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

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

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

The Principle of Respect … Lumberjacks command respect and treat others with respect.

The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility … Lumberjacks do what is right.

The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: L. Kathleen Sheriff, Ed.D.

Course: Online course

Credits: 3 hours

Office: Department of Education Studies, Janet Padillo Early Childhood Research Center, Office 201J

Office hours: Mondays & Wednesdays 9:30am –12:00pm Please schedule an appointment via D2L course e-mail. You may also schedule with me and invite me to a ZOOM meeting if you want to talk with me online via ZOOM. Phone: 936-468-1194 (Use D2L e-mail to contact me this semester)

Email: Use D2L email in the course with SPED 4338.501 typed in the subject line. Note: I teach multiple courses and I want you to identify in the subject line which course you are e-mailing me about so that I can support you quickly and appropriately.

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

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

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

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

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

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

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

- 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

- 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

- 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

- 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
- 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
- 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
- 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.

- 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

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

Indicators of Teaching Effectiveness

- 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

- 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.
- 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

- 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.
- 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.
- 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.
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.
Program Learning Outcomes:
CEC ... Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely/appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies
Key Elements

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.

5.1 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.2 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.
5.3 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.4 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.
5.5 Beginning special education professionals teach to mastery and promote generalization of learning.
5.6 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning & Ethical Practice

Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
Student Learning Outcomes / Objectives:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (CEC 1.1)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The format for this online course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, e-mail, discussion boards, and service learning.

1. Participation: Students are required to participate in all online Module activities and participate in and turn in assignments listed on Syllabus Timeline by the due dates.

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

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

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

5. Dropbox Lesson Plans Project: There is a three lesson plan project in this course (300 points).

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

7. Course Évaluation Participation … (20 Bonus points)

IV. Evaluation and Assessments (Grading):

Grades determined using the following scale:

- A = 90% of all possible points
- B = 80% of all possible points
- C = 70% of all possible points
- D = 60% of all possible points
- F = 59% (or less than) of all possible points

Assignment Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Required Participation in Course Evaluation Survey</td>
<td>20 Bonus</td>
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<tr>
<td>13 Quizzes @ 10 points each</td>
<td>130</td>
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<tr>
<td>12 Discussions @ 10 points each</td>
<td>120</td>
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<tr>
<td>8 Dropbox Assignments @ 10 points each</td>
<td>80</td>
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<tr>
<td>Major Project: 3 Lesson Plans @ 100 points each</td>
<td>300</td>
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<tr>
<td>Total Points Possible</td>
<td>630</td>
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## V. Tentative Course Calendar: Timeline for SPED 4388 Fall 2023

The best plan Timeline below shows the semester weeks and assignments due each week. Plan your time wisely in order to follow this best plan for course completion.

<table>
<thead>
<tr>
<th>Week &amp; Dates</th>
<th>SLOs</th>
<th>PLOs</th>
<th>Modules</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> 8/28-9/3/23</td>
<td>ISTE 4c, 4d</td>
<td></td>
<td><strong>Getting Started Module</strong></td>
<td>Quiz: Syllabus Quiz due</td>
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<td></td>
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<td></td>
<td><strong>Order textbooks if you haven’t done so already</strong></td>
<td>Discussion: Introduction Bio due</td>
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<tr>
<td><strong>Week 2:</strong> 9/4-9/10/23</td>
<td>Domain IV: 011; Texas 1.4K, 1.5K, 4.1K, 1.7K, 1.8K; INTASC: 1, 2, 3, 4, 6, 7, 9, 10</td>
<td>CEC 1.1, 2, 3, 4, 6, 7.1, 7.2, 7.3</td>
<td><strong>Module 1:</strong> Inclusive Teaching &amp; Delivery of Appropriate Services to Students with Disabilities</td>
<td>Take Module 1 Quiz</td>
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<td><strong>Text Readings: Chapters 1 &amp; 2 of Bryant</strong></td>
<td>Post Module 1 Discussion</td>
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<td><strong>Submit Module 1 Dropbox</strong></td>
<td>All Module 1 assignments due by 11:59pm 9/10</td>
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<td><strong>Week 3:</strong> 9/11-9/17/23</td>
<td>INTASC: 1.2, 3, 7, 9, 10; ISTE: 4</td>
<td>CEC 1.2, 6, 7</td>
<td><strong>Module 2:</strong> Collaborative Partnerships &amp; Supports for Culturally and Linguistically Diverse Students with Disabilities and Their Families</td>
<td>Take Module 2 Quiz</td>
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<td><strong>Text Reading: Chapters 3 &amp; 4 of Bryant</strong></td>
<td>Post Module 2 Discussion</td>
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<td>Submit Module 2 Dropbox</td>
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<td>All Module 2 assignments due by 11:59pm 9/17</td>
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<td><strong>Week 4:</strong> 9/18-9/24/23</td>
<td>Domain I: 001; Domain IV: 010,011,012; Texas 4.1K, 4.8K, 10.2S; INTASC: 1, 2</td>
<td>CEC 1.0, 2.0</td>
<td><strong>Module 3:</strong> Strategy Instruction for Students with High-Incidence Disabilities</td>
<td>Take Module 3 Quiz</td>
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<td><strong>Text Readings: Chapter 5 of Bryant &amp; Chapters 1 &amp; 2 of Reid</strong></td>
<td>Post Module 3 Discussion</td>
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<td>Submit Module 3 Dropbox</td>
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<td>All Module 3 assignments due by 11:59pm 9/24</td>
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<td>Week &amp; Dates</td>
<td>SLOs</td>
<td>PLOs</td>
<td>Modules</td>
<td>Assignments</td>
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<td><strong>Week 5:</strong> 9/25-10/1/23</td>
<td>Domain I: 001; Domain IV: 010,011,012; Texas 4.1K, 4.8K, 10.2S; INTASC: 1, 2; ISTE: 5</td>
<td>CEC 1.0</td>
<td><strong>Module 4:</strong> Strategy Instruction for Students with Low-Incidence Disabilities</td>
<td>Take Module 4 Quiz</td>
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<td>Text Readings: Chapter 6 of Bryant &amp; Chapters 3 – 4 of Reid</td>
<td>Post Module 4 Discussion</td>
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<td>Submit Module 4 Dropbox</td>
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<td>All Module 4 assignments due by 11:59pm 10/1</td>
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<tr>
<td><strong>Week 6:</strong> 10/2-10/8/23</td>
<td>Domain I: 001; Texas 6.3K; INTASC: 4, 7, 8</td>
<td>CEC 1.0, 2.0, 3.0, 5.0, 6.0, 7.0</td>
<td><strong>Module 5:</strong> Differentiation of Instruction for Students with Disabilities</td>
<td>Take Module 5 Quiz</td>
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<td>Text Reading: Chapter 7 of Bryant</td>
<td>Post Module 5 Discussion</td>
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<td>Supportive Optional Text Reading-CEC Differentiation book</td>
<td>Submit Module 5 Dropbox</td>
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<td>All Module 5 assignments due by 11:59pm 10/8</td>
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<td><strong>Week 7:</strong> 10/9-10/15/23</td>
<td>Domain I: 001; Domain IV: 010; Texas 3.8S; INTASC: 4, 7, 8; ISTE: 5</td>
<td>CEC 1.0, 2.0, 3.0, 5.0, 6.0, 7.0</td>
<td><strong>Module 6:</strong> Access to the General Curriculum for Students with Disabilities</td>
<td>Take Module 6 Quiz</td>
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<td>Text Readings: Chapter 8 of Bryant</td>
<td>Post Module 6 Discussion</td>
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<td>Submit Module 6 Dropbox</td>
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<td>All Module 6 assignments due by 11:59pm 10/15</td>
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<td><strong>Week 8:</strong> 10/16-10/22/23</td>
<td>Domain I: 001, 002, 003; Domain II: 003, 004; Texas 4.9K, 4.10K, 5.11S; INTASC: 2, 4, 6</td>
<td>CEC 2.0, 3.1 &amp; 4.0</td>
<td><strong>Module 7:</strong> Assessment and Data-Driven Plans for Students with Disabilities</td>
<td>Take Module 7 Quiz</td>
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<td>Text Readings: Chapter 9 of Bryant &amp; Chapter 5 of Reid</td>
<td>All Module 7 assignments due by 11:59pm 10/22</td>
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<tr>
<td>Week 9: 10/23-10/29/23</td>
<td>Domain II: 003, 004, 005; Texas 3.4K, 3.5K, 7.6K, INTASC: 1, 2, 3, 4, 6, 8, 9</td>
<td><strong>Module 8</strong>: Positive Behavior Strategy Support for Students with Disabilities</td>
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<td></td>
<td>CEC 1.0, 2.2, 3.0</td>
<td>Text Readings: Chapter 10 of Bryant &amp; Chapter 6 of Reid</td>
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<td>Take Module 8 Quiz</td>
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<td>Post Module 8 Discussion</td>
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<td>Submit Module 8 Dropbox</td>
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<tr>
<th>Week 10: 10/30-11/5/23</th>
<th>Domain III: 008; Texas 1.2S, 3.5K, 10.2S, 10.4S, 10.5S; INTASC: 1, 2, 4, 6, 7, 8, 9; ISTE: 2</th>
<th><strong>Module 9</strong>: Teaching Reading Strategies to Students with Specific Learning Disabilities</th>
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<tbody>
<tr>
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<td>CEC 1.0, 3.0, 4.0, 5.0</td>
<td>Text Readings: Chapter 11 of Bryant &amp; Chapter 11 of Reid</td>
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<td>Post Module 9 Discussion</td>
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<td>Submit Module 9 Dropbox</td>
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<td>Take Module 9 Quiz</td>
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<td>All Module 9 assignments due by 11:59pm 11/5</td>
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<td>Future Dropbox: Begin Your Reading Lesson Plan Project</td>
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<tr>
<th>Week 11: 11/6-11/12/23</th>
<th>Domain III: 008, 009; Texas 1.2S, 3.5K, 10.2S, 10.4S, 10.5S; INTASC: 1, 2, 4, 6, 7, 8, 9; ISTE: 2</th>
<th><strong>Module 10</strong>: Teaching Writing Strategies to Students with Specific Learning Disabilities</th>
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<tbody>
<tr>
<td></td>
<td>CEC 1.0, 3.0, 4.0, 5.0</td>
<td>Text Readings: Chapter 12 of Bryant &amp; Chapters 9 &amp; 10 of Reid</td>
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<td>Take Module 10 Quiz</td>
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<td>Submit Module 10 Dropbox</td>
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<td>All Module 10 assignments due by 11:59pm 11/12</td>
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<td>Future Dropbox: Begin Your Writing Lesson Plan Project</td>
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<tr>
<th>Week 12: 11/13-11/19/23</th>
<th>Domain III: 008, 009; Texas 1.2S, 3.5K, 10.2S, 10.4S, 10.5S; INTASC: 1, 2, 4, 6, 7, 8, 9; ISTE: 2</th>
<th><strong>Module 11</strong>: Teaching Math Strategies to Students with Specific Learning Disabilities</th>
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<tbody>
<tr>
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<td>CEC 1.0, 3.0, 4.0, 5.0</td>
<td>Text Readings: Chapter 13 of Bryant &amp; Chapter 12 in Reid</td>
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<td>Take Module 11 Quiz</td>
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<td>Post Module 11 Discussion</td>
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<td>All Module 11 assignments due by 11:59pm 11/19</td>
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<td>Future Dropbox: Begin Your Math Lesson Plan Project</td>
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<td>Note Discussion: Open Forum Peer Lesson Plan Support</td>
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<td>Week &amp; Dates</td>
<td>SLOs</td>
<td>PLOs</td>
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<td>Week 13: 11/20-11/26/23</td>
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<td>Week 14: 11/27-12/3/23</td>
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<td>Lesson Plans Project Due This Week: Complete and submit Lesson Plans Project (All 3 Lesson Plans)</td>
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<td>Week 15: 12/4-12/10/23</td>
<td>Dead Week</td>
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<td>Week 16: 12/11-12/15/23</td>
<td>Final Exam Week</td>
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VI. Readings … TWO Required Course Textbooks and Required Software Purchase


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

edprep@sfasu.edu.
QClassroom Statement: This Perkins College of Education uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu. Note: You do not have a major project assignment in this course that is submitted into QClassroom.

Course Evaluations

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

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

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Please click on the links and read the Important course related policies:

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 Early Alert Program at SFA.
SFA 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  
3rd Floor Rusk Building  
936-468-2401
SFASU Human Services Counseling Clinic  
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

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**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=

**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 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.

2. 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/.

3. 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. 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.

4. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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 will be docked up to 10 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 Desire To Learn (D2L). It is the responsibility of each student to know what changes posted online in D2L News postings, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received the first week of class.