The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

I. Locator Information:

Instructor: Dr. Marilyn Lanier, PhD
Course # and Name: EDUC 303: Teaching the Young Child with Special Needs
Semester and Credit Hours: Spring / 3 hours
Total Contact Hours: 42 hours
Day, Class Time, Place: Wednesdays, 6:00 p.m. - 8:50 p.m., BU 361
Office: 341B Butler Building
Phone: 910-672-1631 Office
Office Location and Hours: Butler, Wednesdays and Thursdays, 12:00 - 4:00 p.m.
Email: mlanier1@uncfsu.edu
FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION: EDUC 303 Teaching the Young Child with Special Needs.
This undergraduate course offers the foundations of early childhood education along with pioneers in the special education field as the base for child development. Policies and practices, early and current, are examined along with assessment planning and screening processes, intervention practices, teaching strategies and reflections. Further, the student candidate will gain knowledge of the components needed to create an environment that supports all children’s learning, teaching strategies and adaptations. Student candidates will engage in two child study observations, develop two child case studies, and conduct a parent interview. Thirty observation hours are a requirement in this course.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  Ms. Linda Melvin
Licensed Professional Counselor  Director, Student Health Services
Spaulding Building, Room 165  Spaulding Building, Room 121
(910) 672-387  (910) 672-1454
psmith@uncfsu.edu  lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct- The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  Deputy Title IX Coordinator for Students
Spaulding Building, Room 155  (910) 672-1222
vratliff@uncfsu.edu
Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Provide complete bibliographical citation for each required book, including the ISBN #.

VI. Student Learning Outcomes – Upon completion of this course, the BK teacher candidate will:

1. Demonstrate an inclusive knowledge of typical and atypical patterns of child development of special needs children. (BK Standard 1; Quizzes, and exams, develop a case study, course chapter assignments Power Point, Interview, Case study analysis, Child Activity plan).

2. Promote relationships with children’s families that support children’s development and learning. (BK Standard 2; Parent interview, child activity plan and assessment)

3. Collect data using authentic, ongoing assessment of the abilities special needs children’s abilities, to support the child’s unique strengths. (BK Standard 4; Case study link to research, PowerPoint)

4. Create and adapt environments through an effective activity plan to be implemented and integrated into the curriculum for a special needs child based upon the child’s specific developmental need(s) and provides a strong foundation for lifelong learning. (BK Standard 5; Child Activity Plan)

5. Apply skills to support diverse families in becoming advocates for their children. (Standard 3; PowerPoint, Case study analysis)

BK Standard 3: (Course Focus)

BK Standard 1: BK teacher candidates have a comprehensive knowledge of typical, as well as, atypical patterns of child development. The candidate will learn atypical patterns of child development in this course on special needs children

BK Standard 2: BK teacher candidates foster relationships with families that support children’s development and learning. Candidate must perform a parent interview

BK Standard 3: Birth-Kindergarten teacher candidates build community partnerships in support of children and families

BK Standard 4: BK teacher candidates use authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths. The required observations will allow the student to gain knowledge in interpretation of skill development in atypical children based on the developmental domains.

BK Standard 5: B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.
VII. Course Requirements and Evaluation Criteria - This section indicate how the final grade for the course will be calculated
a. Grading Scale – The class grading scale is consistent with the university catalog.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed Syllabus Contract Scavenger Hunt</td>
<td>10</td>
<td>A = 1021-1110 points (100% - 92%) “given for excellent work”</td>
</tr>
<tr>
<td>Chapter Assignments Chapter Quizzes</td>
<td>200</td>
<td>B = 921-1020 points (91% - 83%) “meets expectations”</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>100</td>
<td>C = 810-920 points (82% - 73%) “work is below expectations”</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>30</td>
<td>D = 710-809 points (72% - 64%) “work significantly below average quality and indicates that the course must be retaken”</td>
</tr>
<tr>
<td>Field Experience Forms</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Drafting of BK Content Project BK Content Project</td>
<td>125</td>
<td>F = 709 and below (63% and below) “indicates failure and means the class must be taken again with a passing grade before credit is allowed”</td>
</tr>
<tr>
<td>Mid-Term Examination Final Examination</td>
<td>50 100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
<th>1110</th>
</tr>
</thead>
</table>

All Graded material will be returned and posted on Blackboard one week after submission.

b. Attendance Requirements – Attendance is crucial to your success in this course. Students are to attend class regularly and punctually. Attendance will be taken daily. Active participation in class is vital for learning. You may not miss more than two (2) classes. If you miss 3 classes, your final grade will be dropped one letter. Poor attendance, including arriving late, or leaving early, will negatively impact your grade. I Will NOT offer special tutoring sessions for a missed class. It is your responsibility to secure notes and materials given during classes that you miss. A written, verifiable documentation that an absence could not be avoided – e.g. due to but not limited to, death in family, illness requiring hospitalization, car accident must be verified by police report, doctor’s note or academic course professional to require the absence excused. Attendance is essential to learning.

Signature required on contract at the end of the syllabus.

To organize for success, you may find these suggestions helpful:
- Have access to a computer and the internet.
- Be familiar with how to navigate Blackboard, to post assignments, discussion board and check course info.
• Be sure you can access your Bronco email and Blackboard accounts. Check it daily.
• Create a folder in your email inbox for this course.
• Refer to the syllabus often, and Blackboard, for course assignments and up-dates.
• Bring textbook and writing materials to class daily.
• Program cell and office telephone number of the instructor and two classmates in your cell phone. You may refer to them for assistance in case of an emergency.
• Label a separate 3-ring binder for this course.
• Take notes in class.
• Alert the instructor at the first sign of difficulty with the course. Early intervention works best.

(DISPOSITIONS: Responsible)

Specify requirements for Participation and Attendance

Expectations for Class Participation: As your instructor, I expect “Excellent Participation” as defined below. Poor participation will not be tolerated and students will be dismissed for the remainder of the class.

<table>
<thead>
<tr>
<th>Excellent Participation</th>
<th>Average Participation</th>
<th>Poor Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions in the class that indicate one has read and is up to date on all readings, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion, and is open to sharing how one is affected by his/her professionalism.</td>
<td>Reacts to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet does not contribute often and does not lead conversations.</td>
<td>Absent and/or disregard and disrespect for peers and the instructor. This also includes non-verbal relational aggression (e.g., eye rolling).</td>
</tr>
</tbody>
</table>

Expectations for Student Conduct: It is expected that students will respect and adhere to the Fayetteville State University’s “standards of students conduct.” Any violations of the honor code will be reported to the Department Chair. As your instructor, I will strive to be consistent and fair. I ask that you do not disrupt the harmony of the classroom.

c. Policy for Missed or Late Assignments. I understand that all assignments are due on the due date. Assignments will be considered LATE if submitted after the due date. I will only receive half of the points I earned on LATE assignments. I can view assignment due dates in the syllabus itinerary. I also understand that any assignment submitted after one week of the due date will not be scored. I understand that there is no make-up test. Communication with the instructor before or during an emergency, a required absence, illness, etc. allows for an agreement on a date if or when to submit late work. The final decision is at the discretion of the instructor. All assignments will be submitted through Blackboard for scoring. Some assignments will require submission into Taskstream (See syllabus due dates). Assignments will be submitted on the due date to receive full credit. No assignments are accepted via email.

All assignments should demonstrate content and clarity, proper grammar usage, punctuation, sentence structure and spelling. If you are having a problem, visit the Student Writing Center (listed in the resources). They are happy to assist you.
d. Value of each Graded Assignment: Total 1110 points

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scavenger Hunt</td>
<td>Jan. 14</td>
<td>10 points</td>
</tr>
<tr>
<td>Syllabus Contract</td>
<td>Jan. 16</td>
<td>10 points</td>
</tr>
<tr>
<td>Index cards (see Tentative Schedule)</td>
<td>Jan. 21</td>
<td>*</td>
</tr>
<tr>
<td>Create Taskstream Account</td>
<td>Jan. 21</td>
<td>*</td>
</tr>
<tr>
<td>BK Content Project Topic</td>
<td>Jan. 28</td>
<td>25 points</td>
</tr>
<tr>
<td>BK Content Project Outline</td>
<td>Feb. 4</td>
<td>25 points</td>
</tr>
<tr>
<td>Module 1 Chapter Assignments</td>
<td>Feb. 17</td>
<td>80 points</td>
</tr>
<tr>
<td>Module 1 Reflective Journal</td>
<td>Feb. 17</td>
<td>10 points</td>
</tr>
<tr>
<td>Module 1 Chapter Quizzes</td>
<td>In Class</td>
<td>40 points</td>
</tr>
<tr>
<td>BK Content Project 1st Draft</td>
<td>March 1</td>
<td>50 points</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>March 4</td>
<td>50 points</td>
</tr>
<tr>
<td>Spring Break (Rest, Relax &amp; Recoup)</td>
<td>March 7-15</td>
<td></td>
</tr>
<tr>
<td>Module II Chapter Assignments</td>
<td>March 18</td>
<td>60 points</td>
</tr>
<tr>
<td>Module II Reflective Journal Assignment</td>
<td>March 18</td>
<td>10 points</td>
</tr>
<tr>
<td>Module II Chapter Quizzes</td>
<td>In Class</td>
<td>30 points</td>
</tr>
<tr>
<td>BK Content Project Revisions and Final Draft</td>
<td>April 1</td>
<td>25 points</td>
</tr>
<tr>
<td>Module III Chapter Assignments</td>
<td>April 22</td>
<td>60 points</td>
</tr>
<tr>
<td>Module III Reflective Journal</td>
<td>April 22</td>
<td>10 points</td>
</tr>
<tr>
<td>Field Experience Forms</td>
<td>April 22</td>
<td>15 points</td>
</tr>
<tr>
<td>Module III Chapter Quizzes</td>
<td>In Class</td>
<td>30 points</td>
</tr>
<tr>
<td>BK Content Project Presentation (In Class)</td>
<td>April 29</td>
<td>370 points</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>In Class</td>
<td>100 points</td>
</tr>
</tbody>
</table>

* = Bonus Points

Course Format

1. **Regular Class Structure**: Every class session will be structured in a similar manner and will include the following:
   a. Business: Any issues left from the previous class, announcements, and an overview of the specific topics that will be covered during class
   b. Lecture/activity
   c. Summary of content

2. **Course Requirements**:
   a. Given the amount of learning involved in class, your attendance is crucial and critical to successful completion of the course. Please note that students will self-assess their participation grade with attendance being one element of participation;
   b. Actively participate in weekly discussions, activities, and course assignments;
   c. Act and present yourself in a professional manner; practice professional characteristics and dispositions
   d. Complete all indicated readings and written assignments;
   e. Actively and openly communicate so that we can make this course a learning experience for all of us; and
   f. Read, sign, and return course syllabus contract.
3. EMERGENCY STATEMENT: In the event of a University-wide emergency, course requirements, classes, deadlines and grading policies and procedures are subject to change. Potential changes that could occur include alternative delivery methods, alternative methods of interaction with the instructor, accessing class materials and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading schedule. In the case of a University-wide emergency, please refer to the following about changes in this course:
   • Course web page or Blackboard
   • Instructor's email
   • Instructor’s chosen emergency telephone number(s)
For more specific information about an emergency situation, please refer to Web Site: www.uncfsu.edu

4. DISPOSITIONS: You are expected to practice professional characteristics and dispositions.

Display of Professionalism: Descriptions and examples are below. Licensure and non-licensure carries with it Many indicators of an educator’s future behavior as an educator. Thus, students are appraised based on professionalism displayed during class. Students display professionalism and build competence by arriving on time for class, by engaging fully in class lectures and activities, and by demonstrating professional attitudes and professional character. These factors are evaluated based on one's ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

RESPECT

Adheres to professional standards of behavior
   • Uses professional language to discuss with Instructors and peers
   • Respects others

RESPONSIBLE

Manages time, resources, materials, and assignments, efficiently and effectively
   • Turns in assignments when due
   • Follows directions
   • Returns materials in a timely fashion and in the same condition

Takes responsibilities for/his/her behavior/learning and seeks help when needed
   • Enthusiastically seeks opportunities for intellectual and professional growth
   • Does not blame others for situation or shortcomings
   • Takes initiative for learning, seeks help and consultation when needed.

Strives for quality and completeness of work
   • Produces work that is accurate, complete, thorough, and thoughtful
   • Produces work that indicates engagement in course content and process
   • Uses correct spelling, grammar, and syntax

REFLECTIVE

Considers and utilizes feedback
   • Shows improvement when given feedback
   • Responds positively to constructive criticism

Reflects on teaching and learning
   • Wonders, speculates, questions
   • Reflects about teaching before, during, and after lesson implementation
   • Focuses primarily on student growth and achievement
5. **ELECTRONIC DEVICES:** All electronic devices (iPod, laptop computer, cell phone, etc.) **should be turned off** during the class session. Do not text or read text, or any mail during class. If you use a laptop to take notes, you must sit in the front row of the classroom. If the student uses the laptop during class time for activities not pertaining to the class, he or she forfeits all rights to use a computer to take notes during class. Use a professional disposition at all times.  

(Dispositions: Respect, Responsible, Reflective)

**Expectations for Student Conduct:** It is expected that students will respect and adhere to the Fayetteville State University’s “standards of students conduct.” Any violations of the honor code will be reported to the Department Chair. As your instructor, I will strive to be consistent and fair. I ask that you do not disrupt the harmony of the classroom.

**FSU Policy on Disruptive Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair).
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VI. **Academic and Course Support Resources**

**Blackboard**

[https://blackboard.uncfsu.edu](https://blackboard.uncfsu.edu)

**Fayetteville State University Early Childhood Learning Center**

[http://www.uncfsu.edu/soe/eclc](http://www.uncfsu.edu/soe/eclc)
Please visit the Resource link on Blackboard. Within the link you will find the module assignments. The assignments will be available for the duration of the course. Feel free to work ahead, but note you will not be able to submit until the corresponding module link opens. For example Module I will open January 10, 2015 and will close on February 17, 2015. Please submit the correct module assignment in the corresponding link on the due date. Failure to do so will result no credit earned.

**Special Needs Child Study Evidence Assignments**

EDUC 303 is a required course early in our program for BK candidates. Candidates are expected to engage in repeated observations of children who are at risk or who have IFSPs in two age groups, focusing on their individual needs in each of the developmental domains. The focus is on the mastery of content knowledge in child development from birth to five years of age. Including all developmental domains (Cognitive, physical, language, social and emotional).

Knowledge of working with at risk or special needs children and observation techniques are emphasized in this course. Candidates have access to children and their families through the Fayetteville State Early Learning Center that also includes NC Preschool classrooms. The children and families enrolled in the school are diverse in socio economic status, ethnicity and at risk children, posing challenge for some students in this setting.

Additionally, they are required to interview one parent of the child(ren) whom they have observed. An activity must be designed to meet the special needs of the child and explained in the content project based upon the research and classroom observation. Candidate’s observation/interview notes and interpretations must include relevant theory and research. The final product should be presented in a multimodal PowerPoint and formal paper for evaluation by the instructor and a designee.

**Taskstream**

All teacher candidates are required to submit the final project for EDUC 303 into a Taskstream account. If you score a 3 within each category you will pass the project. If you score below a 3 you fail this course and must retake to receive credit. Submit a rough draft within the Taskstream link by March 1, 2015. Each student who submits the rough draft into Taskstream at the due date will receive feedback from the instructor. After receiving feedback the student will make the necessary revisions and resubmit the final product with revisions to Turnitin, which is located in Blackboard, on March 25 (With exclusion of the PowerPoint). The PowerPoint will not upload to Turnitin. On April 1 the final project with the PowerPoint
must be uploaded in Taskstream. Any teacher candidate who fails to complete this portion of the course will fail the course. *Late submissions will not be accepted. Any teacher candidate who plagiarizes any portion of the project will receive a zero for the assignment.*

*All teacher candidates will create their own Taskstream account. Mr. Baker is the Taskstream administrator. His information is listed below. He will assist you with this process. Please look for an email from him and follow his directions carefully to successfully complete this process. Mr. Jessie Baker- jlbaker01@uncfsu.edu, Butler Building, Office: BU 349, Phone: 910-672-1421.*

Field Experience Forms: Disposition form and Time sheet. Due April 22, 2015- Please use the attached forms when completing field experience hours for EDUC 303. Teacher candidates are required to complete 30 hours of field work to receive a passing score in the course. Students can receive up to 15 points. The instructor must receive the forms by April 22, 2015. Students must submit the Disposition Forms in a sealed envelope. This envelope should be sealed by the facilitating teacher. The facilitating teacher should provide a signature across the seal of the envelope. The signature on the Disposition Form should match the signature on the Time Sheet. **The Disposition Form cannot be faxed or emailed to the instructor. Students can either hand deliver the envelopes to my office or mail envelopes to the following address:**

Fayetteville State University  
School of Education  
Attention: Dr. Marilyn Lanier  
1200 Murchison Road  
Fayetteville, NC 28301

Class procedures for submission and evaluation of the Birth through Kindergarten Content Project

Step 1: Topic for the BK Content Project: Due January 28, 2015 (25 points)  
*Please submit the assignment in Blackboard*

Step 2: Outline of the BK Content Project: Due February 4, 2015 (25 points)  
*Please submit the assignment in Blackboard*

Step 3: Rough Draft of the BK Content Project: Due March 1, 2015 (50 points)  
*Please submit the assignment in Taskstream*

Save the rough draft in PDF format and submit to Taskstream submit to current semester Taskstream account at the appropriate link. Use the content project rubric to complete the assignment. The instructor will provide written feedback. If necessary the student should make revisions and/or schedule a conference with the instructor to clarify requirements and any questions he or she may have before the next submission. (Office hours: Wednesdays and Thursdays, 12:00-4:00 p.m.) Scoring: If you score 3 or “proficient” on each component of the rubric for the initial or first draft, congratulations, you have successfully completed this evidence. You have completed this requirement, Stop Here!

If you score 2 or below on one or more components of the rubric, read the instructor’s comments and make all necessary revisions to the document based upon those comments. Contact the instructor for clarity of any part before the final resubmission.

Step 4: Revisions and Final Submission to Taskstream: April 1, 2015 (25 points)
Save the revised final draft in PDF format and submit to current semester Taskstream account at the appropriate link, “REDO” link. The course instructor and a second evaluator will read the evidence. After the evaluation you must receive a 3, that is “Proficient”, on each component of the rubric.

*Please submit the assignment in Taskstream and Turnitin (Turnitin is located within Blackboard) (Reminder: The PowerPoint is not submitted to Turnitin but must be submitted to Taskstream.)

**Step 5: Action Plan.**

If you are not successful in earning a 3 on each section of the rubric you will be given a Corrective Action Plan. A conference will be scheduled with your instructor to discuss the details of the plan.

**Step 6: BK Content Project Presentation**

Each student will be prepared to make a 5-7 minute presentation of your final project to the class. You may use your PowerPoint or paper. (April 29, 2015). Dress professionally for the presentation.

**Components for Content Project Assignment**

Teacher candidates in EDUC 303 will complete a content project assignment with at risk children or children with IFSPs. This assignment includes 7 components described below. Candidates will observe two children in the (Birth-2 years) and (3-5 years) category, avoid kindergarten classes. These are partner assignments. Teacher candidates may pair up.

1. **Child Observations** will include a review of:
   - Physical development
   - Cognitive development
   - Language development
   - Socio-emotional development

For each developmental period, you must complete observations of each child.

In the final written project, each child selected for observation must be identified by gender and age. The observation hours must comprise a total of 30 hours, (15 hours per child) with documentation. Use the forms online to assist with observations.

2. **Child’s classroom teacher interview**- Use the form on line to assist with the kinds of questions to ask the classroom teacher about the student.

3. **Parent interview**- Candidate will also interview a parent of the child selected for the study. Provide a description of the parent in terms of gender, approximate age and other relevant information. A minimum of eight (8) questions is required during the interview. Have parent date and sign your original notes from the interview. Collaborate with Teacher candidate partners sharing information about the observations and work together to interpret the information collected. Be sure the parent signs the parent permission letter prior to child observations.

4. **Developmental activity**- Based on the research and observation of the child, develop an activity to assist with the development of the special needs of the child.

5. **Research of special need condition** Use resources listed in the text to research scholarly information on developmental domains on how children learn. Relate all of information collected to theory and research. Your interpretations must be founded and linked to theory and research.
6. **PowerPoint**- Design a multimodal power point that demonstrates the data collected in the content project, to include the research, parent interview, child developmental activity, teacher comments your interpretations.

7. **Final written paper**- Use the content project rubric, in Taskstream, to create the final project.

A score of 3 or 4 by two Evaluators equaling 370 points is required to pass the Content Project. Any teacher candidate who fails to meet all the following activities will be required to retake the course.

**Suggested Areas for Observation Analysis**

**BK Content Project Assessment guidelines:** The assessments must be developed by the teacher candidate with the intention of specifically measuring the goals of the child study assignments. The assessments must be measurable and quantifiable so that they yield a number such as number of items correct, percent correct, or a number on a rating scale. The BK Content Project assignment assessment plan should include the specific assessments intended to be used as required by the candidate’s specialty area and university supervisor. Assessments must incorporate procedures consistent with best practices including the use of technology.

**Birth- 2**

**Physical:** Gross and fine motor skills, cephalocaudal and proximodistal patterns sleep schedules, diapering, toileting, sensory development, health /illness

**Cognitive:** Children constructing knowledge, cognitive delays, object permanence or not, transition to preoperational stage, transition to use of pretend, sensory-motor stage of thinking, specific sub stage characteristics

**Language:** babbling, vocalizing, language comprehension, first words, language delay, hearing impairment

**Socio-emotional:** examples of behavior related to trust and or attachment, issues with attachment, examples of autonomy versus shame, temperament, expression of emotion, crying, smiling emotional regulation, impact of culturally diverse child rearing styles, development of self understanding, factors related to social play, factors related to gender, empathy social play

**Suggested Areas for Observation Analysis (cont)**

**3-6 years**

**Physical:** Height, Weight, health illness, gross and fine motor skills, toileting, handedness, obesity, physical disability

**Cognitive:** children constructing own knowledge, preoperational stage, pretend play, cognitive delay, egocentric thought, perspective taking, animism, use of scaffolding strategies by adults, evidence of zone of proximal development, influence of school

**Language:** Record specific child directed speech, problems with language expression or comprehension, English as a second language, examples of overgeneralization, phonological awareness, conversation skills, vocabulary, examples of the language environment in which you observe children, language delay

**Social/Emotional:** Examples of initiative vs. guilt, temperament, behavior concerns, social play, interactions with peers and adults, role play, examples of teaching styles that influences self control, gender factors, teacher’s cultural competence level, self esteem, self concept, influence of home life on child behavior in classroom environment

*Please visit Blackboard to review the rubric used to evaluate the project. Please note that each student must submits both the paper and power point for an evaluation to be completed. Students will be provided tools that can be used as supports when developing a proficient or accomplished project.*

1. **Reflective Journal**
Teacher Candidates should identify and include their own reflective comments related to this assignment. What did you learn? How is this useful in your understanding of child development? What research and theory based content have you included.

VII. Teaching strategies

This course will involve lectures/demonstrations, student discussions, simulated teaching experiences, cooperative learning groups, and computer experiences. (e.g., large and small group activities, individual and group projects, discussions, role play, and Internet research) May also include:
- Oral student presentations
- Interactive lectures
- Demonstration lessons/simulations
- Reflective writing
- Formative and Summative assessments
- Guest Scholars
- CLA writing skill activities
- Creative PowerPoint/Prezi

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): A students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

School of Education Conceptual Frame and Student Outcomes

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.

Description

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.
Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
</tbody>
</table>

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.
The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

### Themes and Indicators

<table>
<thead>
<tr>
<th>Caring Disposition &amp; Ethical Responsibility (1)</th>
<th>Communication (2)</th>
<th>Knowledgeable &amp; Reflective (3)</th>
<th>Research and Leadership (4)</th>
<th>Respect for Diversity &amp; Individual Worth (5)</th>
<th>Technological Competence &amp; Applications for Student Learning (6)</th>
<th>Working with Families &amp; Communities (7)</th>
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<tbody>
<tr>
<td>Establish a safe and supportive learning environment</td>
<td>Improve communication and collaboration skills</td>
<td>Possess in-depth knowledge of the content they plan to teach</td>
<td>Strategically review the school’s vision, mission, and goals in the 21st century.</td>
<td>Demonstrate a belief that all students can learn and that student learning is the primary responsibility of the teacher and school stakeholders</td>
<td>Acquire personal technological excellence/proficiency to support professional development and competency</td>
<td>Recognize and understand the diversity of families and the importance of interacting positively with students and their families</td>
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<tr>
<td>Facilitate a caring and nurturing climate for all</td>
<td>Model effective oral, written, and non-verbal communication</td>
<td>Demonstrate how to teach the content so that all students can learn</td>
<td>Practice effective leadership skills to improve the profession and contribute to the establishment of positive working conditions</td>
<td>Display respect for the world views of diverse people, wide-ranging family structures, different ability levels, varied economic groups, and different perspectives</td>
<td>Apply and demonstrate competence in the use of innovative technologies for instruction, management, and assessment</td>
<td>Use varied research methods, observation, and inquiry to understand the family and its role in education</td>
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<tr>
<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
<td>Use a variety of assessments methods, taking into account the students’ diverse backgrounds</td>
<td>Advocate for positive change in policy and practice in schools</td>
<td>Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and</td>
<td>Effectively use technology for reporting purposes, and communicating with parents/guardians of students</td>
<td>Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and communities to</td>
</tr>
</tbody>
</table>

Caring Disposition & Ethical Responsibility

Communication (2)

Knowledgeable & Reflective (3)

Research and Leadership (4)

Respect for Diversity & Individual Worth (5)

Technological Competence & Applications for Student Learning (6)

Working with Families & Communities (7)
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<tr>
<th>Caring Disposition &amp; Ethical Responsibility (1)</th>
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<th>Technological Competence &amp; Applications for Student Learning (6)</th>
<th>Working with Families &amp; Communities (7)</th>
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<tbody>
<tr>
<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
<td>Become familiar with systems in the profession that result in the recruitment, induction, support, evaluation, development, and retention</td>
<td>Maintain high expectations for learners and practice responsive pedagogy</td>
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<tr>
<td>Model professional ethical standards at all times using digital technology and social media</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
<td>Use data assessment outcomes from teaching and learning to align with students’ instructional needs</td>
<td>Assist in determining school budget and professional development</td>
<td>Establish and maintain a positive climate in the learning environment</td>
<td>Apply information literacy skills for evidence-based decision-making, content knowledge, critical thinking, problem solving, and the evaluation of the accuracy and credibility of technological sources</td>
<td>Engage parents, guardians, and/or caregivers from diverse backgrounds in their child’s education and in the school culture</td>
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<tr>
<td>Develop positive relationships with parents, guardians, and/or caregivers</td>
<td>Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and</td>
<td>Conduct action and other types of research and use results to inform practice</td>
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<td>Collaborate with a range of support specialists to meet the diverse needs of all students</td>
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<td>professional standards</td>
<td>Promote and participate in collegial interactions within the educational environment</td>
<td>Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth</td>
<td>Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community</td>
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<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
<td>Promote global awareness and the interconnectedness of content area/disciplines</td>
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<td>Demonstrate knowledge of the relationship between core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness</td>
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<td>Collaborate within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and sharing this work throughout the professional community.</td>
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</tbody>
</table>
All assignments will be uploaded within Blackboard. Please note that no assignments will be accepted via email or as a “hard copy” unless otherwise specified.

<table>
<thead>
<tr>
<th>Dates/Module</th>
<th>Assignments (All assignments links will close at 11:59 pm on the designated due date.)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 14</td>
<td><strong>Review of Syllabus</strong>&lt;br&gt;Read, Print and Bring a copy to class&lt;br&gt;Post signed contract to Blackboard (Due Jan 16)&lt;br&gt;Scavenger Hunt (in class)**</td>
<td>January 16, 2015</td>
</tr>
<tr>
<td>Jan. 21</td>
<td><strong>Content Project and Rubric Conceptual Framework</strong>&lt;br&gt;Read and compose a minimum of 2 questions you have on an index card and present in class&lt;br&gt;Create a Taskstream account&lt;br&gt;APA formatting (TBA) Annotated Bibliography</td>
<td>January 21, 2015</td>
</tr>
<tr>
<td><strong>Visitor</strong></td>
<td><strong>Library Visit (TBA) Revising outline and bibliography</strong></td>
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<tr>
<td><strong>Module I</strong></td>
<td><strong>Module I Reflective Journal Assignment (10 points)</strong>&lt;br&gt;Foundations of Early Childhood Special Education&lt;br&gt;Chapter 1 Assignment (20 points)&lt;br&gt;Chapter 1 Quiz in class (10pts)&lt;br&gt;The Context of Early Childhood Special Education&lt;br&gt;Chapter 2 Assignment (20 points)&lt;br&gt;Chapter 2 Quiz in class (10pts)&lt;br&gt;Family Based Early Childhood Services&lt;br&gt;Chapter 3 Assignment (20 points)&lt;br&gt;Chapter 3 Quiz in class (10pts)&lt;br&gt;Curriculum for the Young Children with Special Needs&lt;br&gt;Chapter 6 Assignment (20 points)&lt;br&gt;Chapter 6 Quiz in class (10pts)&lt;br&gt;<strong>Writing the 1st Draft Content Project (TBA)</strong></td>
<td>February 17, 2015</td>
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<td><strong>BK Content Project Rough Draft: Due March 1, 2015</strong>&lt;br&gt;Mid-Term Exam: Due: February 28-March 6, 2015 **</td>
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<tr>
<td><strong>SPRING BREAK:</strong></td>
<td>ENJOY REST, RELAX &amp; RECOUP</td>
<td>March 7-14</td>
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<tr>
<td><strong>Module II</strong></td>
<td><strong>Module II Reflective Journal Assignment (10 points)</strong>&lt;br&gt;Assessment of the Young Children with Special Needs&lt;br&gt;Chapter 4 Assignment (20 points)&lt;br&gt;Chapter 4 Quiz in class (10pts)&lt;br&gt;Delivering Services to Young Children with Special Needs&lt;br&gt;Chapter 5 Assignment (20 points)&lt;br&gt;Chapter 5 Quiz in class (10pts)&lt;br&gt;Designing Early Learning Environment for Young Children with Special Needs&lt;br&gt;Chapter 7 Assignment (20 points)&lt;br&gt;Chapter 7 Quiz in class (10pts)&lt;br&gt;Revising Content Project (TBA)</td>
<td>March 18, 2015</td>
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<tr>
<td>Module III</td>
<td><strong>Module III Reflective Journal Assignment (10points)</strong></td>
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<td></td>
<td>Adapting Learning Environments for Young Children with Special Needs</td>
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<td>Chapter 8 Assignment (20 points)</td>
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<td><strong>Chapter 8 Quiz in class (10pts)</strong></td>
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<td></td>
<td>Intervention and Instructional Strategies for Supporting Young Children with Special Needs</td>
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<td>Chapter 9 Assignment (20 points)</td>
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<td><strong>Chapter 9 Quiz in class (10pts)</strong></td>
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<td></td>
<td>Emerging Issues and Contemporary Challenges in Early Childhood Special Education</td>
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<td>Chapter 10 Assignment (20 points)</td>
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<td><strong>Chapter 10 Quiz in class (10pts)</strong></td>
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<td></td>
<td>Corrective Action Plan (one-on-one conferences)</td>
<td></td>
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<thead>
<tr>
<th>Presentations</th>
<th>Content Project</th>
<th>April 29, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam: Seniors Graduating</td>
<td>Final Exam</td>
<td>April 27-May 2</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>May 2-8</td>
</tr>
</tbody>
</table>
Bibliography


Division for Early Childhood (DEC) Taskforce on Recommended practices (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula, MT: Author


Sick, K.J. (196). building Healthy Families: Early childhood educators can make a difference: *Journal of Instructional Psychology, 23*(1), 75-82

Syllabus Contract

I, ________________________, have thoroughly read the entire syllabus for EDUC 303 and agree to abide by the information provided in it.

I have paid special attention to the following key provisions:

- I understand that poor attendance, including arriving late or leaving early, will negatively impact my grade. I may not miss more than two (2) classes. If I miss 3 classes, my final grade will be dropped one letter. A written, verifiable documentation that an absence could not be avoided – e.g. due to death in family, illness requiring hospitalization, car accident verified by police report or doctor’s visit or academic activity note is required for an absence to be excused at the return to class. All excused absences are at the discretion of the instructor.

- I commit to keeping my cell phone off (or on silent) and out of sight during class time and understand that any unprofessional behaviors (e.g., answering cell phones, engaging in off-task behaviors, surfing the Internet, texting, and inappropriate dress) will also result in a lowered participation grade. If phones become a distraction, the instructor will institute an “out of sight” policy. I also understand that all electronic devices (iPad, laptop computer, etc.) MUST be turned off during the class sessions. If I use a laptop to take notes, I must sit in the front row of the classroom. If I use a laptop during class time for activities not pertaining to the class, I forfeit my right to use a computer to take notes during class and will result in lowering of my participation grade.

- I understand that all assignments are due on the due date. Assignments will be considered LATE if submitted after the due date. I will only receive half of the points I earned on LATE assignments. I can view assignment due dates in the syllabus itinerary. I also understand that any assignment submitted after one week of the due date will not be scored. I understand that there is no make-up test.

- I understand that for each class, I am expected to read all assigned materials prior to class. I will be prepared to discuss the issues being addressed. I am to bring my text book, and other needed materials such as pens, note paper, etc. to every class session. I understand that a failure to do so will detrimentally impact the participation and/or projects portion of my grade.

- I understand that for all classroom presentations, I must dress as a teacher professional in business attire.

- I further understand that I will be evaluated at the end of the semester by my instructor on professional characteristics and dispositions. A form was provided for my review and discussion during first day of class. I understand that this is an official school of Education document and it will be use within my program of study.

NOTE: (The instructor will return a signed copy for your records.)

_______________________________  ___________________________
Student Signature                  Date

_______________________________  ___________________________
Instructor Signature               Date