignments you are to use 12-point New Times Roman font, Microsoft WORD, 1" margins and single space, and include a title page. Careful attention to spelling/grammar is expected.

Course Change

Appendix C Parent/Family Interview Summary

You may copy and paste the information below to form the basis of your written paper. Items in bold are to be your paragraph headers

I. **Pseudonym for child** (do not use real name).

II. Indicate **family member**(s) interviewed.

a. For each family member you interviewed, list and describe the relationship to the child, how often the person is in contact with the child, and other pertinent information describing the relationship.

III. Raw notes

a. Provide a minimum of three pages of raw interview notes (running and/or anecdotal notes).

IV. **Interview Log** – keep a running log with the information below for each interview session.

Date	*Time Began*	*End time*	*Total time*	Interview Setting(s)

Provide a **written justification** for the selection of interview periods and settings.

V. **Pertinent demographic information** about child *provided by the family*

b. Describe the child (useful information about child's experiences and life at home, etc., as gathered during the parent interview only)

c. If this is the child with or with a disability, indicate information about the child's disability (i.e. describe the diagnosis, disability, and related characteristics).

The remaining paragraphs should be your summary (based upon your observations across settings) of the child. Use language related to the five developmental domains and criteria as mentioned in the Course Requirements.

IX. The child's **current abilities**

X. The child's **emerging skills**

XI. The child's **interests, likes, and dislikes**

XII. The child's **learning/behavioral needs**

Note:

1. You are to complete 2 Parent/Family Interview summaries (one parent/family for each child).
2. For all written assignments you are to use 12-point New Times Roman font, Microsoft WORD, 1" margins and single space, and include a title page. Careful attention to spelling/grammar is expected.

Course Change

Appendix D Teacher Interview Summary Paper

You may copy and paste the information below to form the basis of your written paper. Items in bold are to be your paragraph headers

I. **Pseudonym for child** (do not use real name).

II. Teacher(s) interviewed

a. For each teacher you interviewed, list and describe the relationship to the child, how often the person is in contact with the child, and other pertinent information describing the relationship.

III. Raw notes

a. Provide a minimum of three pages of raw interview notes (running and/or anecdotal notes).

IV. **Interview Log** – keep a running log with the information below for each interview session.

Date	*Time Began*	*End time*	*Total time*	Interview Setting(s)

Provide a **written justification** for the selection of interview periods and settings.

V. **Pertinent demographic information** about child *provided by the teacher*

a. Describe the child (age, educational setting, temperament, etc.)

b. If this is the child with or with a disability, have the teacher indicate information about the child's disability (i.e. describe the diagnosis, disability, and related characteristics).

The remaining paragraphs should be your summary (based upon your teacher interview). Use language related to the five developmental domains and criteria as mentioned in the Course Requirements.

3. The child's **current abilities**
4. The child's **emerging skills**
5. The child's **interests, likes, and dislikes**
6. The child's **learning/behavioral needs**

Note:

1. You are to complete 2 Teacher Interview summaries (one teacher for each child).
2. For all written assignments you are to use 12-point New Times Roman font, Microsoft WORD, 1" margins and single space, and include a title page. Careful attention to spelling/grammar is expected.

Course Change

Appendix E Observation/Interview Reflection Paper

You may copy and paste the information below to form the basis of your reflection structure. Items in bold are to be your paragraph headers. Each reflection needs to be properly identified (i.e., Child Observation Reflection, Parent Interview Reflection, Teacher Interview Reflection) and appropriately placed following the corresponding data gathering components in the child reports. Also refer to additional criteria that must be met as explained in Course Requirements.

I. Write 1-2 paragraph(s) describing **what you did particularly well**.

II. Write 1-2 paragraph(s) describing **what you could have done better**.

III. Write 1-2 paragraph(s) describing **steps that you can take to improve skills (**observation/running notes/interviews).

Note:

1. You are to complete 3 reflection papers per child (one for child observation, one for parent/family interview; one for teacher interview)
2. Criteria for evaluation include accuracy, thoughtfulness, depth, and logical deductions
3. For all written assignments you are to use 12-point New Times Roman font, Microsoft WORD, 1" margins and single space, and include the correct title page. Careful attention to spelling/grammar is expected.

Course Change

Appendix F Daily Activity Plan

Copy and paste the information below to form the basis of your daily activity plan. Items in bold are to be your paragraph headers. Alternatively, the instructor will provide a blank template for you complete the individual plans.

I. **Pseudonym for child** (do not use real name).

II. Date for Implementation

III. **Objective for the child** (based on observation, family interview, and/or teacher interview)

IV. Daily routines in within which to implement objective

V. Activity/activities within daily routines

VI. Describe how you will **utilize/gain child's interests as basis for engagement**

VII. Describe technique(s) for **creating teaching opportunities**

VIII. Describe **help strategy/strategies**

IX. Describe **natural consequences**

X. Describe **method of keeping track of progress**

Note:

1. Each "Daily Activity Plan" should be no longer than 1 page, and you are to complete 4 plans in total (2 for each child).
2. For all written assignments you are to use 12-point New Times Roman font, Microsoft WORD, 1" margins and single space, and include a title page. Careful attention to spelling/grammar is expected.

Course Change

Appendix G Evaluation Rubric for Critical Assignment: Activities, Strategies, and On-going Assessment

Description of Assignment: Based upon child observations, family interviews, teacher interviews, and available assessment data, students will write four daily activity plans (two for a child with a disability and two for a child who is typically developing).

FAU Academic Learning Compact (ALC) Indicators:

Critical Thinking: Students will collect, analyze, synthesize, and make inferences from data collected.

(Procedural) Knowledge: Student will plan activities with identified performance and learning outcomes.

		Exceeds Expectation (93-100%)	Meets Expectations (73- 92%)	Does Not Meet Expectations (≤72%)
Critical Thinking	**Child (w/o disability) Observation: Raw notes & Log** 0-20 points total	Provided raw notes with documentation for dates, times, and locations. Provided appropriate justification for each date, time, and location selected; and a minimum 6 observation hours are reflected.	Provided raw notes with documentation for dates, times, and locations. Provided some appropriate justification for date, time, and locations selected; and a minimum 6 observation hours are reflected.	Minimum 6 hours of observations and times are not documented; inadequate or no justification provided; or student did not attempt assignment.
	Child (w/disability) Observation: Raw notes & Log 0-20 points total	Provided raw notes with documentation for dates, times, and locations. Provided appropriate justification for each date, time, and location selected; and a minimum 6 observation hours are reflected.	Provided raw notes with documentation for dates, times, and locations. Provided some appropriate justification for date, time, and locations selected; and a minimum 6 observation hours are reflected.	Minimum 6 hours of observations and times are not documented; inadequate or no justification provided; or student did not attempt assignment.
	Child (w/o disability) Observation: Summary 0-50 points total	Provided pertinent demographic information and many concrete details of child's abilities, interests, and learning needs. Summary is accurately organized by developmental domains.	Provided pertinent demographic information and some concrete details of child's abilities, interests, and learning needs. Summary is organized.	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or student did

		Exceeds Expectation (93-100%)	Meets Expectations (73- 92%)	Does Not Meet Expectations (≤72%)
				not attempt assignment.
	Child (w/disability) Observation: Summary 0-50 points total	Provided pertinent demographic information and many concrete details of child's abilities, interests, and learning needs. Summary is accurately organized by developmental domains.	Provided pertinent demographic information and some concrete details of child's abilities, interests, and learning needs. Summary is organized.	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is it clearly organized; or student did not attempt assignment.
Critical Thinking	**Child (w/o disability) Observation: Reflection paper** 0-15 points total	Identified strengths, needs, and developed a specific plan for addressing child observation skills.	Identified strengths, needs, and developed a general plan for addressing child observation skills.	Did not identify strengths, needs, or a plan for addressing child observation skills; or student did not attempt assignment.
	Child (w/disability) Observation: Reflection paper 0-15 points total	Identified strengths, needs, and developed a specific plan for addressing child observation skills.	Identified strengths, needs, and developed a general plan for addressing child observation skills.	Did not identify strengths, needs, or a plan for addressing child observation skills; or student did not attempt assignment.
Critical	**Child (w/o disability) Parent/Family interview: Raw notes & Log** 0-10 points total	Provided raw notes with documentation for dates, times, and locations. Provided appropriate justification for each date, time, and location selected; and a minimum of 2 interview hours are	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum	Minimum of 2 hours of interview(s) and times are not documented; inadequate or no justification provided; or student did not attempt assignment.

		Exceeds Expectation (93-100%)	Meets Expectations (73- 92%)	Does Not Meet Expectations (≤72%)
Thinking		reflected.	of 2 interview hours are reflected.	
	Child (w/disability) Parent/Family interview: Raw notes & Log 0-10 points total	Provided raw notes with documentation for dates, times, and locations. Provided appropriate justification for each date, time, and location selected; and a minimum of 2 interview hours are reflected.	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum of 2 interview hours are reflected.	Minimum of 2 hours of interview(s) and times are not documented; inadequate or no justification provided; or student did not attempt assignment.
Critical Thinking	**Child (w/o disability) Parent/family Interview: Summary** 0-25 points total	Provided pertinent demographic information and many concrete details of child's abilities, interests, and learning needs. Summary is accurately organized by developmental domains.	Provided pertinent demographic information and some concrete details of child's abilities, interests, and learning needs. Summary is organized.	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is it clearly organized; or student did not attempt assignment.
	Child (w/disability) Parent/family Interview: Summary 0-25 points total	Provided pertinent demographic information and many concrete details of child's abilities, interests, and learning needs. Summary is accurately organized by developmental domains.	Provided pertinent demographic information and some concrete details of child's abilities, interests, and learning needs. Summary is organized.	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is it clearly organized; or student did not attempt assignment.
Critical T	**Child (w/o disability) Parent/family Interview: Reflection paper** 0-15 points total	Identified strengths, needs, and developed a specific plan for addressing parent interviewing skills.	Identified strengths, needs, and developed a general plan for addressing parent interviewing skills.	Did not identify strengths, needs, or a plan for addressing parent interviewing skills; or did not attempt assignment.

		Exceeds Expectation (93-100%)	Meets Expectations (73- 92%)	Does Not Meet Expectations (≤72%)
hinking	**Child (w/disability) Parent/family Interview: Reflection paper** 0-15 points total	Identified strengths, needs, and developed a specific plan for addressing parent interviewing skills.	Identified strengths, needs, and developed a general plan for addressing parent interviewing skills.	Did not identify strengths, needs, or a plan for addressing parent interviewing skills; or did not attempt assignment.
Critical Thinking	**Child (w/o disability) Teacher Interview: Raw notes & Log** 0-10 points total	Provided raw notes with documentation for dates, times, and locations. Provided appropriate justification for each date, time, and location selected; and a minimum of 2 interview hours are reflected.	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum of 2 interview hours are reflected.	Minimum of 2 hours of interview(s) and times are not documented; inadequate or no justification provided; or student did not attempt assignment.
	Child (w/disability) Teacher Interview: Raw notes & Log 0-10 points total	Provided raw notes with documentation for dates, times, and locations. Provided appropriate justification for each date, time, and location selected; and a minimum of 2 interview hours are reflected.	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum of 2 interview hours are reflected.	Minimum of 2 hours of interview(s) and times are not documented; inadequate or no justification provided; or student did not attempt assignment.
Critical Thi	**Child (w/o disability) Teacher Interview: Summary** 0-25 points total	Provided pertinent demographic information and many concrete details of child's abilities, interests, and learning needs. Summary is accurately organized by developmental domains.	Provided pertinent demographic information and some concrete details of child's abilities, interests, and learning needs. Summary is organized.	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or student did not attempt assignment.

		Exceeds Expectation (93-100%)	Meets Expectations (73- 92%)	Does Not Meet Expectations (≤72%)
nking	**Child (w/disability) Teacher Interview: Summary** 0-25 points total	Provided pertinent demographic information and many concrete details of child's abilities, interests, and learning needs. Summary is accurately organized by developmental domains.	Provided pertinent demographic information and many concrete details of child's abilities, interests, and learning needs. Summary is organized.	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is it clearly organized; or student did not attempt assignment.
Critical Thinking Procedural Kn	**Child (w/o disability) Teacher Interview: Reflection paper** 0-15 points total	Identified strengths, needs, and developed a specific plan for addressing teacher interviewing skills.	Identified strengths, needs, and developed a general plan for addressing teacher interviewing skills.	Did not identify strengths, needs, or a plan for addressing teacher interviewing skills; or student did not attempt assignment.
	Child (w/disability) Teacher Interview: Reflection paper 0-15 points total	Identified strengths, needs, and developed a specific plan for addressing teacher interviewing skills.	Identified strengths, needs, and developed a general plan for addressing teacher interviewing skills.	Did not identify strengths, needs, or a plan for addressing teacher interviewing skills; or student did not attempt assignment.
	Daily Activity Plan for child w/out disability 0-30 points total	Clearly and accurately identified and described all 8 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc.).	Clearly and accurately identified and described 6-7 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc.).	Clearly and accurately identified and described 5 or fewer components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc.); or student did not attempt assignment.

		Exceeds Expectation (93-100%)	Meets Expectations (73- 92%)	Does Not Meet Expectations (≤72%)
o wl e d ge	**Daily Activity Plan for child w/disability** 0-30 points total	Clearly and accurately identified and described all 8 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc.).	Clearly and accurately identified and described 6-7 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc.).	Clearly and accurately identified and described 5 or fewer components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc.); or student did not attempt assignment.

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