COURSE CHANGE REQUEST
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department	
College	

UUPC Approval _2-23-26_

UFS Approval _____

SCNS Submittal _____

Confirmed _____

Banner Posted _____

Catalog _____

Current Course Prefix and Number	*Current* Course Title

*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:

Change prefix

    From: **To:**

Change course number

    From: **To:**

Change credits*

    From: **To:**

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:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

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:**

Faculty Contact/Email/Phone

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.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

COURSE NUMBER: EEC 3214 (Section XXX, CRN XXXXX)

COURSE TITLE: Designing and Implementing a Blended Curriculum for Young Children

CREDIT HOURS: 3 semester hours
SEMESTER/YEAR: TBD
INSTRUCTOR: TBD
OFFICE: TBD
EMAIL: TBD
OFFICE HOURS: TBD

COURSE DESCRIPTION: This course covers how to design, adapt, and implement developmentally appropriate, blended curricula for young children (birth to age eight). Students learn to utilize evidence-based strategies to differentiate instruction, integrate learning opportunities into daily routines, and foster inclusive environments. The course emphasizes integrating best practices from early childhood education and special education to support both typically developing children and those with diverse developmental, learning, or physical disabilities.
Prerequisites: None

COURSE DELIVERY AND INSTRUCTIONAL METHOD: Fully Online This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help. See Appendix A for further description of the Canvas course site.

UNDERGRADUATE RESEARCH CERTIFICATE: FAU now offers an Undergraduate Research Certificate to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skill-building, exposure, and research dissemination activities. Successfully completing this course earns you three credits in research-intensive coursework. Learn more about the RI Certificate here: https://www.fau.edu/ouri/undergraduate-research-certificate/

COURSE RESEARCH DESIGNATION: This course meets the criteria for *Research Exposure*, operationalized through these OURI Student Learning Outcomes (OURI SLO):

- SLO 1: Knowledge. Students will demonstrate content knowledge, core principles, and skills.
- SLO 4: Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others.

REQUIRED TEXTS/*READINGS

Grisham, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2017). *Blended practices for teaching young children in inclusive setting*s. Brookes.

Additional Readings

Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children, 70*(2), 167–184. https://doi.org/10.1177/001440290407000203

Centers for Disease Control and Prevention. (2025, June 11). *CDC's developmental milestones*. https://www.cdc.gov/act-early/milestones/index.html CDC

deMonsabert, J., Brookes, S., Coffey, M. M., et al. (2022). Data use for continuous instructional improvement in early childhood education settings. *Early Childhood Education Journal, 50*, 493–502. https://doi.org/10.1007/s10643-021-01168-3

Espe-Sherwindt, M. (2008), Family-centered practice: collaboration, competency and evidence. *Support for Learning, 23*: 136-143. https://doi.org/10.1111/j.1467-

9604.2008.00384.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- CEC/DEC/EI/ECSE Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020)
- NAEYC Professional Standards, and Competencies for Early Childhood Educators (2020)
- Academic Learning Compact (content Knowledge, critical thinking, and communication)

COURSE LEARNING OBJECTIVES (CLO):
 [ALC Content Knowledge; Critical Thinking, Communication, PLO: BECE Program Level Objective, OURI SLO: Office of Undergraduate Research Student Learning Outcome].
By the end of this course, students will:

1. Analyze foundational theories, scope, and sequences of early childhood curriculum for children from birth through age eight, distinguishing how typical and atypical development inform curriculum design (PLO1; ALC Critical Thinking).
2. Design and evaluate developmentally appropriate, blended learning experiences by integrating curriculum, environment, materials, and evidence-based instructional strategies, including responsible use of emerging technologies such as AI and assistive tools (PLO3; ALC Content Knowledge; Critical Thinking, Communication).
3. Examine and apply connections between developmental domains (adaptive, physical, social-emotional, cognitive, language) and curricular areas (math, language arts, science, social studies, physical education) to inform planning and implementation (PLO1; PLO3).
4. Plan and adapt curriculum to support children with diverse developmental, learning, or physical disabilities, ensuring inclusive, equitable, and developmentally appropriate learning opportunities (PLO1; PLO3)
5. Implement and interpret developmentally, culturally, and linguistically responsive assessment practices—formal and informal—to guide instructional decisions and improve learning outcomes (PLO4)
6. Identify, evaluate, and apply high-quality professional, technological, and community resources to enhance curriculum planning, family collaboration, and assessment practices (PLO3; PLO4)

COURSE EVALUATION: Students will complete four major assignments, module quizzes, and participate in peer-to-peer discussion activities. Assignments are designed to assess the application of theoretical and practical knowledge about assessing young children with and without disabilities across early childhood education and care settings.

Assignments	Points	Weight
Course Orientation	10	5%
Quizzes	20	10%
Foundational Theory Comparative Analysis	30	15%
Critical Assignment: Blended Learning Experience Design & Evaluation	50	30%
Inclusive Curriculum Adaptation Project	30	15%
Resource Evaluation & Family Collaboration Plan	20	10%

Discussions	30	15%
Total	**190**	**100%**

COURSE GRADING SCALE. Assignment weights are cumulative, and the grade scale represents the 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. **Course Orientations Assignments** (5% of course grade). Course orientation assignment to introduce themselves and to serve as a course "check-in."

2. **Quizzes** (10% of course grade). Quizzes are based on readings, PowerPoint presentations, and online and in-class activities and discussions (CLO 1-6)

3. **Peer-to-Peer Discussions** (15% of course grade). Discussion will serve as a mechanism for students to synthesize and apply the module information. These also allow peer-to-peer interaction and evaluations of their grasp of course content (CLO 1-6).

4. **Foundational Theory Comparative Analysis** (15% of course grade). Write a comparative analysis paper (4–5 pages) on two major early childhood curricula, or curricula approaches (e.g., Montessori vs. HighScope) (CLO 1, 3)

   ● Discuss the scope and sequence for the curriculum and its appropriateness for children within the developmental period (i.e., birth through age eight).

   ● Explain how both typical and atypical development could influence curriculum design within each theory.

   ● Include examples of how developmental domains connect to curricular areas.

   ● Include a minimum of five research citations in your paper, referencing research and best practices.

5. Critical Assignment: Blended Learning Experience Design & Evaluation (20% of course grade). Design a week-long blended learning unit for a specific age group (b-2 *or* 3-5 years; *and* one for children 6-8 years old). (CLO 2, 3, 6)

- Integrate curriculum, environment, materials, and evidence-based instructional strategies.

- Incorporate at least one emerging technology (e.g., AI-powered learning app, assistive device).

- Reflect on how developmental domains and child age scope and sequence informed your choices.

6. Inclusive Curriculum Adaptation Project (20% of course grade)**.** Select two existing lesson plans and adapt them for children with diverse developmental, learning, or physical disabilities. Note: The lesson plans should be one for children b-2 *or* 3-5; *and* one for children 6-8 years old (CLO 4).

- *AI Assistance:* Use AI to write a lesson plan for teaching either a developmental or academic skill to a child b-2 *or* 3-5 years; *and* one for children 6-8 years old .

- *Non-AI use:*

   o Document the adaptations made to ensure inclusivity, equity, and developmental appropriateness.

   o Provide a rationale for each adaptation, referencing research and best practices.

   o Present your adapted lesson in a written format and participate in a peer review discussion.

7. Resource Evaluation & Family Collaboration Plan. Identify and evaluate three professional, technological, or community resources that support curriculum planning, family collaboration, or designing inclusive learning environments (CLO 6)

- *AI Assistance*: Use AI to develop a tool for evaluating each type of resource (i.e., professional, technological, or community resources)

- *Non-AI use:*

   o Develop a plan for integrating these resources into your teaching practice.

TOPIC/CONTENT OUTLINE:

Week	Topic	Reading(s)	Assignment(s)
Week 1	▪ Course Introduction ▪ Theoretical and Philosophical Frameworks of EC Curricula	▪ Course Syllabus ▪ Start Here Module	▪ Course Orientation Assignments
I: Setting the Stage for Blended Practices			
Week 2	▪ Introduction to Blended Practices ▪ Review of Child Development Scope and Sequence and How it Informs Curriculum Development	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 1 CDC's Developmental Milestones (2025)	▪ Foundational Theory Comparative Analysis-Outline
Week 3	▪ Curriculum Framework as a Model of Blended Practices	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 2	▪ Discussion I (initial Post)
Week 4	▪ Curriculum, Scope, and Sequence ▪ Identifying Outcomes for Children in Blended Early Childhood Classrooms	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 3	▪ Foundational Theory Comparative Analysis-Final
Week 5	▪ Recommended Instructional Practices	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 4	▪ Quiz I ▪ Discussion I (Reply Posts)
II: Tiered Instruction			
Week 6	▪ Universal Instructional Methods and Practices	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 5	▪ Discussion II (Initial Post)

Week	Topic	Reading(s)	Assignment(s)
Week 7	▪ Focused Instructional Methods and Strategies	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 6	
Week 8	▪ Systematic Instructional Methods and Practices	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 7	▪ Quiz II ▪ Discussion II (Reply Posts)
III: Special Considerations in the Application of Blended Practices			
Week 9	▪ The Team Process of Planning, Implementation, and Revising Instruction	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 8	▪
Week 10	▪ Blended Practices for Promoting Social-Emotional Development in Young Children	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 9	▪ Inclusive Curriculum Adaptation Project
Week 11	▪ Blended Practices for Promoting Literacy Skills	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 10	▪ Quiz III ▪ Discussion III (Initial Post)
Week 12	▪ Promoting the Language and Literacy Skills of Dual Language Learners	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 11	
Week 13	▪ Blended Practices for Promoting Early Math Skills	Grisham, Hemmeter & Pretti-Frontczak (2017)-Ch 12	▪ Discussion III (Reply Post)
Week 14	▪ Blended Learning Experience Design & Evaluation ▪ Resource Identification and Family Collaboration	Blue-Banning et al. (2004) Espe-Sherwindt (2008)	▪ Resource Evaluation & Family

Week	Topic	Reading(s)	Assignment(s)
			Collaboration Plan
Week 15	▪ Data Collection and Use ▪ Course Wrap Up	deMonsabert et al. (2022)	▪ Quiz IV ▪ Blended Learning Experience Design & Evaluation Project ▪ Quiz VII

Note: The instructor reserves the right to adjust this syllabus as necessary.

COURSE EXPECTATIONS

INSTRUCTOR POLICIES

ATTENDANCE: You are expected to log in to Canvas for the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements. Failure to meet these obligations may be viewed as course abandonment and may result in a failing grade for the course.

CLASS PARTICIPATION: The success of this class is dependent on the active participation of every student. To enrich class discussions and achieve the learning objectives, it is essential that students come to class prepared. Participation in this course will consist of the following: Active participation in assigned online discussions, debates, case studies, book clubs, quizzes, and activities; completion of required reading assignments; and completion of writing activities. Criteria for appropriate participation include: the ability to contribute to discussions without dominating them, an attitude that is open to considering diverse perspectives, and treating others with respect (even when you disagree with them).

COMMUNICATION: *The professor will utilize Canvas announcements, Canvas email, and your FAU-issued email to communicate relevant information.* During weekdays, I check email until 5:00pm and will respond to you within 48 hours. During weekends and weekday evenings, I typically do not check emails and so will not respond until the next business day. Class updates will be posted in Canvas. You will need to check the course website (i.e., Canvas) frequently for updates, as well as your email inbox for important communications. When communicating with the professor, you must use your official university @fau.edu email address or the Canvas InBox. Emails sent from personal email

accounts compromise the institution's security and will be discarded.

CLASS ETIQUETTE/NETIQUETTE: Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment, you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

LATE ASSIGNMENTS AND GRACE PERIOD: You are expected to consult the content outline of the syllabus and the course site to ensure you are clear about the due dates for assignments and how they are to be submitted. You are expected to submit all assignments prior to or no later than the due date and time. Unless otherwise specified, course assignments are due electronically, submitted directly to Canvas. Excuses such as "I thought I submitted it" will not be accepted for missed work.

Assignment links will be available at the beginning of the semester and will remain open for a "grace period" of an additional 48 hours after the specified due date. Your assignment will be marked late if submitted within the "grace period," which is within the additional 48 hours the links are still open. There is no point deduction for submitting within the grace period. Assignment extensions, if granted, will only be granted for a documentable university-approved excuse for missing the deadline.

PROPER PROTOCOL AND GRADE DISPUTES: As you are expected to maintain engagement within the course and course site, inquiries about missing, inaccurate, or grade calculation errors must be initiated within a week of the grade being posted. Please do not wait until the end of the semester to worry about your grade.

For problems that arise in class regarding grades or any other matter, the proper protocol is for students to contact the course instructor first, and if needed, schedule a meeting to resolve the issue. Please note that *individuals outside of the course (e.g., administrators, other course instructors) are not familiar with course policies, assignments, grading metrics, or criteria*. Therefore, bypassing the instructor and going directly to individuals outside of this course will result in you being redirected to the course instructor. It is best to practice and maintain professionalism and resolve concerns with your instructor.

INCOMPLETE GRADE POLICY: The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances may, with the consent of the instructor, temporarily receive a grade of incomplete ("I"). *The assignment of the "I" grade is at the discretion of the instructor.*

UNIVERSITY POLICIES

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 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 the generated content as-is. If you are unclear about whether 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.
The use of the AI tool, IF ALLOWED, 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.

> AI USE SPECIFIC TO THIS COURSE: *AI Flexible Policy: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and* cited *per instructor guidelines.*

ATTENDANCE POLICY: According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional and ethical conduct in class. 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 will affect your grade. Reasonable accommodation is made for university-approved absences.

PLAGIARISM, CHEATING, AND ACADEMIC HONESTY: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered 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 of 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, which include an "F" on the assignment, an "F" in the course, or even removal from the degree program. The penalty for plagiarism and cheating is determined by the instructor in this class.

Florida Atlantic University Regulation 4.001, "Honor Code, Academic Irregularities, and Student's Academic Grievances" is strictly adhered to in this course. The regulation states:

> (1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by ensuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.
>
> (2) The following shall constitute academic irregularities:
>
> (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
>
> (b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.
>
> (c) Other activities which interfere with the educational mission within the classroom.

(http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

> Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase

another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

RECORDING OF LECTURES: Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION: In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.
Any student who feels aggrieved regarding religious accommodations may present a grievance to the Executive Director of the Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

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.

STUDENTS WITH DISABILITIES: In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) Office (https://www.fau.edu/sas/). The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting specific accommodation. Without such a letter, the instructor is not obligated to make any accommodation for students.

TIME COMMITMENT PER CREDIT HOUR: For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

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/

APPENDIX A: CANVAS COURSE SITE.

What is a course site? The course is delivered through the Learning Management System (LMS), Canvas. The course site can be found at https://canvas.fau.edu/. You long in using your FAU credential to view the course site. The course site is organized into modules and assignments with specific due dates. The course begins with the *Start Here* module, which will familiarize you with the organization and navigation of the course.

What is a module? A module is essentially a sequence of activities related to a specific topic. For this course, the modules contain assigned readings, instructional materials (e.g., lectures and presentations), resources (e.g., videos, additional readings), and indicate the assignments and/or assessments due by the end of the module.

What is the timeline for modules? Modules begin on Saturdays at 12:01 a.m. and end on Fridays at 11:59 p.m. Assignments are typically due Fridays at 10 p.m., with the grace period allowing students to submit without penalty until Sunday, 10 p.m.

Appendix A: Explanation of Critical Assignment

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 (Content knowledge, critical thinking, communication) will be measured by the *Blended Learning Experience Design & Evaluation a*ssignment, **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 the Critical Assignment with a minimum of 73% of the possible points, 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 resubmitting 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 <u>not</u> be allowed to resubmit the Critical Assignment. The students will need to repeat the course <u>and</u> the Critical Assignment.