

## **Course Requirements**

### **Certificate (Course Completion) Requirements**

To earn a Certificate of Completion, participants must:

- Complete the pre-course quiz
- View all lesson presentations in their entirety
- Complete all assignments
- Complete the post-course quiz
- Complete the course feedback form

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## **Course Components**

### **Pre-Course Quiz:**

The pre-course quiz is intended to assess a participant's current knowledge level of course content. Pre-course quiz scores will be compared with post-course quiz scores to assess changes in knowledge level over the 10-week course.

The quizzes are not intended to test individual participants and will not result in a grade. They are part of our program evaluation process.

The pre-course quiz must be completed by 11:59 p.m. on the Sunday after the course opens or you will be dropped from the course. After completing the pre-course quiz, you may begin the first lesson.

### **Lesson Presentations:**

Each course has five (5) lessons; a new lesson opens every two weeks. Each lesson includes a lesson presentation that is split into 2-3 parts. You must completely view each part of each lesson presentation. At the end of each presentation part, you must click the box on the last slide of the presentation to indicate that the presentation has been fully viewed.

On the course page, below each lesson presentation link, there is a transcript of each lesson part in a PDF file. The PDF file may be downloaded and used to follow along with the lesson. However, the PDF is not a substitute for actually viewing the lesson. You must view each lesson part to receive credit for completing the lesson.

If you experience a problem viewing the lesson presentations, first consult the ES Online Help Videos. If you continue experiencing problems, then submit a help ticket to [ES Online Help](#) for assistance. Live links to the help ticket may be found throughout the course site.

### **Assignments:**

There are two assignments to complete for each lesson. Assignments are intended to assess and apply your understanding of the content that was presented in the lesson presentation. The assignments are due by 11:59 p.m. on the second Friday after the lesson is opened. Online course facilitators provide feedback and mark assignments as "Incomplete (0)," "Complete and Incorrect (50)," or "Complete and Correct (100)." Assignments are marked "Incomplete" if nothing is submitted. Assignments should be completed *in the participant's own words* and may not be directly copied from the lesson scripts. If you receive a mark of "Complete and Incorrect," you may correct and resubmit your assignment to achieve a mark of "Complete and Correct." Participants are encouraged to submit their assignments by 8:00 p.m. the Monday after the lesson opens to receive facilitator feedback with time to resubmit assignments.

**No late assignments will be accepted. There will be *absolutely no exceptions*. If you fail to submit all 10 assignments for the course prior to the due dates, you will not receive a Certificate of Completion.**

Please note that if a holiday occurs during the two-week period for which the lesson is open, deadlines will NOT be changed. Additionally, technical support is available only during standard business hours. Therefore, requests for technical support after 5:00 p.m. on Friday will not be addressed until the following Monday. Failure to submit an assignment prior to 11:59 p.m. on the second Friday after the lesson is opened will be considered as incomplete, even if you experience technical issues. Please plan course completion accordingly.

**Early Start Online Courses Syllabus**  
**Email: [ESOnlineHelp@wested.org](mailto:ESOnlineHelp@wested.org) Website: <http://cpeionline.net>**

**Discussion Forum:**

Each lesson includes a discussion forum where topics are posted for open discussion that furthers the application of the lesson content. The discussion forum encourages in-depth sharing and support among participants. Use the discussion forums to share personal experiences, resources, and questions or concerns. By posting to this forum, your contributions result in a richer online resource for you and your peers.

**Course Feedback Form:**

At the end of the course, there is a course feedback form. Please complete the feedback form and tell us what you thought about the course. We use the course feedback to improve course delivery. Your responses will help us improve our course design, our instruction, and the type of services we are able to offer our online participants. *The course feedback form is a required component for the completion of this course.*

**Learning Objects and Resources:**

A glossary of terms, a database of references and resources, and additional documents can be found at the end of each lesson. These are excellent tools to clarify concepts and further expand your knowledge on the course content.

**Post-Course Quiz**

The post-course quiz is intended to assess a participant's level of knowledge of the course content following completion of the course. This quiz must be completed in order to receive the Certificate of Completion. You may review your notes prior to taking the quiz.

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**Drop Period:**

Participants must log in to the course website and complete the pre-course quiz by 11:59 PM on Sunday after the course opens. Participants who fail to log in and complete the pre-course quiz will be dropped from the course.

Participants who wish to drop out of the course should submit a help ticket to [ES Online Help](#) and inform the administrator that they want to drop the course. To register for the course again, individuals must go to the registration website and enter a new registration.

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**Technical Specifications:**

To access course content easily and efficiently, the following technical applications and practices are recommended:

- Use one of these browsers:
  - Google Chrome, Mozilla Firefox or Safari (It may be downloaded for free off the Internet)
  - Internet Explorer works but may result in technical glitches
- Update Javascript <http://java.com/en/>
- Update Flash <http://get.adobe.com/flashplayer/>
- Turn off pop-up window blockers
- Use a broadband Internet connection
- Modify Web-filtering if needed
  - If your agency uses a Web-filtering system, please ask your technology support person or department to permit access to vimeo.com, our video hosting site; without access, you will be unable to view the videos.

**Technical Support/Help:**

If you are having trouble accessing or logging in to the course:

- Submit a help ticket to [ES Online Help](#).

Within the course, if you are having trouble viewing a presentation, video, or activity:

- FIRST check the help videos in the ES Online Help course. All students are automatically enrolled in this course, which consists of a collection of brief, helpful videos and transcripts.
- THEN submit a help ticket to [ES Online Help](#) if the issue is not resolved and we will try to assist! ES Online Help staff will respond to emails within 1 business day.

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**Email: [ESOnlineHelp@wested.org](mailto:ESOnlineHelp@wested.org) Website: <http://cpeionline.net>**

**Instructors and Facilitators**

An instructor will have oversight of the lesson and post assignments and discussion topics. The course will have 2 facilitators who will provide instructional support including grading and feedback on assignments and facilitation of the discussion boards.

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**Continuing Education Units (CEUs)**

To apply for CEUs, registrants must indicate interest in earning CEUs at the time of registration. Application for CEUs will not be accepted during or after completion of the course.

**CEUs for California State University, Sacramento (10 hours per course)**

Requirements that must be fulfilled to receive CEUs:

- Complete the Registration Agreement form
- Meet all course completion requirements leading to a certificate of completion
- Complete overall CSUS course evaluation/feedback form
- Submit fee of \$75 payable to WestEd (check or money order)

**BRN and LCSW/MFT Credits (10 hours per course)**

Requirements that must be fulfilled to receive BRN and LCSW/MFT credits/hours:

- Meet all course completion requirements leading to a certificate of completion
- Complete overall course evaluation/feedback form
- Submit fee of \$10 per hour, payable to WestEd (check or money order)
  - An email with a PDF of the certificate of hours will be issued after all requirements are met and payment is received

**SLPA Credits (6 hours per course)**

Requirements that must be fulfilled to receive SLPA credits/hours:

- Meet all course completion requirements leading to a certificate of completion
- Complete overall CSUS course evaluation/feedback form
- Submit fee of \$10 per hour, payable to WestEd (check or money order)
  - An email with a PDF of the certificate of hours will be issued after all requirements are met and payment is received

## Early Start Foundations: Understanding Systems, Processes and Practices (Spring 2017)

Lesson Start Date	Lesson Name <i>Learning Outcomes – By the end of the lesson, the learner will be able to:</i>	Assignments	
		#	Due Date
Pre-course quiz must be completed prior to starting Lesson 6, and will be open from Monday, April 17 <sup>th</sup> to Sunday, April 23 <sup>rd</sup> at 11:59pm.			
April 17 <sup>th</sup>	<b>Lesson 1: Family Systems</b> <ol style="list-style-type: none"> <li>Discuss the critical role of the different components of the family system in the care and development of young children.</li> <li>Describe how a family system can be impacted by having a child with a disability.</li> <li>Identify resources for Early Start families who require family support services.</li> </ol>	1	11:59pm April 28 <sup>th</sup>
		2	11:59pm April 28 <sup>th</sup>
May 1 <sup>st</sup>	<b>Lesson 2: Early Start System</b> <ol style="list-style-type: none"> <li>Describe the Early Start Program eligibility to a colleague in a different agency.</li> <li>Navigate federal and state laws to answer family questions and better guide families to access the Early Start System.</li> <li>Apply Early Start procedural safeguards to family situations.</li> </ol>	1	11:59pm May 12 <sup>th</sup>
		2	11:59pm May 12 <sup>th</sup>
May 15 <sup>th</sup>	<b>Lesson 3: Utilizing Evidence-based Practice</b> <ol style="list-style-type: none"> <li>Create a question based on an early intervention dilemma.</li> <li>Appraise the validity and applicability of research documents or information on a website.</li> <li>Integrate the best available evidence and practitioner and family values and priorities to make decisions.</li> </ol>	1	11:59pm May 26 <sup>th</sup>
		2	11:59pm May 26 <sup>th</sup>
May 29 <sup>th</sup>	<b>Lesson 4: IFSP Development</b> <ol style="list-style-type: none"> <li>List the typical sequence of the IFSP process.</li> <li>Apply IFSP-related Part C laws and timelines to a family situation.</li> <li>Highlight family strengths and needs in different components of the IFSP process.</li> </ol>	1	11:59pm Nov 4 <sup>th</sup>
		2	11:59pm Nov 4 <sup>th</sup>
June 12 <sup>th</sup>	<b>Lesson 5: Supporting Families Using Coaching and Other Help-Giving Practices</b> <ol style="list-style-type: none"> <li>Highlight the differences between coaching parents/caregivers versus 'doing for' parents and children.</li> <li>Give examples of each of the 5 steps of the coaching model.</li> <li>Describe help-giving practices other than coaching that are used when working with families.</li> </ol>	1	11:59pm June 9 <sup>th</sup>
		2	11:59pm June 9 <sup>th</sup>
Post-course quiz will be open from Monday, June 12 <sup>th</sup> to Friday, June 30 <sup>th</sup> at 11:59pm.			

# Early Start Foundations: Partnering for Effective Service Delivery (Spring 2017)

Lesson Start Date	Lesson Name <i>Learning Outcomes – By the end of the lesson, the learner will be able to:</i>	Assignments	
		#	Due Date
Pre-course quiz must be completed prior to starting Lesson 6, and will be open from Monday, April 17 <sup>th</sup> to Sunday, April 23 <sup>rd</sup> at 11:59pm.			
April 17 <sup>th</sup>	<b>Lesson 11: Working with Diverse Families</b> <ol style="list-style-type: none"> <li>Describe the various differences that may be considered under the broad definition of ‘diversity.’</li> <li>Discuss strategies to reflect on how one’s own cultural beliefs, values, and pre-conceptions about family may have an impact on early intervention interactions with families.</li> <li>Describe strategies to support families from diverse backgrounds during the stages of the IFSP process.</li> </ol>	1	11:59pm April 28 <sup>th</sup>
		2	11:59pm April 28 <sup>th</sup>
May 1 <sup>st</sup>	<b>Lesson 12: Relationship-Based Early Intervention</b> <ol style="list-style-type: none"> <li>Describe how supporting the relationship between the primary caregiver and the child is essential to a child’s development.</li> <li>Discuss how “the parallel process” is a critical component of early intervention service delivery.</li> <li>Explain the difference between providing services by “being with” families instead of “doing for” families.</li> </ol>	1	11:59pm May 12 <sup>th</sup>
		2	11:59pm May 12 <sup>th</sup>
May 15 <sup>th</sup>	<b>Lesson 13: Quality Assurance in Early Intervention</b> <ol style="list-style-type: none"> <li>Define basic Early Start quality assurance terms.</li> <li>Describe how local data is used in the quality assurance process.</li> <li>Identify the impact of service coordinator and service provider practices on California's performance on the State Performance Plan indicators.</li> </ol>	1	11:59pm May 26 <sup>th</sup>
		2	11:59pm May 26 <sup>th</sup>
May 29 <sup>th</sup>	<b>Lesson 14: Transition Planning</b> <ol style="list-style-type: none"> <li>Identify the roles and responsibilities of involved personnel to ensure a smooth transition for a child and family exiting California's Early Start program when the child turns three.</li> <li>Identify the required timelines for each stage and/or activity of the transition process.</li> <li>Discuss the process to develop individualized steps and services to support smooth transitions for children and families.</li> </ol>	1	11:59pm Nov 4 <sup>th</sup>
		2	11:59pm Nov 4 <sup>th</sup>
June 12 <sup>th</sup>	<b>Lesson 15: Collaboration within the Early Start Team and Community Resources</b> <ol style="list-style-type: none"> <li>Contrast the benefits for children and families of creating shared outcomes instead of discipline specific outcomes.</li> <li>Describe different models of teamwork and collaboration that integrate strategies from multiple disciplines.</li> <li>Identify strategies to collaborate with local community service and support resources.</li> </ol>	1	11:59pm June 9 <sup>th</sup>
		2	11:59pm June 9 <sup>th</sup>
Post-course quiz will be open from Monday, June 12 <sup>th</sup> to Friday, June 30 <sup>th</sup> at 11:59pm.			

## Early Start Skill Base: Facilitating Communication Development (Spring 2017)

Lesson Start Date	Lesson Name <i>Learning Outcomes – By the end of the lesson, the learner will be able to:</i>	Assignments	
		#	Due Date
Pre-course quiz must be completed prior to starting Lesson 6, and will be open from Monday, April 17 <sup>th</sup> to Sunday, April 23 <sup>rd</sup> at 11:59pm.			
April 17 <sup>th</sup>	<b>Lesson 1: Development of Communication Skills</b> 1. Define common terms in the area of communication development. 2. Define the essential components of a child's communication system. 3. Describe typical communication development in infants and toddlers.	1	11:59pm April 28 <sup>th</sup>
		2	11:59pm April 28 <sup>th</sup>
May 1 <sup>st</sup>	<b>Lesson 2: Red Flags, Common Disabilities, and Referrals</b> 1. Recognize behaviors and characteristics that indicate a need for assessment. 2. Describe the characteristics of the most frequently occurring communication disorders. 3. Describe the impact of specific developmental disabilities on communication.	1	11:59pm May 12 <sup>th</sup>
		2	11:59pm May 12 <sup>th</sup>
May 15 <sup>th</sup>	<b>Lesson 3: Essentials of Assessment of Communication Development</b> 1. Identify multiple tools and practices to assess development and progress in the area of communication. 2. Restate findings of a communication evaluation or assessment report to a child's family. 3. Describe how communication assessment can be conducted using typical family routines and activities.	1	11:59pm May 26 <sup>th</sup>
		2	11:59pm May 26 <sup>th</sup>
May 29 <sup>th</sup>	<b>Lesson 4: Outcomes, Services, and Coordination</b> 1. Identify a family's concerns, priorities, and resources for their child's communication development. 2. Identify possible functional, family-focused outcomes for a child with a communication disorder. 3. Explore service and support options based on the needs of the child and family.	1	11:59pm Nov 4 <sup>th</sup>
		2	11:59pm Nov 4 <sup>th</sup>
June 12 <sup>th</sup>	<b>Lesson 5: Intervention Strategies to Work With Children and Their Families</b> 1. Describe relationship-based intervention strategies to support families in supporting the communication development of their young children. 2. Identify resources and strategies for integration into natural environments to address the communication development of young children. 3. Identify intervention strategies for integration into natural environments to address the communication disorders of young children.	1	11:59pm June 9 <sup>th</sup>
		2	11:59pm June 9 <sup>th</sup>
Post-course quiz will be open from Monday, June 12 <sup>th</sup> to Friday, June 30 <sup>th</sup> at 11:59pm.			

## Early Start Skill Base: Facilitating Cognitive Development (Spring 2017)

Lesson Start Date	Lesson Name <i>Learning Outcomes – By the end of the lesson, the learner will be able to:</i>	Assignments	
		#	Due Date
Pre-course quiz must be completed prior to starting Lesson 6, and will be open from Monday, April 17 <sup>th</sup> to Sunday, April 23 <sup>rd</sup> at 11:59pm.			
April 17 <sup>th</sup>	<b>Lesson 1: Development of Cognitive Skills</b> 1. Define the essential components of early cognition. 2. Describe the scope and sequence of typical cognitive development in infants and toddlers. 3. Define common terms in the cognitive domain pertinent to infants and toddlers	1	11:59pm April 28 <sup>th</sup>
		2	11:59pm April 28 <sup>th</sup>
May 1 <sup>st</sup>	<b>Lesson 2: Red Flags, Common Disabilities and Referrals</b> 1. Recognize behaviors and characteristics that indicate a need for assessment. 2. Identify the most frequently occurring disabilities that have intellectual delays or disabilities as primary characteristics. 3. Describe the challenges associated with referring a child for assessment based on red flags for intellectual delays or disabilities.	1	11:59pm May 12 <sup>th</sup>
		2	11:59pm May 12 <sup>th</sup>
May 15 <sup>th</sup>	<b>Lesson 3: Essentials of Assessment of Cognitive Development</b> 1. Identify multiple tools and practices to assess development and progress in the cognitive domain. 2. Restate findings of cognitive evaluation/assessment report(s) to a child's family. 3. Describe how cognitive assessment can be conducted using typical family routines and activities.	1	11:59pm May 26 <sup>th</sup>
		2	11:59pm May 26 <sup>th</sup>
May 29 <sup>th</sup>	<b>Lesson 4: Outcomes, Services and Coordination</b> 1. Identify a family's concerns, priorities, and resources with regard to their child's cognitive development. 2. Identify possible functional, family-focused outcomes for a child with an intellectual disability. 3. Explore support and service options based on the needs of the family.	1	11:59pm Nov 4 <sup>th</sup>
		2	11:59pm Nov 4 <sup>th</sup>
June 12 <sup>th</sup>	<b>Lesson 5: Intervention Strategies to Work with Children and Their Families</b> 1. Identify resources and strategies for promoting the cognitive development of young children. 2. Describe relationship-based intervention strategies to support families as they support the cognitive development of their young children with intellectual delays or disabilities. 3. Identify strategies for integrating developmentally appropriate intervention into natural environments to support cognitive development in young children.	1	11:59pm June 9 <sup>th</sup>
		2	11:59pm June 9 <sup>th</sup>
Post-course quiz will be open from Monday, June 12 <sup>th</sup> to Friday, June 30 <sup>th</sup> at 11:59pm.			