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>Monday and Wednesday mornings 9:00am -11:30am. 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>
</tr>
<tr>
<td>Fax:</td>
<td>(936) 468-5837 Attn: Kathleen Sheriff, Ed.D.</td>
</tr>
<tr>
<td>E-mail:</td>
<td>Please use D2L course e-mail for all course communication purposes. Emails from students will receive a response within 48 hours between Monday – Friday)</td>
</tr>
<tr>
<td>Office &amp; Mailing Address</td>
<td>Room 201J, Early Childhood Research Center, Stephen F. Austin State University, Special Education Program – L. Kathleen Sheriff, P.O. Box 13017, Nacogdoches, Texas</td>
</tr>
<tr>
<td>Pre-requisite:</td>
<td>SPED 3329</td>
</tr>
</tbody>
</table>
I. Course Description:

This course is for instruction in the use of technology that enhances learning, functioning and independent living for individuals with disabilities. Focus is on both low-tech and high-tech supports with an emphasis on new technologies.

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 Department of Education Studies.

THECB Core Objectives/Outcomes

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- **Teamwork**
  - 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**
  - To include the ability to connect choices, actions and consequences to ethical decision-making

- **Social Responsibility**
  - 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 individuals 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 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 assistive technology for individuals with disabilities. It includes researching devices and apps, making low tech devices for communication and adapting school and everyday materials for individuals to support them in inclusive environments. 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. Develop understanding for professional responsibility in use of legal statues regarding provision of AT for students with disabilities as part of a free and appropriate public education (FAPE). (ISTE: 2a,2c,2d, 4a,5c,5d; INTASC: 9,10; SBEC: Domain II-Standard VIII; CEC: 6.1,6.2)
3. Discuss and collaborate on roles and responsibilities teachers have in provision and use of both low-tech and high-tech AT devices for students with disabilities including usage within inclusive environments. (ISTE: 1c,3b,5a,5b,5c,5d; INTASC: 10; CEC: 7.1,7.2,7.3)
4. Read, compare, contrast AT in both federal state legal contexts including basic definitions of AT and examples of high-tech and low-tech devices. ISTE: 2a,2c,2d, INTASC: 9,10; CEC: 6.1,6.2,6.3,6.4)
5. Prepare and conduct AT evaluations for students with disabilities including parental input and culturally appropriate responsiveness to the families of the students. 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)
6. Evaluate the effectiveness of AT implementation plans for students 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)
7. Research, locate, and discuss available AT devices for supporting students with disabilities in the academic areas of Reading, Writing, and Math within the concept of inclusive education and maintain research in a personal AT Handbook for reference in future teaching position. (ISTE: 1a,1c,1b,2b,5c, INTASC: 1,2,4,5,8,9, SBEC: Domain II-Stands XI & XII; CEC: 1.1, 5.1,5.2,5.3,5.4,5.5,5.6,5.7, 7.1,7.2)
8. Assess students with disabilities within the Transition Planning process and Post-Secondary Transition process for AT skills and 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)
9. Design, model, and discuss research-based low-tech and high-tech devices for supporting communication skills for students with disabilities. ISTE: 1a,2a,3a,3b,3c,3d,4b,4d; INTASC: 1,4,5,6,8; SBEC: Domain I-Standard V, Domain III-Standard XI; CEC: 3.3, 4.1,4.2)
10. Design and create an assistive technology communication system for a child with a disability. (CAEP: 1; CEC: 3,4,5; InTASC: 4,5,7,8; ISTE: 1,2,3; SBEC Domain III)
11. Utilizing principles of differentiation, design and create an assistive technology recreation item to assist a young child with a disability in playing with peers in an inclusive environment. (CAEP: 1; CEC: 1,2; InTASC: 3,4,5; ISTE: 2,3,4; SBEC Domain II)
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.

Time Requirements for This Course:

Independent Study SPED 4175 (3 credits; fully online) spans 16 weeks (5-6 weeks in Summer Sessions). 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 read and research current assistive technology websites both statewide and nationally, complete quizzes/exams over the course content, develop student projects 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

Quizzes (10pts. X 9 = 90pts.)
Projects: Communication Board/Book & AT Handbook (100 pts. X 2 = 200pts.)
Dropbox Assignments (50pts. X 6 = 300pts.)
Course Evaluation Survey Participation (25 Bonus Participation pts.)

Total Points = 590 points

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. *You may work ahead in the course and turn in assignments early.*

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 (especially in a summer session). Copy, print, and follow this Timeline closely. Check email and always read the Weekly News Blast Information on Mondays so that you stay in touch with the course information. Six weeks is a short time to complete a course, so regularly check your D2L Course Home Page and check for emails that you may have received from this course instructor.

**NOTE:** The whole course is open for you on Day 1. Feel free to move ahead in the course and submit assignments early before due dates…. if you so choose to do so.

Each week begins on the first day of classes that week and ends on Sunday night at 11:59pm (exception is the last week of the semester) for the week. For example: Week 1 begins on Monday August 28th and ends at 11:59 pm Sunday night September 3rd at 11:59pm.

<table>
<thead>
<tr>
<th>Independent Study SPED 4175 Course Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2023</strong></td>
</tr>
<tr>
<td><strong>Week 1:</strong> 8/28-9/3/23 Getting Started Module</td>
</tr>
<tr>
<td>Complete all the components of the Getting Started module.</td>
</tr>
<tr>
<td>Read and print the course syllabus and course timeline.</td>
</tr>
<tr>
<td>Take Syllabus Quiz</td>
</tr>
<tr>
<td>Begin Module 1 (ISTE 1 &amp; 4)</td>
</tr>
<tr>
<td><strong>Week 2:</strong> 9/4-9/10/23 Module 1: Intro to Assistive Technology</td>
</tr>
<tr>
<td>Read Dell Textbook Chapter 1</td>
</tr>
<tr>
<td>Take Module 1 Quiz</td>
</tr>
<tr>
<td>Submit to Dropbox: AT Overview Assessment Assignment (CAEP 1, CEC 3, InTASC 4 &amp; 5, ISTE 1, SBEC 1)</td>
</tr>
<tr>
<td><strong>Week 3:</strong> Module 2: AT to Support Universal Design for Learning/Differentiated Instruction</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------------</td>
</tr>
</tbody>
</table>
| 9/11-9/17/23 | Read Dell Text Chapter 4  
Take Module 2 Quiz  
Read directions for AT Handbook Project  
Begin Dropbox AT Handbook Assignment Project. *Please see AT Handbook Example of expected assignment product in your content pages for project. You may want to collect some website research information to keep from CAST.org.  
(CAEP 2, CEC 2 & 5, InTASC 2 & 3, ISTE 3 & 4, SBEC I & II) |
| **Week 4:** | **Module 3:** AT to Support Academics: Writing, Reading, Math  
Read through all Module 3 pages  
Read Dell Chapter 2  
(CAEP 2, CEC 4 & 7, InTASC 6 & 10, ISTE 2, SBEC I & IV) |
| 9/18-9/24/23 | Read Dell Text Chapter 3  
Add some information/websites/device pictures to your AT Handbook from what you’ve learned this week. Continue to build your AT Handbook!  
(CAEP 2, CEC 4 & 7, InTASC 6 & 10, ISTE 2, SBEC I & IV) |
| **Week 5:** | **Module 4:** AT to Support Communication  
Read Dell Text Chapter 5  
Take Module 3 Quiz  
Dropbox Assignment 1: Academic Apps Paper  
Dropbox Assignment 2: Chapters 2,3,5 Questions  
(CAEP 2, CEC 2 & 5, InTASC 2 & 3, ISTE 3 & 4, SBEC I & II) |
| **Week 6:** | **Module 4:** AT to Support Communication  
Read Dell Text Chapter 6  
Begin Work on your Communication Board/Book Project.  
Submit to Dropbox: AT to Enhance Communication |
<table>
<thead>
<tr>
<th>Week 8:</th>
<th>Module 5: AT in Visual Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/16-10/22/23</td>
<td>Read Dell text Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Take Module 5 Quiz</td>
</tr>
<tr>
<td></td>
<td>All assignments due by Sunday night 3/5 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9:</th>
<th>Module 6: AT to Access Computers and Mobile Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/23-10/29/23</td>
<td>Read Dell Chapters 8 &amp; 9</td>
</tr>
<tr>
<td></td>
<td>Submit to Dropbox: TSBVI Accessibility Webinar</td>
</tr>
<tr>
<td></td>
<td>Take Module 6 Quiz</td>
</tr>
<tr>
<td></td>
<td>Add some information/websites/device pictures to your AT Handbook Project from what you’ve learned this week. Continue to build your AT Handbook!</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10:</th>
<th>Complete and Submit Communication/Board Project This week by 11:59Pm 3/26.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/30-11/5/23</td>
<td>Module 7: AT for Augmentative Communication</td>
</tr>
<tr>
<td></td>
<td>Read Dell Chapters 10 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>Take Module 7 Quiz</td>
</tr>
<tr>
<td></td>
<td>Add some information/websites/device pictures to your AT Handbook from what you’ve learned this week. (CAEP 1, CEC 1,2,5, InTASC 2,7,8, ISTE 3, SBEC II &amp; III)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Week 13: 11/20-11/26/23</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td></td>
<td>(2 Modules This Week)</td>
</tr>
<tr>
<td></td>
<td>Module 8: Selecting AT Tools for Students</td>
</tr>
<tr>
<td></td>
<td>Read Dell text Chapter 13</td>
</tr>
<tr>
<td></td>
<td>Submit to Dropbox: Related Services Assignment</td>
</tr>
<tr>
<td>Week 14: 11/27-12/3/23</td>
<td>Take Module 8 Quiz</td>
</tr>
<tr>
<td></td>
<td>All Module 8 assignments due by 4/23 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Module 9: AT for Recreation &amp; Play</td>
</tr>
<tr>
<td></td>
<td>Read Module 9 pages</td>
</tr>
<tr>
<td></td>
<td>Take Module 9 Quiz</td>
</tr>
<tr>
<td></td>
<td>Participate in Course Evaluation Survey for Participation Bonus Points</td>
</tr>
<tr>
<td>Week 15:</td>
<td>Dead Week: No Assignments</td>
</tr>
<tr>
<td>Week 16:</td>
<td>Finals No Final Exam! No QClassroom Submissions for this course!</td>
</tr>
</tbody>
</table>

VI. Readings

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

Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, 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) and access to an iPad or Android tablet or smart phone to view AT apps.
Required TEXT: (Hard Copy or Rent Online Information Options with SFASU Bookstore)


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 Policy

Important course related policies: Please click on each link below and read the policies that apply to this course.

- **Course Grades (Including WH), Policy 5.5**
- **Final Course Grade Appeals by Students, Policy 6.3**
- **Academic Accommodation for Students with Disabilities, Policy 6.1**
- **Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**
- **Class Attendance, Policy 6.7**
- **Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other SFA Policy Information***

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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at: (936)-468-2703

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:

SFASU Counseling Services: [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), 3rd Floor Rusk Building, 936-468-2401

SFASU Human Services Counseling Clinic: [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services Room 202, 936-468-1041

Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Additional Information Specific to Educator Preparation:

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. 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/](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 [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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 the Office of Assessment and Accountability at 936-468-1282 or edprep@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 inside the course in D2L as a News 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.