ECHE 3313 03 Early Childhood Cognition
Spring, 2018
ECE 3313 is a required course for EC-6 Certification
College of Education, Department of Language, Literacy and Special Population

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Class Format: ECHE 3313 Early Childhood Cognition is an on-campus course. The format is based on the Socratic approach. Class sessions will consist of asking, discussing, and examining questions for the purpose of expanding students' thoughts and ideas. The principle is for students to learn using critical thinking - reasoning and logic. The objective and use of the Socratic approach is to produce a lively, engaging, and intellectually stimulating classroom atmosphere. Therefore, students need to have read, prepared discussion notes, and have questions prior to each class session.

> **Class day and time:** R 5:30 to 9:20 a.m.
> **Class location:** TEC 131

Course Description: This course is intended to provide a foundation for viewing the early years of life as a distinctly different period in the child's life. The early childhood view of the world is based on the child's developing physical, cognitive, linguistic, and socio-emotional skills and processes. Focus will include an emphasis on the child, the family, and the environment in which the child lives. Prerequisite: 30 semester hours. Credit 3

Textbooks:

Required: Lasley, Haas, Nabors, & Polnick (2016, 2nd ed.). *Learning through play,* Dubuque, IA: Kendall Hunt. **Make sure you purchase the SECOND edition**. The second edition is completely different from the first edition.

The eBook for *Learning through Play* is always available for students to purchase, and it is significantly cheaper than the print book. Here is the link, https://he.kendallhunt.com/product/learning-through-play-early-childhood-theory-development-exploration-and-engagement

 Required: Doyle, T. & Zakrajsek, T. (2013) *The new science of learning,* Sterling, VA: Stylus

Course Objectives: The following objectives will be met during this course:
- Identify, define, and explain the development of young children's cognition.
- Demonstrate the importance of developing instructional goals that are suitable for students with varied learning needs.

- Uses knowledge of how children learn and develop to provide opportunity that support children's physical, cognitive, social and emotional development.
- Identify, define, and explain a variety of developmentally appropriate teaching strategies.
- Demonstrate the ways in which early childhood educators teach thematically while engaging in an interdisciplinary curriculum.
- Understands and applies theories of cognition to the development of classroom environments and learning experiences.
- Identify ways teachers of young children guide behavior.
- Identify the role of assessment through cognitive processes and products.
- Demonstrate and apply informal and formal assessments using age appropriate strategies to evaluate children's work and abilities.
- Develops and designs indoor and outdoor age appropriate learning environments that support children's cognitive processes and products.
- Devise strategies for working with diverse families, specialists, and paraprofessionals.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this link.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

      Essential: Gaining factual knowledge (terminology, classifications, methods, trends).
      Important: Learning fundamental principles, generalizations, or theories.

Course/Instructor Requirements:

This course is a core course for education majors. Informal evaluations on professionalism will be conducted. The following dispositions will help in the understanding of what is required of a professional educator. This course requires all individuals to incorporate the following intellectual behaviors (Habits of Mind) according to Costa and Kallick (2008):

- Persistence
- Managing Impulsivity
- Listening with Empathy and Understanding
- Thinking Flexibly, Metacognition (thinking about your thinking)
- Striving For Accuracy,
- Questioning and Posing Problems
- Applying Past Knowledge to New Situations
- Creating Imagining and Innovating
- Finding Humor
- Gathering Data Through All Senses
- Remaining Open to Continuous Learning
- Responding with Wonderment and Awe
- Taking Responsible Risks
- Thinking and Communicating with Clarity and Precision
- Thinking Interdependently

Course Expectations

Attendance

Expectations are that you will attend and participate in class. It is your responsibility to find out what you missed in class from your colleagues if absent. It is your responsibility to obtain any handouts, information, and materials from your colleagues if you do miss class. As in any EC-6 academic setting, your future work environment, attendance is critical to your success as well as the success of your future students.

Sam Houston State University indicates that may not be penalized for three or fewer **hours** of absences. However, a student may be penalized for more than three hours of absences at the discretion of the instructor. Three hours equals two class meetings. Any absence after the first three hours will result in an immediate 10 point reduction in a student's grade for every hour missed, 15 points for an entire class. This may result in a student dropping from an A to B, B to C and so forth.

Late Assignment Policy:
Assignments are expected to be turned in on the listed due date. Due dates will vary based on class consensus. Late assignments will result in point deductions. All written work is expected to be neat, professional, and typed. All grading criteria is provided on Blackboard.

Time Requirement: Be prepared to spend 4-6 hours per week on this course.
This course is a required course for an EC-6 education major. As such, coverage will be made of an extensive amount of material during the semester. Keeping up with the current readings and assignments will help in class discussions, ticket-ins, the final exam, and the construction of the projects.

Professionalism Policy:
Students are expected to assist in maintaining a classroom environment which is conducive to learning and respectful for all participants. Professionalism also includes the following dimensions from *Learning and Leading with Habits of Mind,* The Habits of Mind Chapter 2, page 2, by Costa and Kallick, (2008).
Value: Choosing to employ a pattern of intellectual behaviors rather than other, less productive
patterns.
Inclination: Feeling the tendency to employ a pattern of intellectual behaviors.
Sensitivity: Perceiving opportunities for, and appropriateness of, employing the pattern of behaviors.
*Capability***:** Possessing the basic skills and capacities to carry through with the behaviors.
Commitment: Constantly striving to reflect on and improve performance of the pattern of intellectual behaviors.
*Policy***:** Making it a policy to promote and incorporate the patterns of intellectual behaviors into actions, decisions, and resolutions of problematic situations.

Unless otherwise approved, students are prohibited from the following: using cellular phones, making offensive remarks, reading newspapers, sleeping, engaging in any form of distraction, and inappropriate bodily gestures. Inappropriate behavior shall result, minimally, in a request to leave class. Cell phones, iPods, or other electrical devices that distract from learning will be confiscated.

Academic Dishonesty Policy: Cheating and plagiarism will not be tolerated. Academic dishonesty is any attempt to deceive involving academic work or records. This includes making copies of the textbook. Forms of deceit include cheating, plagiarism, unauthorized assistance, multiple use, falsification or fabrication, complicity, and abuse of academic materials. This includes electronic cheating (For example, if you are referencing material from a book or a website you need to paraphrase the material and reference the source. Cutting and pasting is NOT acceptable!) All work must be original with proper documentation of sources, and credit must be given for the source(s) even if it is from another student. The second offense will result in an "F" for the entire course.

Webster's New Collegiate Dictionary 9th ed, (1981) defines **plagiarize** \'pla-je-,riz *also* j - -\ *vb* **-rized**; **-riz·ing** *vt* [*plagiary*] : to steal and pass off (the ideas or words of another) as one's own : use (a created production) without crediting the source vi: to commit literary theft: present as new and original an idea or product derived from an existing source **- pla·gia·riz·er** *n* (p. 870)*Merriam-Webster's collegiate dictionary* (9th ed.). (1993). Springfield, MA: Merriam-Webster.

Course Assignments

Assignments uploaded to Blackboard must be in a Microsoft word doc. format. If an assignment cannot be opened due to the wrong format it will be considered late and points will be deducted. It is your responsibility to be sure the format is correct and the document is uploaded properly.

Exam:
Final exam (50 Points): The final exam will consist of one case study analysis.

Quizzes (approximately 280 points): Quizzes are online. Each quiz will consist of 10 questions related to the assigned reading. The quiz will be available online until one hour before class. You will have 20 minutes to complete each quiz – 2 minutes for each question. You may retake the entire quiz for additional points using a hard copy of the quiz after you have taken it online. The hard copy retake MUST include page numbers located in the assigned reading and two sentences in your own words to justify your selected response.
Length: 10 questions
Due: check the schedule of assignments
Evaluation: 1 point for each correct answer

Comparative Analysis of Concepts for Chapters 1 through 10 (0-10 possible points for each entry)
Part 1: Construct a comparative analysis for each designated reading assignment listed on the course schedule. Personal opinions weakens and places a subjective twist to the analysis. Why? Administrators and parents want to know the facts and an unbiased analysis of any concept, topic,

or situation. Administrators and parents may receive your opinion as judgmental and challenging their authority, knowledge, life style, culture or administrative or parenting skills. As professionals, we need to keep our opinions to ourselves. Therefore, the words "I think", "I believe", "In my classroom I. . . " or "I would" will eliminate the submission from being graded i.e. a zero replaces the grade. - 600 word minimum comparative analysis;

    Part 2: Identify and reflect on one or more habits of mind or 21st century skills that you are trying to improve while taking this course – 200 word minimum. Evaluation: Refer to the assessment rubric on Blackboard

USE THE GRADING RUBRIC AND PROVIDE A SELF-ASSESSMENT BEFORE POSTING.

    Length:

    600 word minimum comparative analysis;

    200 word minimum habits of mind

    Due: Check the course schedule for specific dates.

    Evaluation: Refer to the assessment rubric

    Late: 5 points will be deducted every day the posting is late.

Comparative Analysis Case Studies for Chapters 10-15 (0-10 possible points for each posting) 60 possible points:

    Case studies are discussed during each class session. Students are to construct an analysis of a case within the context of the course objectives and reading assignments based on the criteria (standard) set within the grading rubric. The primary criteria for evaluation will be based on the amount and quality of data supporting the conclusion; consideration of data both for and against the conclusion; logical strength and clarity of the argumentation in support of the conclusion; contending effectively with opposing arguments; dealing with all the pertinent issues; and originality of ideas.

    Part 1: Construct a comparative analysis for one of the case studies and posted according to the course schedule. Entries will relate to course content through dialectical reasoning. Dialectical thinking refers to the ability to view issues from multiple perspectives and to arrive at a reasonable understanding, 800 word minimum for the analysis.

    Avoid personal opinions because opinions weaken and places a subjective twist to the analysis. Why is this relevant to teaching? Administrators and parents want to know the facts and an unbiased analysis of any concept, topic, or situation. Administrators and parents may receive your opinion as judgmental and challenging their authority, knowledge, life style, culture or administrative or parenting skills. As professionals, we need to keep our opinions to ourselves. Therefore, the words "I think", "I believe", "In my classroom I. . . " or "I would" will eliminate the submission from being graded i.e. a zero replaces the grade.

    Part 2: Identify and reflect on one or more habits of mind or 21st century skills that you are trying to improve while taking this course – 200 word minimum.

Available Points: 0 to 10 points for each posting

USE THE GRADING RUBRIC AND PROVIDE A SELF-ASSESSMENT BEFORE POSTING.

    Length: **800 word minimum comparative analysis;**

        200 word minimum habits of mind

    Due: Check the course schedule for specific dates.

    Evaluation: Refer to the assessment rubric

    Late: 5 points will be deducted every day the posting is late.

Digital Research Project (150 points):

Problem/Question based learning - rather than giving a specific research topic, students have the opportunity to determine a topic or problem in early childhood education based on the course learning

objectives. The assignment is to help the students think through the complex issues involved in current early childhood education practices. The students are to construct a driving question based on the course objectives; conduct research including a minimum of 10 current early childhood teacher interviews; and, provide a research script and video by October 8, 2017.

The final research video can be funny, poignant, disturbing, ironic, absurd, inspirational, amusing, or any combination. The research video uses video & film scenes, photographs and/or sound of real people and real events which when edited together creates a particular story, viewpoint, message or experience evidenced in documentaries. Traditionally, documentaries are 30-minutes to 2 hours in length (to fit within a television schedule or for theatrical release). The video documentary for this course requires a minimum of 30 minutes. The goal of a documentary is to tell a realistic and true story by presenting facts and interviews, to inform, teach, and entertain.

One of the fundamental aspects of the assignment involves students' critical thinking and reasoning which includes evaluating the information provided by the various sources. Some of the concepts key to critical thinking are peer-review, reliability, bias, and risk analysis. The primary criteria for judgment will be based on the amount and quality of data supporting the conclusion; consideration of data both for and against the conclusion; logical strength and clarity of the argumentation in support of the conclusion; contending effectively with opposing arguments; dealing with all the pertinent issues; and originality of ideas. The main habits of mind pertinent to this challenge are open-mindedness, fair-mindedness, an appropriately skeptical attitude, and a willingness to pursue an issue to the best conclusion.
USE THE GRADING RUBRIC AND PROVIDE A SELF-ASSESSMENT BEFORE POSTING.

> Length: 30-minute minimum for the video
> Due: Check the course schedule
> Evaluation: Refer to the class approved assessment rubric
> Available Points: 100 group points for the storyboard and script
> 50 group points for the video
> Late: 5 points will be deducted every day the final submission is late

Project Approach Project (100 points):
This is a word document project constructed by a collaborative group of 4 to 5 students. Projects are in-depth studies of a topic or theme (Chard, 1998b, p. 5). According to Katz and Chard (1989), projects can help children meet learning goals in the four major areas of knowledge, skills, dispositions, and feelings. The purpose of the interdisciplinary integrated student centered unit assignment is to construct the elements of a functional developmentally appropriate early childhood project. This assignment has the potential for use once you and your colleagues are engaged as teachers in a K-6 classroom.

This is a collaborative group (3 to 5 participants) assignment. The assignment correlates directly with the course objectives. Select a interdisciplinary topic of interest by students of a selected age group for an in-depth investigation. Specifics for the interdisciplinary project assignment are posted on Blackboard and handed out in class.
USE THE GRADING RUBRIC AND PROVIDE A SELF-ASSESSMENT BEFORE POSTING.

> Length: This will vary
> Due: Check the course schedule
> Evaluation: Refer to the class approved assessment rubric
> Available Points: 100 group points
> Late: 5 points will be deducted every day the final submission is late.

Class participation (0-5 point per week):
The Association for the Study of Higher Education (ASHE) reference literature that indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Such student engagement supports the theory of student involvement. The theory of student involvement encourages educators to focus less on what they do and more on what students do (Astin, 1984). The question becomes how motivated are students to dedicate sufficient time and energy to the learning process? (Astin, 1984). Therefore, class participation is an important part of the learning process.

How can students participate in class? McKinney, K. (2010) note the following opportunities for class participation: student-led review sessions; games; analysis or reactions to videos; student debates; student generated exam questions; analyze case studies; keeping journals or logs; write and produce a newsletter; concept mapping; mini-research proposals or projects; a class research symposium.
> Evaluation: Refer to the class approved assessment rubric

OPTIONAL EXTRA CREDIT ASSIGNMENTS:

Mid-term Exam
Mid-term exam (50 Points) *Optional*: The mid-term will consist of multiple-choice questions.

Chapter Graphic Organizer (0-5 possible points)
Complete one or more of chapter 5, 6, 7, 8, and/or 9 graphic organizer. BE THOROUGH!

Reading Logs for Chapters 1-15 (0-10 possible points for each entry) 90 possible points:
> Reading is a primary form of literacy. Reading is a necessary skill for self-improvement and the development of critical thinking. The reading log is a learning strategy to facilitate in a deeper connection and understanding of a text, especially academic reading. Note taking, comprehension and using the knowledge or understanding you have gained is part of the learning process.
> Avoid personal opinions because opinions weaken and places a subjective twist to the analysis. Why is this relevant to teaching? Administrators and parents want to know the facts and an unbiased analysis of any concept, topic, or situation. Administrators and parents may receive your opinion as judgmental and challenging their authority, knowledge, life style, culture or administrative or parenting skills. As professionals, we need to keep our opinions to ourselves. Therefore, the words "I think", "I believe", "In my classroom I. . . " or "I would" will eliminate the submission from being graded i.e. a zero replaces the grade.
USE THE GRADING RUBRIC AND PROVIDE A SELF-ASSESSMENT BEFORE POSTING.
> Length: will vary
> Due: refer to the course schedule
> Evaluation: rubric posted on Blackboard

Research Article (1-10 possible points for each analysis): Select and submit a research article and analysis that correlates with the course reading assignments. The article MUST be from a journal located on Google Scholar or the SHSU library website. Save the article as a PDF, write an analysis of the article's content, and submit your analysis with the article on Blackboard. While reading the article answer the following questions with a minimum of 5 sentences per question:

1. What is the main purpose of the article? (Here you are trying to state, as accurately as possible, the author's purpose for writing the chapter. What was the author trying to accomplish?)
2. What is the most important information in the article? (You want to identify the key information the author used, or presupposed, in the chapter to support his/her main arguments. Here you are looking for facts, experiences, and/or data the author is using to support her/his conclusions.)
3. What are the main inferences/conclusions in the article? (You want to identify the most important conclusions that the author comes to and presents in the chapter.)
4. What consequences are likely to follow if people take the author's line of reasoning seriously? Here you are to follow out the logical implications of the author's position. You should include implications that the author states, but also include those that the author does not state. DIRECT QUOTES MUST BE EXCLUDED.

Length: Minimum of 800-word reflection of the article as it relates to the course objectives.
USE THE GRADING RUBRIC AND PROVIDE A SELF-ASSESSMENT BEFORE POSTING.

Grades

Grading Scale: A 93-100%   B 80-92%   C 70-79%   D 60-69%   F BELOW 60%

Evaluation in this course will be based upon the following items:

(1) Final	50 points
(2) Quizzes	280 points (approximately)
(3) Research Project – Group work	150 points
(4) Comparative Analysis	120 points (approximately)
(5) Project Approach Project – Group Work	100 points
(6) Weekly Class Participation	60 points (approximately)

The instructor reserves the right to alter course requirements to better meet the learning needs and knowledge/experience levels of the pre-service teachers. Students will be notified of any adjustments in course requirement in a timely manner. Changes will be discussed in class and provided in writing.

Tentative Schedule

Date	Assignment	Posting Dates & Possible Points	Possible Points
1/18	Meet and Greet – Introduction New Science of Learning – p. 1-55 Establish groups		
1/25 Week 1	New Science of Learning – p. 1-55 p. 56-116 Chapter 1 p. 1-16 p. 16-27	Take 4 10-point Blackboard quizzes between midnight on 1/18 and one hour before class.	40 points for 4 Quizzes (10 + 2 EC each)
2/1	Chapter 2 – History of	Take 2 10-point Blackboard	20 points for 2

Week 2	Play (27 pages) p. 29-44 p. 44-56 Finalize groups, Set up Google Docs for first project	quizzes between midnight 1/25 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 2/3	Quizzes (10 + 2 EC each) Comparative analysis for Chapter 1 or 2 (10 possible points)
2/8 Week 3	Chapter 3 – 21st century EC p. 57-70 p. 70-86	Take 2 10-point Blackboard quizzes between midnight on 2/1 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 2/10	20 points for 2 Quizzes (10 + 2 EC each) Comparative analysis for Chapter 3 (10 possible points)
2/15 Week 4	Chapter 4 - Theories Chapter 5 – Behaviorism 22 pages Peer Review – Research Project	Take 2 10-point Blackboard quizzes between midnight on 2/8 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 2/17	20 points for 2 Quizzes (10 + 2 EC each) Comparative analysis for Chapter 4 or 5 (10 possible points)
2/22 Week 5	Chapter 6 – Romanticism 16 pages Chapter 7 – Romanticism Models p. 139-149	Take 2 10-point Blackboard quizzes between midnight on 2/15 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 2/24	20 points for 2 Quizzes (10 + 2 EC each) Comparative analysis for Chapter 6 or 7 (10 possible points)
3/1 Week 6	Chapter 7 – p. 149-160 Chapter 8 – Constructivism 16 pages Peer Review – Research Project	Take the 10-point Blackboard quizzes between midnight on 2/22 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 3/3	Quiz (10 + 2 EC) Comparative analysis for 8 (10 possible points)
3/8 Week 7	Chapter 9 – Constructivist Ed. Models p. 179-191 p. 191-203 Midterm – Extra Credit	Take 2 10-point Blackboard quizzes between midnight on 3/1 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 3/10 Research Project (150 points) is due 3/8 Midterm – 3/4 – 3/10	20 points for 2 Quizzes (10 + 2 EC each) Comparative analysis for Chapter 9 (10 possible points) Research Project (150 points)
3/12-3/16	Spring Recess		
3/22 Week 8	Chapter 10 - Infants p. 205-223	Take 2 10-point Blackboard quizzes between midnight on 3/8	20 points for 2 Quizzes (10 + 2 EC

	p. 224-240 Introduce Project Approach Assignment	and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 3/24.	each) Comparative analysis for infants (10 possible points)
3/29 Week 9	Chapter 11 – Toddlers p. 243-256 p. 256-283 Project Peer Review	Take 210-point Blackboard quizzes between midnight on 3/22 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 3/31	20 points for 2 Quizzes (10 + 2 EC each) Comparative analysis for toddlers (10 possible points)
4/5 Week 10	Chapter 12 Three Year Olds p. 285-308 p. 308-330 Project Peer Review	Take 2 10-point Blackboard quizzes between midnight on 3/29 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 4/7.	20 points for 2 Quizzes (10 + 2 EC each) Comparative analysis for 3 year olds (10 possible points)
4/12 Week 11	Chapter 13 Four Year Olds p. 331-352 p. 353- 375 Project Peer Review	Take 2 10-point Blackboard quizzes between midnight on 4/5 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 4/14	20 points for 2 Quizzes (10 + 2 EC each) Quiz (10 + 2 EC) Comparative analysis for 4 year olds (10 possible points)
4/19 Week 12	Chapter 14 Five Year Olds p. 377-400 p. 401-421 Project Peer Review	Take 2 10-point Blackboard quizzes between midnight on 4/12 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 4/21	20 points for 2 Quizzes (10 + 2 EC each) Comparative analysis for 5 year olds (10 possible points)
4/26 Week 13	Chapter 15 p. 423-447 p. 447-463	Take 2 10-point Blackboard quizzes between midnight on 4/24 and one hour before class.	20 points for 2 Quizzes (10 + 2 EC each)
5/1 Week 14	Chapter 15 p. 463-483 Project Peer Review	Take the 10-point Blackboard quiz between midnight on 4/26 and one hour before class. Post a comparative analysis entry by 11:50 p.m. on 5/3	Quiz (10 + 2 EC) Comparative analysis (10 possible points)
5/3	Integrated Instruction Projects are due.		
5/7	Final	Take the 50 point final online between noon on 5/4 and11:50 p.m. on 5/7	Final (50+ possible points)

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
    http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
  - Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.