



Document # \_\_\_\_\_  
Date Received \_\_\_\_\_

**CATALOG YEAR 2008-2009**  
**(Please use separate form for each add/change)**

COLLEGE/SCHOOL/SECTION: College of Education  
Current Catalog Page(s) Affected: pg. 422

**Course:** Add: X Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Number \_\_\_\_\_ Title \_\_\_\_\_  
(check all that apply) SCH \_\_\_\_\_ Description \_\_\_\_\_ Prerequisite \_\_\_\_\_

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

EDSE 3324 Inclusive Practices for the Young Child. Three Semester Hours

**Course Description:** A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, inclusive practices, intervention strategies, available resources, and the advocacy role. Emphasis will be placed on working with families and specialists.

**Justification:** As future early childhood educators students need to recognize the value of including young children with disabilities in classrooms with their typical peers. They need to become aware of the possible benefits for all children, with and without special needs. Students need an in-depth understanding about the extensive legislative, moral-philosophical, and research support for the development of least restrictive environment (LRE) models for young children with disabilities. This course will also be used to train students to work with adaptive and assistive technologies for the classroom. Finally, an emphasis will be placed on working with families of children with special needs and the specialists involved in the child's medical, physical, communication, and educational therapies.

**Program:** Add: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

**Minor:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

**College Introductory Pages:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

**Other:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_

Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:

Signature

Date

Chair

Department Curriculum Committee

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College Curriculum Committee

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Document # \_\_\_\_\_  
Date Received \_\_\_\_\_

**CATALOG YEAR 2009-2010**  
**(Please use separate form for each add/change)**

COLLEGE/SCHOOL/SECTION: College of Education  
Current Catalog Page(s) Affected: pg. 176

**Course:** Add: X Delete: X Change: \_\_\_\_\_ Number \_\_\_\_\_ Title \_\_\_\_\_  
(check all that apply) SCH \_\_\_\_\_ Description \_\_\_\_\_ Prerequisite \_\_\_\_\_

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

Remove EDEC 1308: Parenting Skills from the Bachelor of Science in Interdisciplinary Studies with a Major in Early Childhood Education and replace it with EDSE 3324: Inclusive Practices for the Young Child.

**Justification:** After reviewing the new EC-6 standards, it was noted that the standards that are currently covered in EDEC 1308 are also covered within several other early childhood courses. As the degree currently exists, the students do not take a course related to inclusive practices for young children. We want to ensure that we are preparing our students in this area and that we are meeting the EC-6 standards.

**Program:** Add: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

**Minor:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

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**Other:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals: \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chair \_\_\_\_\_



Department Curriculum Committee

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Department

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College Curriculum Committee

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# BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES WITH A MAJOR IN EARLY CHILDHOOD EDUCATION

Following is one suggested four-year degree plan. Students are encouraged to see their advisor each semester for help with program decisions and enrollment. Students are responsible for reviewing the [Program of Study Requirements](#).

\*See the University Core Curriculum Requirements in [Appendix A](#) for approved list of course options.

FALL	HOURS	SPRING	HOURS
<b>FRESHMAN YEAR</b>		<b>FRESHMAN YEAR</b>	
ENGL 1301	3	ENGL 1302	3
EDEC 1304	3	EDFS 2316	3
HIST 1301	3	HIST 1302	3
MATH 1314	3	BIOL 1370	3
EDFS 1152	1	BIOL 1170	1
			3
<b>Total</b>	<b>13</b>		<b>16</b>
<b>SOPHOMORE YEAR</b>		<b>SOPHOMORE YEAR</b>	
ENGL	3	EDEC 2324	3
COMM	3	MATH 1351	3
PSCI 2305	3	PSCI 2306	3
MATH 1350	3	EPSC 1370	3
PHYS 1370	3	EPSC 1170	1
PHYS 1170	1		3
<b>Total</b>	<b>16</b>		<b>16</b>
<b>JUNIOR YEAR</b>		<b>JUNIOR YEAR</b>	
EDBE 3325	3	EDCI 3301	3
EDSE 3305	3	EDCI 3302	3
ENGL 3323	3	EDEC 3364	3
EDSE 3324	3	ENGL 3324	3
EDEC 3363	3	EDRD 3320	3
NSCI 3301	3	SOST 4391	3
<b>Total</b>	<b>18</b>		<b>18</b>
<b>SENIOR YEAR</b>		<b>SENIOR YEAR</b>	
EDEC 4362	3	EDCI 4993	9
EDRD 3302	3	EDEC 4366	3
EDDP 4324	3		
EDCI 3304	3		
EDRD 3309	3		
<b>Total</b>	<b>15</b>		<b>12</b>

TOTAL SEMESTER CREDIT HOURS: 124

<sup>1</sup>ARTS 1100, MUSI 1100 and DANC 1100 must be taken to fulfill this requirement for ECE majors.

<sup>2</sup>Communication, select 3 SCH from ENGL 2311, HUM 2301 or SPCH 1311.

**EDSE 3324 Inclusive Practices for the Young Child**  
**Proposed \_\_**

**Catalog Description:** A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, inclusive practices, intervention strategies, available resources, and the advocacy role. Emphasis will be placed on working with families and specialists.

**Meetings:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

Office Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Office: \_\_\_\_\_

Hours: \_\_\_\_\_

**Texts & Materials:**

- ◆ *DEC Recommended Practices* by Sandall, Hemmeter, Smith & McLean
- ◆ *The Inclusive Early Childhood Classroom* by Gould & Sullivan
- ◆ Internet and Angel access and campus email
- ◆ Microsoft Word ®

**Student Learning Outcomes:**

- (1) The student should be able to summarize causes, incidence and characteristics of exceptionalities related to the domains of development.
- (2) The student should be able to discuss current terminology and practices for intervention strategies.
- (3) The student should be able to identify appropriate community resources and referrals for individual children and families.
- (4) The student should be able to explain the role of advocacy for children with special needs and their families.
- (5) The student should be able to use various types of materials and resources, including current assistive technologies, to support learning in all domains for all children.
- (6) The student should be able to create and /or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children.
- (7) The student should be able to establish and maintain positive, collaborative relationships with other professionals and families and work effectively as a member of a professional team.

**Assignments:**

Text Readings & Questions: Students will read each chapter of the Gould & Sullivan text and then answer the reflective questions posed in Angel. These will be due weekly. Each assignment is worth up to 25 points for a total of 250 points.

Quizzes: Three quizzes will be given during the class based on readings from both texts and in-class lectures on *DEC Recommended Practices*. These are worth 25 points each.



Field Experiences: Students (pairs when possible) will complete an **individual** fieldwork assignment in which they observe an early childhood special education classroom. They will then submit their findings to the instructor. The packet is worth 200 points.

In-Class Assignments: These activities will be completed during class time and delivered to the instructor each day. There will be no opportunity to make up missed assignments should you be absent on the day of an in-class assignment. These are worth 10 points each for a semester total of 100 points.

DEC Recommended Practices: Students will participate in a series of activities in and out of class based upon the text. Documentation of participation may take many different forms, but will be organized into a portfolio and submitted to the instructor. This is worth up to 100 points.

Event Plan/Final Exam: This project will be determined by the class participants by the second week of the course. The project is worth up to 150 points.

### **Course Requirements & Grading:**

In-Class Assignments (10 points each)

- ◆ ECI Reflection
- ◆ Vocabulary Quiz Show
- ◆ Inclusion Museum (**Bring your modified activity to class today to share**)
- ◆ Typical Language Acquisition
- ◆ Speech Therapist Reflection
- ◆ Research Assistive Technology (pairs)
- ◆ Mini-Presentations Assistive Technology (pairs)
- ◆ Small Group Environmental Plan
- ◆ Advocacy Activity
- ◆ Celebration of Learning

Key Assignments

- ◆ Text Readings & Questions (250 points)
- ◆ 3 Quizzes (75 points)
- ◆ Field Experiences (200 points)
- ◆ DEC Recommended Practices (100 points)
- ◆ Event Plan/Final Exam (150 points)

**Total Points Possible in Course: 875**

Scale: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D

### **University Policies:**

Copyright Restrictions: The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their work and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine of up to \$250,000 and imprisonment.



Copyright laws do allow students and professors to make photocopies of copyrighted materials under strict conditions. You may not copy most, much less all, of a work, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book. These copies must be for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of the copying is to avoid paying for the materials. In addition, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are both violating the law.

Academic Integrity: The following information is taken from the student handbook:

The University reserves the right, through due process to issue a warning, to suspend, to dismiss or place on administrative probation, any student for reasons such as the following:

1. Dishonesty, knowingly furnishing false information to the University, cheating, or committing plagiarism;

PLAGIARISM IS DEFINED AS:

a. Failing to credit sources used in a work product in an attempt to pass off the work as one's own. This includes those cited from the Internet.

b. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

Should the instructor discover that a student has committed plagiarism the student will receive a grade of 'F' for this course and the matter will be referred to the Executive Director for Student Life for possible disciplinary action. Plagiarism will not be tolerated.

Avoiding Plagiarism: *The Owl at Purdue* has a free plagiarism tutorial with a list of safe practices. If you do have concerns about your ability to avoid plagiarizing, please visit their site at: <http://owl.english.purdue.edu/owl/resource/589/01/> and read the materials available. The instructor is always willing to assist you **prior** to the assignment's due date. Once the assignment has been submitted, it is too late.

Accommodations for Students: Texas A & M International University is committed to providing reasonable accommodations in compliance with the Americans with Disabilities Act (ADA). If you require academic accommodations, or you suspect you have a disability, please contact Disability Services for Students located at the Student Center, Room 124.

Please inform the instructor within the first week of class should you need physical, academic, or other accommodations.

Professional Expectations: Preparing to become a high quality early childhood educator requires a great deal of commitment on the student's part. Students can expect that I will be on time and attend every class session, be prepared, communicate effectively (verbally and in writing), be open and honest in my interpersonal relations, and fair and ethical in my duties as a teacher. In return, I will expect students to also be on time and attend every class session, be prepared, continue to develop effective communication, develop interpersonally, and accept constructive feedback that will ultimately help them become great teachers.

My expectations of students have impacted the development of the following classroom and grading policies: (1) Being late more than 15 minutes or leaving more than 15 minutes early will result in a loss of 5 points per incident; (2) all absences (regardless of reason or



excuse) will result in a deduction of 10 points per incident and in-class activities for that day cannot be made-up; (3) no late work will EVER be accepted—all due dates are final; (4) all assignments must be submitted in order for a student to receive an A grade in the course regardless of the number of points earned; (5) only students with perfect attendance and a perfect score in my course will receive a professional letter of recommendation from me.

Fieldwork Clearances: All students must have a valid TB test and criminal background check prior to visiting any elementary school campus.

# Sample Semester Calendar\*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 <b>Welcome to the First Day of Class!</b> Introduction to the Texts, Course, and Work Requirements	3	4	5	6	7
8	9 ECI Presentation by Maribel Rodriguez & Reflection (In-class 1) & Event Planning Brainstorming Session	10	11	12	13	14
15	16 Assessment & Embedded Instruction & Vocabulary Quiz Show (In-class 2) & Event Planning Session (form small groups)	17	18	19	20 <b>Chapter 1 Questions due on Angel by midnight.</b>	21
22	23 Child-focused Practices & Systematic Teaching Strategies & Inclusion Museum (In-class 3)	24	25	26	27 <b>Chapter 2 Questions due on Angel by midnight.</b>	28
29	30 Family-based Practices & Typical Language Acquisition (In-class 4)	1	2	3	4 <b>Chapter 3 Questions &amp; Quiz 1 due on Angel by midnight.</b>	5
6	7 Melissa Garcia: Speech and Language Therapy & Reflection (In-class 5)	8	9	10	11 <b>Chapter 4 Questions due on Angel by midnight.</b>	12



13	14 Interdisciplinary Models & Teaching Early Communication Skills & Brief Event Planning Progress Reporting	15	16	17	18 Chapter 5 Questions due on Angel by midnight.	19
20	21 Technology & Monitoring Children's Learning & Research Assistive Technology (In-class 6)	22	23	24	25 Chapter 6 Questions due on Angel by midnight.	26
27	28 DEC Exercise 1 & Mini-Presentations on Assistive Technologies (In-class 7)	29	30	31	1 Chapter 7 Questions due on Angel by midnight.	2
3	4 Environmental Concerns for Inclusion & Small Group Environmental Plans (In-class 8) & DEC Exercise 2	5	6	7	8 Chapter 8 Questions & Quiz 2 due on Angel by midnight.	9
10	11 Event Planning Session (small groups) & DEC Exercise 3	12	13	14	15 Chapter 9 Questions due on Angel by midnight.	16
17	18 Policies & Procedures & Event Planning Session (whole group with small group reports) & <b>Field Experiences Due</b>	19	20	21	22 Chapter 10 Questions due on Angel by midnight.	23
24	25 Advocacy and Systems Change & Advocacy Activity (In-class 9)	26	27	28	29	30

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	2 Personnel Preparation & DEC Exercise 4	3	4	5	6	7			
8	9 Final Event Planning Session & <b>DEC Recommended Practices Notebook Due</b> Celebration of Learning ( In-class 10)	10	11	12	13 Quiz 3 due on Angel by midnight.	14			
15	16 LAST CLASS DAY! <b>Final Exam</b> TBA	17	18	19	20	21			

\*The instructor reserves the right to add to or alter the calendar at any time during the course based on sound professional judgment.