UNC

UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education and Behavioral Studies
School of Special Education
Summer 2025

COURSE TITLE: EDSE 508: School Readiness for Each and Every Child: More Than Academic Preparedness
INSTRUCTOR: Hasan Zaghlawan
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OFFICE HOURS: By appointment
CREDITS: 1 credit hour
DATES: 06/02/25 - 06/29/25; On-Site dates: 4-6 June, Breckenridge, CO

PREREQUISITES: None

The faculty of the School of Special Education believe:
Students with disabilities and students with gifts and talents are part of a larger community of diverse learners; all students can learn when provided with effective **specially designed** instruction, advocacy, and supports; all students can excel when they are held to high standards and expectations; and, the larger mission of education is best served when educators collaborate with students, families, and related services professionals.

COURSE DESCRIPTION: School readiness is more than just academic preparedness; it involves fostering social-emotional development, implementing positive behavioral supports, and ensuring schools are ready to meet the diverse needs of each and every child, including children with disabilities. This interactive workshop is designed for administrators, teachers, and early childhood staff who work with children ages birth to age five with disabilities. Participants will explore key topics including addressing challenging behaviors, creating "ready schools," providing social and academic supports, engaging parents, and reducing exclusionary practices like suspension and expulsion. The Summit will include discussions, hands-on activities, case studies, and collaborative planning to ensure that each and every child, including children with disabilities, has access to high-quality, inclusive early learning environments that set them up for long-term success. This Summit balances research-based content with interactive discussions and planning to help participants apply strategies in their own schools and classrooms.

COURSE OBJECTIVES:

Course participants will learn about:
1. Understand the components of school readiness, including social, emotional, and academic supports for children with disabilities.
2. Identify strategies for addressing and preventing challenging behaviors in early learning settings.
3. Explore the concept of "ready schools" and their role in fostering inclusive, developmentally appropriate environments for each and every child, including children with disabilities.
4. Examine the impact of exclusionary practices such as suspension and expulsion on young children and identify alternatives.
5. Discuss effective parent education strategies that promote family engagement and support children's learning.

Develop action steps to create supportive and equitable early childhood environments.

COURSE CONTENT: Participants will explore key topics that focus on:
- school readiness
- positive behavioral supports
- exclusionary practices like suspension and expulsion

REQUIRED READINGS:

ADDITIONAL READINGS/ACTIVITIES AS ASSIGNED

ASSIGNMENTS:
- **Attendance/Participation (50%):** You must participate and engage with the presenters and other participants during the 2 days of the meeting.
- **On-Site Action Plan Assignments (25%): Complete and submit the activities provided over the two days. Email a copy or pictures of the completed Action Plan and Back Home Plan to the course instructor** by 6/15/2025.
- **Reflection Paper (25%):** Write a 200-300 words reflection paper that discusses (a) what you learned from the Summit? (b) how would you implement the learning from the Summit in your work? (c) what challenges do you anticipate during implementation? and (d) what are you plant to overcome those challenges? Submit the reflection paper to course instructor via email by 6/26/2024.

METHOD OF EVALUATION:
Grades are based on the following scale: 100- 91 A; 90-81 B; 80-71 C; 70-61 D; 60 and below F.

WORKLOAD EXPECTATIONS: In compliance with the guidelines laid out by the Higher Learning Commission, students should expect to spend roughly 12 hours during (in preparation for and after) this course. This amount is regarded as a minimum and does not include additional time for on-site research and studying, if needed; however, the exact time requirements of this course will vary according to individual student needs and abilities.

A rough breakdown of the hours follows: (* = contact hours with Instructor)

On-Site Lectures*	10 hrs
On-Site Group Discussion*	2.5 hrs

COURSE COST: $80/credit hour.

Syllabus Statements

In keeping with UNC's institutional values, the School of Special Education believes children and youth with exceptionalities, their families, and those who work to support them, inclusive of university faculty, are part of a larger diverse community. These views on diversity include race, ethnicity, culture, language, age, (dis)abilities, family status/composition, gender identity and expression, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, country of origin and professional role (CEC, 2021).
https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

Liability Statement Pertaining to Field Experiences:
UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.
In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.

Personal Liability
It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.

AI Usage
While AI tools such as CHatGPT can be useful for many tasks and for detecting plagiarism, it is important to use them responsibly and ethically in university and K12 settings. The use of AI tools is neither encouraged nor prohibited from use on assignments in this course.

The following are some guidelines to follow, should you choose to use AI tools on your assignments:

1. Do not rely solely on AI tools to complete assignments. It is important to understand the content and complete assignments on your own. AI tools should be viewed as a supplement rather than a replacement for your own work.
2. AI programs should not be used as a way to produce first and only drafts.

3. Do not use AI tools to plagiarize. Using AI to generate or modify content to evade plagiarism detection is unethical and violates academic integrity.
4. Text directly copied from AI sites must be treated as any other direct quote and properly cited. Other uses of AI must be clearly described at the end of each assignment.
5. Do not assume that AI responses are always correct. It has been found that AI generates fake and inaccurate results including citations and references.
6. AI tools are owned by independent companies and are not part of the university system. This means that they have their own privacy regulations and data rules. Any information submitted to the AI program should not contain confidential information.

Withdrawal process

The process to withdraw from the University must begin in the Office of the Registrar. You may notify the Registrar by mail, email, or phone. The date you notify the Office of the Registrar of your intent to withdraw will be used as the official withdrawal date from UNC. For more information on your official notification of intent to withdraw, please see the UNC catalog.

Withdrawal deadlines

Withdrawals must be completed by the complete schedule withdrawal deadline of the semester. See the Short Course Calendar for withdrawal deadlines of courses that do not meet the entire semester.