James I. Perkins College of Education
SPE 438.501 (SPED 4338)
Academic Instruction for People with Disabilities
Fall 2019

Instructor: L. Kathleen Sherif, Ed.D.

The SFA Way … "...striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.
The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.
The Principle of Responsibility … Lumberjacks do what is right.
The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.
The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: L. Kathleen Sherif, Ed.D.
Course: Online course
Credits: 3 hours
Office: Department of Elementary Education, Janet Padillo Early Childhood Research Center, Office 201J
Office hours: Thursdays 9:00am –11:00am; Fridays 9am -12:00pm; Please schedule an appointment via D2L course e-mail.
Phone: 936-468-1194
Email: Use D2L email in the course with SPE 438 typed in the subject line. Note: I teach multiple courses and I want you to identify in the subject line which course you are e-mailing me about so that I can support you quickly and appropriately.

Course Description: This course addresses effective instructional approaches to help students with disabilities (intellectual, learning, physical and behavioral) achieve academic goals. SPED 4338 Instruction for Persons with Disabilities (3 credits; fully online) spans 16 weeks. Instruction for Persons with Disabilities (3 credits; fully online) spans 16 weeks. The course contains extensive written and assessment content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on evidence-based teaching strategies and interventions including pre and post assessments of students with disabilities in all content areas. In addition, students are required to read and research current texts and assessment websites both statewide and nationally, complete
quizzes/exams over the course content, develop student projects related to future teaching of students with learning disabilities, write self-reflections, and self-evaluate their content material understanding/needs. Students complete multiple discussion/writing assignments that evaluate their ability to think ethically and professionally regarding the writing of individual education plans and creation of self-regulation strategy plans for students in both inclusive and self-contained school settings. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments regarding students with disabilities in need of assistive technology support systems. The course is designed in coordination with the EC-12 Special Education TExES Domains and Competencies. The primary focus will be on the implementation of effective instructional strategies based on the scientifically-validated principles of direct instruction. Also, current issues in learning disability such as inclusion, response to intervention, collaborative consultation, and differing instructional theories will be discussed. The numbers in bold indicate correspondence between TExES Domains and Competencies to course objectives.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program. This course also supports the mission of the Human Services Department.

Commitment to Diversity …
The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

THECB Core Objectives/Outcomes

- Critical Thinking Skills
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making.

- Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Standards Addressed:

CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs
3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability
3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement
assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition. Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.
The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

**[Board amendment adopted February 13, 2015]** CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for “a reliable, valid model that uses admissions criteria other than those stated in this standard”) will be approved only under special circumstances. The CAEP staff will report to the Board and the public annually on actions taken under this provision. In all cases, EPPs must demonstrate the quality of the admitted candidates.

**Additional Selectivity Factors**

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

**Selectivity During Preparation**

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

**Selection At Completion**

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

**Standard 4: Program Impact**

**Impact on P-12 Student Learning and Development**

4.1 Using multiple measures, the provider documents that all program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

**Indicators of Teaching Effectiveness**
4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

**Satisfaction of Employers**

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

**Satisfaction of Completers**

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**Standard 5: Provider Quality Assurance and Continuous Improvement**

**Quality and Strategic Evaluation**

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

**Continuous Improvement**

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

**InTASC … Interstate Teacher Assessment and Support Consortium**

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

**ISTE … International Society for Technology in Education**

- Standard 1: Facilitate and inspire student learning and creativity
  - a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in … digital tools and resources
c. Promote student reflection using collaborative tools …

Standard 2: Design and develop digital age learning experiences and assessments
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
   b. Develop technology-enriched learning environments …
   c. Customize and personalize learning activities to address students’ diverse learning styles …
   d. Provide students with multiple and varied formative and summative assessments …

Standard 3: Model digital age work and learning
   a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
   b. Collaborate … using digital tools …
   c. Communicate … using a variety of digital age media and formats
   d. Model and facilitate effective use of current and emerging digital tools

Standard 4: Promote and model digital citizenship and responsibility
   a. Advocate … use of digital information and technology …
   b. Address diverse need of all learners … using digital tools and resources
   c. Promote and model digital etiquette and responsible social interactions …
   d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

Standard 5: Engage in professional growth and leadership
   a. Participate in local and global learning … explore creative applications of technology …
   b. Exhibit leadership by demonstrating a vision of technology infusion …
   c. Evaluate and reflect on current research and professional practice …
   d. Contribute to … teaching profession … school and community

SBEC/TExES … State Board of Educator Certification and Texas
   Domain I … Understanding Individuals with Disabilities and Evaluating Their Needs
   Domain II … Promoting Student Learning and Development
   Domain III … Promoting Student Achievement in English Language Arts and Reading and in Mathematics
   Domain IV … Foundations and Professional Roles and Responsibilities

Course Coordination with the Special Education EC-12 TExES Domains and Competencies
This course’s alignment with the State Board of Educator Certification Standards for Texas EC-12 Special Education teachers coincides with the College of Education’s mission to provide candidates with a foundation for success in teaching and the COE’s goal of academic excellence in candidate content knowledge.

Program Learning Outcomes:
CEC … Council for Exceptional Children
   Standard 1: Learner Development & Individual Learning Differences

Key Elements
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely/appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

Key Elements

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the
selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning & Ethical Practice

Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
Student Learning Outcomes / Objectives:

1. Define learning disabilities and describe characteristics of children with learning disabilities including similarities and differences between learners with disabilities and their nondisabled peers. The student should relate these characteristics to educational programming and procedures utilized with this population of children/youth (Domain I: 001; Domain IV: 010,011,012; Texas 4.1K, 4.8K, 10.2S, CEC 1.0).

2. Describe the State of Texas laws and State Department of Education's guidelines for programs for children/youth with specific learning disabilities (Domain IV: 011; Texas 1.4K, 1.5K, 4.1K, 1.7K, 1.8K).

3. Describe differing perspectives concerning the development of learning disabilities in children (Domain I: 001; Domain IV: 010; Texas 1.2K, CEC1.2 & 1.2).

4. Discuss individualized instruction as it relates to the variety of environments in which learners must function. Further, explain the role and describe methods for effective instructional and behavior management in the classroom (Domain II: 003, 004, 005; Texas 3.4K, 3.5K, 7.6K, CEC 2.2).

5. Describe the emerging direction in the field of learning disabilities which include the widening age span of the learning disabled population, the cross-categorical movement, the concept of children at risk, and mainstreaming (Domain I: 001; Domain IV: 010; Texas 3.8S).

6. Describe the function of data-based instruction and its importance to effective instruction. Also, prepare materials for its use in the classroom (Domain I: 001, 003; Domain II: 004; Texas 4.9K, 4.10K, CEC 3.1).

7. Define component elements used to promote academic performance in reading/language arts (Domain III: 008; Texas 1.2S, 3.5K, 10.2S, 10.4S, 10.5S, CEC 3.0).

8. Define component elements used to promote academic performance in math (Domain III: 009; Texas 10.2S, 10.4S, 10.5S, CEC 3.0).

9. Identify appropriate instructional materials appropriate for the instruction of reading/language arts and mathematics (Domain III: 008, 009; Texas 10.1K, 10.2K, CEC 3.0).

10. Describe appropriate instructional and correction procedures (Domain I: 002; Texas 10.3K, CEC 2.2 & CEC 5.0).

11. Understand learning as an active, constructive process (Domain I: 001; Texas 6.3K, CEC 2.0).

12. Implement appropriate monitoring techniques including assessment, diagnosis, remediation and correction to make placement and program recommendations (Domain I: 002; Domain II: 003; Texas 5.11S, CEC 2.0 & CEC 4.0).

13. Develop programs in content areas (Domain II: 003, 005; Domain III: 008, 009; Texas 11.1K, 11.1S, 12.1K, 12.1S, CEC 3.0, 3.1, 3.2, 3.3).

14. Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. (CEC 7.1, 7.2, 7.3)

15. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (CEC 1.1)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The format for this online course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, e-mail, discussion boards, and service learning.
1. **Participation:** Students are required to participate in all online Module activities and participate in and turn in assignments listed on Syllabus Timeline by the due dates.

2. **Quizzes:** There will be 12 online Module quizzes and a Syllabus quiz. You will be able to take each quiz twice and your highest score will count. Each quiz will be worth 10 points (130 total points).

3. **Discussions:** There are 10 online Module discussions and an Introduction discussion. Discussions will not be able to be made up if you miss the due date for your post. Each Discussion is worth 10 points (130 total points).

4. **Module Dropbox Assignments:** There are 9 Module Dropbox assignments in this course. Each Drop-box assignment is worth 10 points. These 12 assignments are tied to the online modules in this course and must be submitted electronically via the Dropbox system in the SFA Learning Management system of D2L Brightspace. (90 total points) (CEC 1,2,3,4,5,6,7; InTasc 1,3,4,6,8,9,10, ISTE 1-5)

5. **Dropbox Lesson Plans Projects:** There are three lesson plan projects in this course (300 points).

6. **Certify Teacher Software Note:** A candidate must pass the CertifyTeacher full-length 5-hour software test with a 250 or higher in order to be eligible for a Testing Clearance Application Form. The candidate must pass this test before they enter the second month of future course - SPE 461. In this course, you will begin familiarity with the CertifyTeacher study software and will receive a password from the CertifyTeacher company to gain access to your practice software. You will be expected to spend time in the software and submit a Dropbox certification documentation of your time in the Dropbox (100 points).

7. **Final Examination:** There is one cumulative final examination in this course (150 points).

8. **Course Evaluation Participation** … (20 Bonus points)

**IV. Evaluation and Assessments (Grading):**

**Grading: Grades determined using the following scale:**
- A = 90% of all possible points
- B = 80% of all possible points
- C = 70% of all possible points
- D = 60% of all possible points
- F = 59% (or less than) of all possible points

**Assignment Requirements:**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Required Participation in Course Evaluation Survey</td>
<td>20 Bonus</td>
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<tr>
<td>13 Quizzes @ 10 points each</td>
<td>130</td>
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<tr>
<td>13 Discussions @ 10 points each</td>
<td>130</td>
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<tr>
<td>9 Module Dropbox Assignments @ 10 points each</td>
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Fall 2019

CertifyTeacher Software Documentation | 100  
3 Lesson Plans Projects @ 100 points each | 300  
Cumulative Final Exam | 150  
Total Points Possible | 900

V. Course Timeline

Sheriff: SPE 438.501 and SPE 438.502 Tentative Course Outline/Calendar:
The best plan Timeline below shows the semester weeks subdivided with multiple online modules and assignments due each week. Plan your time wisely in order to follow this best plan for course completion.

***NOTE: Week 16 is a short week and ends on Wednesday, December 13th, at 5:00 pm.

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>SLOs</th>
<th>PLOs</th>
<th>Modules</th>
<th>Assignments</th>
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| Week 1: 8/26-9/1/2019 | ISTE 4c, 4d |  | Getting Started Module | Submit to Dropbox: Student Information to Professor for Software  
Quiz: Syllabus Quiz  
Discussion: Introduction Bio |
| Week 2: 9/2-9/8/2019 | Domain IV: 011; Texas 1.4K, 1.5K, 4.1K, 1.7K, 1.8K  
INTASC: 1, 2, 3, 4, 6, 7, 9, 10 | CEC 1.1, 2, 3, 4, 6, 7.1, 7.2, 7.3 | Module 1: Inclusive Teaching & Delivery of Appropriate Services to Students with Disabilities  
Text Readings: Chapters 1 & 2 of Bryant | Take Module 1 Quiz  
Post Module 1 Discussion  
Submit Module 1 Dropbox |
| Week 3: 9/9-9/15/2019 | INTASC: 1,2, 3, 7, 9, 10  
ISTE: 4 | CEC 1,2,6,7 | Module 2: Collaborative Partnerships & Supports for Culturally and Linguistically Diverse Students with Disabilities and Their Families  
Text Reading: Chapters 3 & 4 of Bryant | Take Module 2 Quiz  
Post Module 2 Discussion  
Submit Module 2 Dropbox |
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<td><strong>Week 4: 9/16-9/22/19</strong></td>
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<td><strong>Module 3:</strong> Strategy Instruction for Students with High-Incidence Disabilities</td>
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<td>Text Readings: Chapter 5 of Bryant &amp; Chapters 1 &amp; 2 of Reid</td>
<td>Take Module 3 Quiz</td>
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<td>Submit Module 3 Dropbox</td>
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<td><strong>Week 5: 9/23-9/29/2019</strong></td>
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<td>Text Readings: Chapter 6 of Bryant &amp; Chapters 3 – 4 of Reid</td>
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<td>Text Reading: Chapter 7 of Bryant</td>
<td>Take Module 5 Quiz</td>
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<td>Post Module 5 Discussion</td>
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<td>Submit Module 5 Dropbox</td>
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<td><strong>Week 7: 10/7-10/13/2019</strong></td>
<td>Domain I: 001; Domain IV: 010; Texas 3.8S INTASC: 4, 7, 8</td>
<td>CEC 1.0, 2.0, 3.0, 5.0, 6.0, 7.0</td>
<td><strong>Module 6:</strong> Access to the General Curriculum for Students with Disabilities</td>
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<td>Text Readings: Chapter 8 of Bryant</td>
<td>Take Module 6 Quiz</td>
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<td>Post Module 6 Discussion</td>
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<td>Submit Module 6 Dropbox</td>
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<td><strong>Week 8: 10/14-10/20/1019</strong></td>
<td>Domain I: 001, 002, 003; Domain II: 003, 004; Texas 4.9K, 4.10K, 5.11S, INTASC: 2, 4, 6</td>
<td>CEC 2.0, 3.1 &amp; 4.0</td>
<td><strong>Module 7:</strong> Assessment and Data-Driven Plans for Students with Disabilities</td>
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<td>Text Readings: Chapter 9 of Bryant &amp; Chapter 5 of Reid</td>
<td>Take Module 7 Quiz</td>
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<td>Post Module 7 Discussion</td>
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<td>Submit Module 7 Dropbox</td>
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<td>Week &amp; Dates</td>
<td>SLOs</td>
<td>PLOs</td>
<td>Modules</td>
<td>Assignments</td>
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<td><strong>Week 9:</strong> 10/21-10/27/2019</td>
<td>Domain II: 003, 004, 005; Texas 3.4K, 3.5K, 7.6K, INTASC: 1, 2, 3, 4, 6, 8, 9</td>
<td>CEC 1.0, 2.2, 3.0</td>
<td><strong>Module 8:</strong> Positive Behavior Strategy Support for Students with Disabilities</td>
<td>Take Module 8 Quiz Post Module 8 Discussion Submit Module 8 Dropbox</td>
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<td>Text Readings: Chapter 10 of Bryant &amp; Chapter 6 of Reid</td>
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<td><strong>Week 10:</strong> 10/28-11/03/2019</td>
<td>Domain III: 008; Texas 1.2S, 3.5K, 10.2S, 10.4S, 10.5S INTASC: 1, 2, 4, 6, 7, 8, 9 ISTE: 2</td>
<td>CEC 1.0, 3.0, 4.0, 5.0</td>
<td><strong>Module 9:</strong> Teaching Reading Strategies to Students with Specific Learning Disabilities</td>
<td>Take Module 9 Quiz Post Module 9 Discussion Submit Module 9 Dropbox Future Dropbox: Reading Lesson Plan Project Begins (Due: 12/9/19)</td>
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<td>Text Readings: Chapter 11 of Bryant &amp; Chapter 11 of Reid</td>
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<td><strong>Week 11:</strong> 11/4-11/10/2019</td>
<td>Domain III: 008; Texas 1.2S, 3.5K, 10.2S, 10.4S, 10.5S INTASC: 1, 2, 4, 6, 7, 8, 9 ISTE: 2</td>
<td>CEC 1.0, 3.0, 4.0, 5.0</td>
<td><strong>Module 10:</strong> Teaching Writing Strategies to Students with Specific Learning Disabilities</td>
<td>Take Module 10 Quiz Post Module 10 Discussion Future Dropbox: Writing Lesson Plan Project Begins (Due: 12/9/19)</td>
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<td>Text Readings: Chapter 12 of Bryant &amp; Chapters 9 &amp; 10 of Reid</td>
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<td><strong>Week 12:</strong> 11/11-11/17/2019</td>
<td>Domain III: 009; Texas 10.2S, 10.4S, 10.5S INTASC: 1, 2, 4, 6, 7, 8, 9 ISTE: 2</td>
<td>CEC 1.0, 3.0, 4.0, 5.0</td>
<td><strong>Module 11:</strong> Teaching Math Strategies to Students with Specific Learning Disabilities</td>
<td>Take Module 11 Quiz Post Module 11 Discussion Future Dropbox: Math Lesson Plan Project Begins (Due: 12/9/19)</td>
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<td>Text Readings: Chapter 13 of Bryant &amp; Chapter 12 in Reid</td>
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<td><strong>Week 13:</strong> 11/18-11/24/2019</td>
<td>Domain III: 008; Texas 1.2S, 3.5K, 3.4K, 3.5K</td>
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<td><strong>Module 12:</strong> Continue Working on Reading, Writing, &amp; Math Lesson Plans Projects</td>
<td>Discussion: Open Forum Peer Lesson Plan Project Support</td>
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<td>Week &amp; Dates</td>
<td>SLOs</td>
<td>PLOs</td>
<td>Modules</td>
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<td>Week 14: 11/25-12/01/2019</td>
<td>10.2S, 10.4S, 10.5S, INTASC: 1, 2, 4, 6, 7, 8, 9, ISTE: 2</td>
<td>CEC 1.0, 3.0, 4.0, 5.0</td>
<td>CertifyTeacher Software Practice</td>
<td>Submit to Dropbox: CertifyTeacher Software Documentation of Six Hours Spent Online in Software</td>
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<td>Week 15: 12/2-12/8/2019</td>
<td>Domain II: 003, 005; Domain III: 008, 009; Texas 11.1K, 11.1S, 12.1K, 12.1S, INTASC: 1, 2, 4, 6, 7, 8, 9</td>
<td>CEC 3.0, 3.1, 3.2, 3.3, 4.0, 5.0</td>
<td><strong>Module 12: Facilitative Study Skills Strategies for Students with Disabilities in Curriculum Content Areas</strong>&lt;br&gt;Text Readings: Chapter 14 of Bryant and Chapters 13 - 14 of Reid</td>
<td>Take Module 12 Quiz&lt;br&gt;Post Module 12 Discussion&lt;br&gt;Submit Module 12 Dropbox&lt;br&gt;Dropbox: Final Lesson Plans Project</td>
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<td>Week 16: 12/9-12/13/2019 Short Week: Course Ends on Wednesday at 5:00pm</td>
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<td>Note: No LiveText Submission Required in SPE 438 This Semester</td>
<td>Comprehensive Final Examination Due Wednesday 12/11/19 at 5:00pm.</td>
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VI. Readings ... TWO Required Course Textbooks


**Access to a computer that has the following components:** Webcam/microphone, PowerPoint viewing and creating capabilities, ZOOM capabilities, and Microsoft Word. You will also need to have
access to a digital camera and have video recording capabilities (e.g., Webcam, digital-video camera, or a smart phone).

VII. Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Participation is Required and you receive 25 participation points for taking your course survey. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. You will earn 25 points for your participation in the Course Evaluation Survey.

VIII. Student Ethics and Other Policy Information … found at https://www.sfasu.edu/policies

- **Class Attendance and Excused Absence: Policy 6.7:** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

- **Academic Accommodation for Students with Disabilities: Policies 6.1 & 6.6** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.
• **Student Academic Dishonesty: Policy 4.1** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (Policy 6.3).

**Withheld Grades Semester Grades Policy (5.5):** At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct Policy: Policy 10.4:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
Additional Information:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or are planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at:
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

4. For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

LiveText & Field Experience Module (FEM):

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of some of your courses and program are dependent on submission of all required LiveText assignments. Live Text account, ISBN# 978-0-979-6635-4-3. If you have already purchased LiveText, you will use that account and do not need to buy it again. You do not have a major project assignment in this course that is submitted into LiveText. You also do not have a major field experience assignment in this course that is submitted into Field Experience Module LiveText.

Other Relevant Course Information:
Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in Desire To Learn (D2L). It is the responsibility of each student to know what changes posted online in D2L News postings, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding
information on the syllabus and course requirements need to be addressed by students when the syllabus is received the first week of class.