

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>2-23-26</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>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.</i>		
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 _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		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 Department Chair <u>Joseph Brojomohun Gagnon</u> College Curriculum Chair <u>Zosh</u> College Dean <u>Charles Dukes</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date _____ <u>1/22/26</u> _____ <u>1/26/2026</u> _____ <u>1/27/2026</u> _____ <u>2-23-26</u> _____ <u>2-23-26</u> _____ _____

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



DEPARTMENT OF SPECIAL EDUCATION

COURSE NUMBER: EEX 3226 (Section XXX, CRN XXXXX)

COURSE TITLE: Assessing Young Children with and without Disabilities

Credit hours: 3 semester hours

Semester/Year: TBD

Instructor: TBD

Office: TBD

Email: TBD

Office hours: TBD

COURSE DESCRIPTION: This course focuses on the assessment of young children (birth to age eight) with and without disabilities. This includes the identification, administration, and interpretation of various assessment instruments, methods, and processes for evaluating intellectual, social, physical, emotional, educational, and language abilities.

Prerequisites: EDF 3430, EEX 3201 with minimum grades of "C"; B.E.C.E. majors only

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/our/undergraduate-research-certificate/>

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

- SLO 1: Knowledge. Students will demonstrate content knowledge, core principles, and skills.

- SLO 2: Formulate Questions. Students will formulate research questions or scholarly/creative problems with the integration of fundamental principles and knowledge in a manner appropriate to their discipline.
- SLO 4: Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others.

REQUIRED TEXTS/*READINGS

Pretti-Frontczak, K., Grisham, J., and Sullivan, L. (2023). *Assessing young children in inclusive settings: The blended practices approach* (2nd Ed). Brookes.

Additional Readings

Bagnato, S. J., Neisworth, J. T., & Capone, A. (1986). Curriculum-based assessment for the young exceptional child: Rationale and review. *Topics in Early Childhood Special Education*, 6(2), 97–110. <https://doi.org/10.1177/027112148600600209>

Cappelloni, N. (2013). *Assessment of young children*. In *Assessment of young children* (pp. 75-94). SAGE Publications, Inc., <https://doi.org/10.4135/9781544308661.n7>

Karem, R. W., & Washington, K. N. (2021). The cultural and diagnostic appropriateness of standardized assessments for dual language learners: A focus on Jamaican preschoolers. *Language, Speech, & Hearing Services in Schools*, 52(3), 807+. http://dx.doi.org/10.1044/2021_LSHSS-20-00106

Macy, M. G., & Bricker, D. D. (2006). Practical applications for using curriculum-based assessment to create embedded learning opportunities for young children. *Young Exceptional Children*, 9(4), 12–21. <https://doi.org/10.1177/109625060600900402>

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:

EEX 3226 Assessing Young Children with and without Disabilities

1. CLO1: Analyze the principles and purposes of formal, informal, formative, and summative assessment methods in early childhood education. (PLO 3)
2. CLO 2: Evaluate the developmental, cultural, and linguistic appropriateness of various assessment tools and strategies for diverse groups of children. (PLO 2)
3. CLO 3: Design assessment plans that integrate multiple methods to gather comprehensive information about children’s learning and development. (PLO 3, PLO 4, PLO 6)
4. CLO 4: Implement a range of assessment practices in simulated or real-world settings, adapting approaches to meet the needs of individual children and groups. (PLO 3)
5. CLO 5: Interpret assessment data to accurately analyze children’s progress and identify strengths, needs, and areas for growth. (PLO 4; PLO 3)
6. CLO 6: Use assessment findings to inform instructional decisions and develop strategies that improve learning outcomes for all children. (PLO 1; PLO 7)

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 assignments	5	5%
Course Quizzes	15	10%
Discussions	15	10%
Assessment Tool Evaluation Project	50	15%
Critical Assignment: Comprehensive Assessment System Project	100	30%
Ethical and Cultural Considerations Reflection	50	15%
AI Assisted- Case Study Analysis	50	15%
Total	285	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. Orientation assignments (5%).** Course orientation assignment to introduce themselves and to serve as a course “check-in.”
- 2. Quizzes (10%).** Quizzes are based on readings, PowerPoint presentations, and online and in-class activities and discussions.
- 3. Discussions (10%).** 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. Assessment Tool Evaluation Project (15%).** Students select and critically evaluate two assessment tools for developmental, cultural, and linguistic appropriateness, providing evidence-based recommendations for use with diverse populations (CLO2).
- 5. Critical Assignment: Comprehensive Assessment System Project (30%).** Students will administer, score, interpret, and report the results of various assessment tools to evaluate their development and learning across the developmental years. Note: All sections of this project must be completed with the same child who is either b-4 years, or 5-8 years old. See Appendix A for additional information about Critical Assignment.
 - a. Part I- Observation and Anecdotal Record Assignment.** Conduct a naturalistic observation of a child (with appropriate permissions) in a classroom or play setting. Record observations using anecdotal records, focusing on at least two developmental domains (e.g., social-emotional and physical) (CLO1; 4).
 - b. Part II- Formal/Norm-Referenced Screener.** Administer, score, and interpret a Formal/Norm-Referenced Screener tool for a child b-4 years or 5-8 years old. (CLO 4; CLO 5).

- c. **Part III- Informal/Criterion-Referenced Assessment.** Administer, score, and interpret an informal criterion-referenced assessment tool for a child b-4 years or 5-8 years old (CLO 4; CLO 5).
 - d. **Part IV- Informal/Authentic Assessment.** Administer, score, and interpret an informal, authentic assessment tool for a child b-4 years or 5-8 years old (CLO 4; CLO 5).
 - e. **Part V- Instructional Decision-Making.** Using assessment findings from Parts I-IV of the *Comprehensive Assessment System Project*, develop an instructional plan that includes evidence-based intervention strategies and research-validated rationale for the intervention aimed at improving learner outcomes (CLO 5; CLO 6).

6. **Ethical and Cultural Considerations Reflection (15%).** Write a reflection on the ethical and cultural considerations in assessing young children, including issues of bias, informed consent, and working with families from all backgrounds. This reflection must include evidence-based practices for ensuring non-discriminatory, non-biased assessment practices in early childhood education and special education, and as such, must include an annotated bibliography of the sources used to collect the evidence-based practices (CLO2; CLO4).
Note: This assignment infuses an Undergraduate Research Skill Building activity (i.e., create an annotated bibliography). Research skill-building courses address at least three of the six [OURI SLOs](#), targeting SLO 1, 2, and 4.

7. **AI Assisted- Case Study Analysis (15%).** Students are encouraged to use AI (e.g., ChatGPT, FAU's owlONE) of their choice to assist with the AI-generated portion of this assignment. to create three case studies describing three children within their developmental period, two of which are experiencing delays within a developmental or academic domain, and one who is typically developing (e.g., a two-year-old child with motor speech delay, a five-year-old who is typically developing; a seven-year-old who seems to be experiencing delays in reading). (CLO 5; CLO 6)
AI-Generated Rich case study. Utilize a variety of AI prompting strategies to yield a rich case study with adequate information to allow you to provide an analysis of developmental concerns.
Non-AI portions of the Assignment. Plan for assessment and Instructional decisions.
Plan for assessment- Identify and describe a minimum of two appropriate assessment methods (e.g., formal, informal, formative, and summative assessment) for the child, and justify your choices by citing defining characteristics of the assessment tools that can be used to learn more about the children's development.
Instructional decisions. Describe the instructional decisions that must be made for promoting development across all domains for these children.

TOPICAL/CONTENT OUTLINE:

Week	Topic	Reading(s)	Assignment(s)
Week 1	<ul style="list-style-type: none"> Course Overview/Introduction 	“Begin Here” Module in Canvas and Course Syllabus	<ul style="list-style-type: none"> Course Orientation assignments
Week 2	<ul style="list-style-type: none"> Introduction to Assessing Young Children Designing Assessment Plans for Young Children 	Pretti-Frontczak, Grisham, & Sullivan (2023)-Ch 1 Capelloni, 2017	<ul style="list-style-type: none"> Select Child/Family Comprehensive Assessment System Project (CASP)
Section 1: Recommended Practices			
Week 3	<ul style="list-style-type: none"> Informal and Formative Assessment Recommended Practices in Authentic Assessment 	Pretti-Frontczak, Grisham, & Sullivan (2023)-Ch 2	<ul style="list-style-type: none"> Quiz I
Week 4	<ul style="list-style-type: none"> Formal and Summative Assessment Standardized Assessments Cultural and Diagnostic Appropriateness of Standardized Assessments 	Karem & Washington (2021).	<ul style="list-style-type: none"> CASP Part I
Week 5	<ul style="list-style-type: none"> Formal and informal Curriculum-Based Assessments 	Macy & Bricker (2006)	<ul style="list-style-type: none"> Quiz II
Week 6	<ul style="list-style-type: none"> Formal and informal Curriculum-Based Assessments 	Bagnato, Neisworth, & Capone (1986)	<ul style="list-style-type: none"> CASP Part II
Week 7	<ul style="list-style-type: none"> Family Involvement in the Assessment Process 	Pretti-Frontczak, Grisham, & Sullivan (2023)-Ch 3	<ul style="list-style-type: none"> Quiz III

Week	Topic	Reading(s)	Assignment(s)
Week 8	<ul style="list-style-type: none"> Recommended Practices for Determining Technical Adequacy\Critical Decision-Making Process 	Pretti-Frontczak, Grisham, & Sullivan (2023)-Ch 4, 5	<ul style="list-style-type: none"> Discussion I
Section 2: Reasons for Conducting Assessments			
Week 9	<ul style="list-style-type: none"> Assessment for Program Planning Purposes Assessment for Progress Monitoring Purposes 	Pretti-Frontczak, Grisham, & Sullivan (2023)- Ch 6, 7	<ul style="list-style-type: none"> Quiz IV CASP Part III
Week 10	<ul style="list-style-type: none"> Recommended Practices in Identifying Children for Special Services 	Pretti-Frontczak, Grisham, & Sullivan (2023)- Ch 8	<ul style="list-style-type: none"> Assessment Tool Evaluation Project Discussion II
Week 11	<ul style="list-style-type: none"> Program Evaluation 	Pretti-Frontczak, Grisham, & Sullivan (2023)- Ch 9	<ul style="list-style-type: none"> Quiz V Discussion II CASP Part IV
Section 3: Considerations for Special Populations			
Week 12	<ul style="list-style-type: none"> Recommended Practices for Assessing Children Who are Dual Language 	Pretti-Frontczak, Grisham, & Sullivan (2023)- Ch 10	<ul style="list-style-type: none"> Quiz VI
Week 13	<ul style="list-style-type: none"> Recommended Practices for Assessing Children with Severe and Multiple Disabilities 	Pretti-Frontczak, Grisham, & Sullivan (2023)- Ch 11	
Week 14	<ul style="list-style-type: none"> Kindergarten Assessment Integrating Assessment results for Instructional Decisions 	Pretti-Frontczak, Grisham, & Sullivan (2023)- Ch 12	<ul style="list-style-type: none"> Quiz VII CASP Part V
Week 15	<ul style="list-style-type: none"> Course Wrap-Up 		<ul style="list-style-type: none"> Discussion III Ethical and Cultural Considerations Reflection

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

For this course, the Academic Learning Compact Competencies (Critical Thinking and Written Communication) will be measured by the *Comprehensive Assessment System Project* assignment, which is the Critical Assignment.

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.