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.

Course Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>L. Kathleen Sheriff, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Time &amp; Location:</td>
<td>DesireToLearn, D2L</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesday and Wednesday mornings 9:30am-12pm. Please schedule face-to-face or virtual appointments for meetings with me via your D2L email within this course. You may also use the Send CHAT function in D2L to speak with me anytime that you notice I’m available online.</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>(936) 468-1194</td>
</tr>
<tr>
<td>Credits:</td>
<td>3 semester hours, undergraduate credit</td>
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</table>
I. Course Description:

This course is a comprehensive overview of the field of early childhood special education, including medical aspects of serving young children with disabilities, methods, technology, transition and interagency coordination.

II. Intended Learning Outcomes and its Relationship to the College of Education

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 from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development of an interconnected global society.

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 The provider documents, using multiple measures that 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.

**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 and 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.
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 para-educators, 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.

**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 …
  - d. Model collaborative knowledge construction by engaging … students
- 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.

OUTCOMES:

Program Learning Outcomes: This course is designed to address the use of strategies, interventions, assessments, parent/teaming collaboration, transitions, and assistive technology for young children with disabilities. It includes an environmental assessment and a major research project utilizing assistive technology to adapt a typical book for a child with a disability. The standards addressed in this course support pre-service candidates in preparation for their General Special Education TExES Certification exam.
Finally, this course is also aligned with the Council for Exceptional Children's Initial Preparation Standards. The initial special education teacher certification program at SFA is nationally recognized by the Council for Exceptional Children (CEC).

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities (CEC 1.1, 1.2).

2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC 2.1, 2.2, 2.3).

3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC 3.3).

4. Use multiple methods of assessment and data-sources in making educational decisions (CEC 4.1, 4.2, 4.3, 4.4).

5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities (CEC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).

6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC 6.1, 6.2, 6.3, 6.4).

7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC 7.1, 7.2, 7.3).

Student Learning Outcomes:

Upon completion of this course students will be able to:

1. Collaborate and consider Assistive Technology (AT) in the IEP process for making informed AT decisions for students with disabilities including the early intervention process for young children with disabilities. (ISTE: 2c, 4b, 5a, 5b; INTASC: 6,7; SBEC: Domain I-Standard V; CEC: 4.1)

2. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of young children with disabilities within self-contained and inclusive environments (CAEP 2.3, CEC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).

3. Understand and relate to roles and responsibilities that teachers, school staff, related-service providers, community members and parents have in providing culturally responsive ways to address the needs of young children with exceptionalities/disabilities have across a range of learning experiences (CEC 7.1, 7.2, 7.3).
4. Prepare and conduct assessments, evaluations, and individualized education programs for young children with disabilities including parental input and culturally appropriate responsiveness to the families of the students. CAEP 2.3, ISTE: 2a,2b,2c,2d,4b, INTASC: 3,6, SBEC: Domain I-Standard IV, CEC: 1.1,1.2,4.1,4.2,4.3,4.4)

5. Evaluate the effectiveness of early childhood environmental implementation plans for young children with disabilities including early intervention strategies for pre-school children with disabilities. (ISTE: 1c,3d,4b,4d, INTASC: 10, SBEC: Domain II-Standard VI, CEC: 4.1)

6. Assess students with disabilities within the Transition Planning process self-determination skills. (ISTE: 1c,1d,2a,3b, 5a,5b,5d; INTASC: 6,7,8; SBEC: Domain II-Standard IX; CEC: 1.1,1.2,2.1,2.2)

7. Use foundational knowledge of the field and professional ethical principles and practice to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC 6.1, 6.2, 6.3, 6.4).

8. Design and create an assistive technology communication task analysis system for a young child with a disability (CAEP: 1; CEC: 3,4,5; InTASC: 4,5,7,8; ISTE: 1,2,3; SBEC Domain III)

9. Utilizing principles of differentiation, universal design for learning pre-service candidates will be able to create safe, inclusive, culturally responsive learning environments for young children with exceptionalities so that they become active effective learners developing emotional wellbeing, positive social interactions, and self-determination skills (CEC 3.3).

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

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, technology apps for smart phones, iPads, Androids, website software products, and Collaborate chat. Assessment of course content will be conducted via scheduled online quizzes, discussion postings, projects, writing assignments, and mastery exams for teacher certification students. You will need access to a computer and technology that has the following components: Webcam/microphone, Microsoft Word, ZOOM, smart phone or digital computer for taking pictures of assignments, and scanning/printing capability to submit assignments.

Time Requirements for This Course:

SPE 464.501 (3 credits; fully online) spans 16 weeks. The course contains extensive written 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 educational best practices, laws, ethics, and assessments. In addition, students are required to adapt a typical book for a preschool child with a communication disability, formally assess a preschool classroom for environmental supports for students with disabilities, complete quizzes/exams over the course content, complete homework activities related to future teaching, and complete multiple discussion/writing assignments that evaluate their ability to think ethically.
and professionally. 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.

IV. Evaluation and Assessments (Grading):

Course Requirements: Assignments & Assessments

Chapter Quizzes (20pts. X 11 = 220pts.)
Discussions (20pts. X 11 = 220pts.)
Dropbox Assignments (253pts.)
Environmental ECERS-R Observation Assessment (100pts.)
Book Project (200pts.)
Final Exam (50pts.)
Course Evaluation Survey Participation (25pts.)

Total Points = 1068
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.

Quizzes: These will consist of essays, multiple-choice, true/false, and short answer items. You will want to make sure you take quizzes from a computer with high-speed access. Quizzes will be available for several days and will open at 6:00 am and stay available until 11:59 pm on last day of module availability for your convenience. Quizzes, Discussions, and Assignments are listed in your course timeline.

V. Course Timeline

NOTE: The Timeline within this syllabus represents a best plan for keeping up with the course. Follow it very closely for module dates and assignment due dates so that you do not get behind. Copy, print, and follow this Timeline closely.

Each week begins on the first day of classes that week and ends on Sunday night at 11:59pm for the week. For example: Week 1 begins on Tuesday, January 22nd and ends at 11:59 pm Sunday night, January 27th.

<table>
<thead>
<tr>
<th>SPE 464.501 Course Timeline</th>
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<tbody>
<tr>
<td>Spring 2019</td>
</tr>
<tr>
<td><strong>Week 1:</strong> Complete all the components of the <strong>Getting Started Module.</strong></td>
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<tr>
<td>Date Range</td>
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<tr>
<td>1/22-1/27/19</td>
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<tr>
<td>(Short Week: Begins Tuesday)</td>
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<td><strong>Module 1</strong></td>
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<td><strong>Week 2:</strong> 1/28-2/3/19</td>
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<td><strong>Module 2</strong></td>
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<td><strong>Week 3</strong> 2/4-2/10/19</td>
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<td><strong>Module 3</strong></td>
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<td><strong>Week 4:</strong> 2/11-</td>
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2/17/19  Monitoring Progress

Read Chapter 3

Take Quiz over Chapter 3, Post Discussion by Sunday night at 11:59pm

Submit Dropbox Assignment: IFSP Treasure Hunt

(CAEP 2, CEC 4 & 7, InTASC 6 & 10, ISTE 2, SBEC I & IV)

Week 5

2/18-2/24/19  Module 4

Chapter 4: Designing Instructional Programs

Read Chapter 4

Participate in Discussion by Sunday night at 11:59pm

Submit Dropbox Assignment: Generic Teaching Strategies Chart

******Make arrangements to spend some time observing in an early childhood classroom (Pre-K, PPCD, daycare, Head Start, Early Head Start etc.). You will need to observe for several hours most likely (at least 2) and not during nap or rest time. Schedule this observation with a preschool teacher this week so that you can complete your observation/assessment (ECERS-R) on time!!!!

Read through Early Childhood Environment Rating Scale-Revised (ECERS-R) textbook/perform a walkthrough of a pre-school classroom using the ECERS-R

(CAEP 2, CEC 2 & 5, InTASC 2 & 3, ISTE 3 & 4, SBEC I & II)

Week 6

2/25-3/3/19  Module 4 Continued

Heads-up -** You are to Submit to Dropbox BY 3/17/19: Your Environment Score Sheet—Expanded Version of the ECERS-R (located at end of ECERS-R book)

Take Quiz over Chapter 4 by Sunday night at 11:59pm

(CAEP 2, CEC 2 & 5, InTASC 2 & 3, ISTE 3 & 4, SBEC I & II)

Week 7

3/4-3/10/19  Module 5

Chapter 5: Considerations for Teaching Children with Specific Disabilities

Read Chapter 5
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Module 5 Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/11-3/17/19</td>
<td>Very Important - Submit to Dropboxes: Research Consent Form, Dr. Seuss Book Project Pre-Assessments Parts 1 &amp; 2</td>
</tr>
<tr>
<td>3/18-3/24/19</td>
<td>Begin Book Project DUE WEEK 14 by Sunday night 4/22/18 at 11:59pm!</td>
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<tr>
<td></td>
<td>(CAEP 1, CEC 3,4,5, InTASC 4,5,7,8, ISTE 1,2,3, SBEC III)</td>
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<td>Happy Spring Break!</td>
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<table>
<thead>
<tr>
<th>Week 9: Spring Break</th>
<th>Week 9: Spring Break</th>
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<tbody>
<tr>
<td>3/11-3/17/19</td>
<td>Very Important - Submit to Dropboxes: Research Consent Form, Dr. Seuss Book Project Pre-Assessments Parts 1 &amp; 2</td>
</tr>
<tr>
<td>3/18-3/24/19</td>
<td>Submit to Dropbox BY 3/17/19: Score Sheet—Expanded Version of the ECERS-R (located at end of ECERS-R book)</td>
</tr>
<tr>
<td></td>
<td>Begin Book Project DUE WEEK 14 by Sunday night 4/22/18 at 11:59pm!</td>
</tr>
<tr>
<td></td>
<td>(CAEP 1, CEC 3,4,5, InTASC 4,5,7,8, ISTE 1,2,3, SBEC III)</td>
</tr>
<tr>
<td></td>
<td>Happy Spring Break!</td>
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<table>
<thead>
<tr>
<th>Week 10</th>
<th>Module 5 Continued</th>
</tr>
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<tbody>
<tr>
<td>3/25-3/31/19</td>
<td>Continue spending time on Book Project</td>
</tr>
<tr>
<td></td>
<td>Take Quiz over Chapter 5 by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(CAEP 1, CEC 3,4,5, InTASC 4,5,7,8, ISTE 1,2,3, SBEC III)</td>
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<thead>
<tr>
<th>Week 11</th>
<th>Module 6</th>
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<tbody>
<tr>
<td>4/1-4/3/19</td>
<td>Chapter 6: Promoting Social and Emotional Development</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Take Quiz over Chapter 6 by Wednesday night at 11:59pm in order to enjoy holiday weekend!</td>
</tr>
<tr>
<td></td>
<td>Participate in Discussion by Wednesday night at 11:59pm in order to enjoy holiday weekend!</td>
</tr>
<tr>
<td></td>
<td>Module 6 Dropbox Assignment: Early Childhood Environments (due date extended to 4/14/19 due to short week and holiday weekend.</td>
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<td></td>
<td>(CAEP 1, CEC 3,4,5, InTASC 4,5,7,8, ISTE 1,2,3, SBEC III)</td>
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<tr>
<td>Week 12</td>
<td>Module 7</td>
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<tr>
<td>4/8-4/14/19</td>
<td>Submit Module 6 Dropbox Assignment: Early Childhood Environments</td>
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<tr>
<td></td>
<td>Read Chapter 7: Helping Young Children Develop Motor and Self-Help Skills</td>
</tr>
<tr>
<td></td>
<td>Submit Dropbox Assignment: Typical Pre-School Task Analysis</td>
</tr>
<tr>
<td></td>
<td>Take Chapter 7 Quiz by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(CAEP 1, CEC 3,4,5, InTASC 4,5,7,8, ISTE 1,2,3, SBEC III)</td>
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<thead>
<tr>
<th>Week 13</th>
<th>Module 8</th>
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<tbody>
<tr>
<td>4/15-4/21/19</td>
<td>Chapter 8: Nurturing Communication Skills</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Take Chapter 8 Quiz by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Submit Dropbox Assignment: Communication Teaching Strategies</td>
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<td></td>
<td>(CAEP 1, CEC 3,4,5, InTASC 5,6,7,8, ISTE 2, 3 SBEC II &amp; III)</td>
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<thead>
<tr>
<th>Week 14</th>
<th>Module 9</th>
</tr>
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<tbody>
<tr>
<td>4/22-4/28/19</td>
<td>Chapter 9: Encouraging the Development of Cognitive Skills &amp; Literacy</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Participate in Discussion by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Submit Dropbox Assignment: Language Development Tip Sheet</td>
</tr>
<tr>
<td></td>
<td>Submit Dropbox Assignment: Early Childhood Outcomes Pre-Kindergarten Alignment</td>
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<tr>
<td></td>
<td><strong>Submit Book Project by 11:59pm!</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Submit Dr. Seuss Book Project: Post-Assessments Parts 1 &amp; 2!</strong></td>
</tr>
<tr>
<td></td>
<td>Take Chapter 9 Quiz by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(CAEP 1, CEC 1,2,5, InTASC 2,7,8, ISTE 3, SBEC II &amp; III)</td>
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### Week 15
4/29-5/5/19

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<thead>
<tr>
<th>Module 10</th>
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<tbody>
<tr>
<td>Chapter 10: Teaming</td>
</tr>
<tr>
<td>Read Chapter 10</td>
</tr>
<tr>
<td>Post Discussion</td>
</tr>
<tr>
<td>Take Chapter 10 Quiz by Sunday night at 11:59pm</td>
</tr>
<tr>
<td>Submit Dropbox Assignment: Itinerate Teachers</td>
</tr>
<tr>
<td>(CAEP 1, CEC 1,2, InTASC 3,4,5, ISTE 2,3,4, SBEC II)</td>
</tr>
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### Week 16
5/6-5/10/19

| Take Final Exam Due by Friday 5/10/19 at 11:59pm! |
| No LiveText Submissions for this course! |

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**VI. Readings**

Required readings will be provided within modules and/or on the course homepage.

**TWO (2) Required TEXTS & One (1) Additional Required Children’s Book:**


LiveText/Watermark account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText/Watermark you will use that account and do not need to buy it again. There is no
LiveText/Watermark assignment in this course, but you should still have it for program courses requiring it.

FEM Statement:

In this course you will not use FEM. In your program and for other courses you must purchase and activate the LiveText/Watermark add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.LiveText/Watermark.com for a fee of $18.00 for a multiple year subscription.

LiveText/Watermark Statement:

In this course you will not use LiveText/Watermark for any of your assignments this semester. Some of your other courses use the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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.

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.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

Academic Accommodation for Students with Disabilities: Policy 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, (936) 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/.

Student Academic Dishonesty: Policy 4.1

Academic Integrity

Abiding by university policy on 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 assignment; 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 one’s own. Examples of plagiarism include, but are not limited to:

1. Submitting an assignment as if it were one’s own work when it is at least partly the work of another person
2. Submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or,
3. Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission 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 (6.3).

Withheld 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 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 SFASU. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at: (936)-468-2703
**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. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for 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.

2. Provide one of the following primary ID documents: passport, drivers 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 a state mandated 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 at 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information
Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

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 d2l as a News page item for the course. It is the responsibility of each student to know what changes, 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.

Kathleen Sheriff, 2019 | Department of Human Services | Stephen F. Austin State University