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 Online</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Office Hours: By Virtual appointment on Monday &amp; Wednesday mornings from 9:30am – 12:00pm. Send me an email within D2L of this course to schedule an appointment. You may also use the CHAT tool to speak with me anytime that you notice I’m available online or schedule a ZOOM meeting to meet.</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) 468-1701 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 - Kathleen Sheriff, P.O. Box 13017, Nacogdoches, Texas 75962.</td>
</tr>
</tbody>
</table>
I. Course Description:

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

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

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

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

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development of an interconnected global society.

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

THECB Core Objectives/Outcomes

- Critical Thinking Skills
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
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.

5.8 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.

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.

6.7 Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers.

Key Elements

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

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

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

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

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

Standard 1: Facilitate and inspire student learning and creativity
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in ... digital tools and resources
   c. Promote student reflection using collaborative tools ...
   d. Model collaborative knowledge construction by engaging ... students

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

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

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

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

Domain I … Understanding Individuals with Disabilities and Evaluating Their Needs
Domain II … Promoting Student Learning and Development
Domain III … Promoting Student Achievement in English Language Arts and Reading and in Mathematics
Domain IV … Foundations and Professional Roles and Responsibilities

Course Coordination with the Special Education EC-12 TExES Domains and Competencies

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

OUTCOMES:

Program Learning Outcomes: This course is designed to address the use of strategies, interventions, assessments, parent/teaming collaboration, transitions, and assistive technology for young children with disabilities. It includes an environmental assessment and a major research project utilizing assistive technology to adapt a typical book for a child with a disability. The standards addressed in this course support pre-service candidates in preparation for their General Special Education TExES Certification exam.

Finally, this course is also aligned with the Council for Exceptional Children's Initial Preparation Standards.

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities (CEC 1.1, 1.2).
2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC 2.1, 2.2, 2.3).
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC 3.3).
4. Use multiple methods of assessment and data-sources in making educational decisions (CEC 4.1, 4.2, 4.3, 4.4).
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities (CEC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).
6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC 6.1, 6.2, 6.3, 6.4).
7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC 7.1, 7.2, 7.3).

**Student Learning Outcomes:**

Upon completion of this course students will be able to:

1. Collaborate and consider Assistive Technology (AT) in the IEP process for making informed AT decisions for students with disabilities including the early intervention process for young children with disabilities. (ISTE: 2c, 4b, 5a, 5b; INTASC: 6,7; SBEC: Domain I-Standard V; CEC: 4.1)
2. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of young children with disabilities within self-contained and inclusive environments (CAEP 2.3, CEC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).
3. Understand and relate to roles and responsibilities that teachers, school staff, related-service providers, community members and parents have in providing culturally responsive ways to address the needs of young children with exceptionalities/disabilities have across a range of learning experiences (CEC 7.1, 7.2, 7.3).
4. Prepare and conduct assessments, evaluations, and individualized education programs for young children with disabilities including parental input and culturally appropriate responsiveness to the families of the students. CAEP 2.3, ISTE: 2a,2b,2c,2d,4b, INTASC: 3,6, SBEC: Domain I-Standard IV, CEC: 1.1,1.2,4.1,4.2,4.3,4.4)
5. Evaluate the effectiveness of early childhood environmental implementation plans for young children with disabilities including early intervention strategies for pre-school children with disabilities. (ISTE: 1c,3d,4b,4d, INTASC: 10, SBEC: Domain II-Standard VI, CEC: 4.1)
6. Assess students with disabilities within the Transition Planning process self-determination skills. (ISTE: 1c,1d,2a,3b, 5a,5b,5d; INTASC: 6,7,8; SBEC: Domain II-Standard IX; CEC: 1.1,1.2,2.1,2.2)
7. Use foundational knowledge of the field and professional ethical principles and practice to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC 6.1, 6.2, 6.3, 6.4).
8. Design and create an assistive technology communication task analysis system for a young child with a disability (CAEP: 1; CEC: 3,4,5; InTASC: 4,5,7,8; ISTE: 1,2,3; SBEC Domain III)
9. Utilizing principles of differentiation, universal design for learning pre-service candidates will be able to create safe, inclusive, culturally responsive learning environments for young children with exceptionalities so that they become active effective learners developing emotional wellbeing, positive social interactions, and self-determination skills (CEC 3.3).

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

Time Requirements for This Course:

SPED 4364 (3 credits; fully online) spans approximately 16 weeks this semester. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on educational best practices, laws, ethics, and assessments. In addition, students are required to adapt a typical book for a preschool child with a communication disability, complete quizzes/exams over the course content, complete homework activities related to future teaching, and complete multiple discussion/writing assignments that evaluate their ability to think ethically and professionally. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments regarding students with disabilities in early education settings.

IV. Evaluation and Assessments (Grading):
Quizzes (20pts. X 10 = 200pts.)
Discussions (20pts. X 10 = 200pts.)
Dropbox Assignments (8 assignments: 173pts.)
Dr. Seuss Adapted Book Project (200pts.)
Pre-K Environmental Assessment Project (100pts)
Field Experience Hours Documentation (100pts)
Course Evaluation Survey Participation (Bonus 25pts.)
Generic Teaching Strategies Chart/Eco Inventory Chart (Bonus 20pts = 40pts.)
**Total Points = 973**

Options for Additional Bonus Points: 65

Grades will be 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.

Discussions: You are expected to post your response to instructor question/prompt and then reply to at least two peers in each discussion.

Dropbox Assignments: These will consist of written assignments and/or photo project assignments within Modules that you submit. Please write using APA basic formatting: Times New Roman 12 pt. font, double-space, one inch margins. Use spell check to check your spelling before submission of your papers.

Field Experience Hours: You will be required to submit your field experience hours and documents into QClassroom. Quizzes, Discussions, and Dropbox Assignments are listed in your course Syllabus Timeline by weekly due dates.

V. Course Timeline

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

Follow your Syllabus Timeline to make sure you are completing assignments by due dates.

Each week begins on the first day of class that week and ends on Sunday night at 11:59pm for the week stated in the syllabus. For example: Week 1 begins on Monday, August 28th: and ends at 11:59 pm Sunday night, December 3rd.

<table>
<thead>
<tr>
<th>Week 1: 8/28-9/3/23</th>
<th>Get your textbooks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete all the components of the <strong>Getting Started Module</strong>.</td>
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<tr>
<td></td>
<td>Post your Bio in Discussions-respond to peer postings by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Read and print the course syllabus and course timeline.</td>
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<tr>
<td></td>
<td>Take Syllabus Quiz</td>
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<tr>
<td></td>
<td>Make sure that you have Field Experience Module (FEM) because you will need FEM to record your field experiences this semester. See syllabus for more information. Get this accomplished this week!</td>
</tr>
</tbody>
</table>
All Getting Started Module assignments are due by Sunday night 8/28/22 at 11:59pm

Begin thinking about where you can do volunteer observation hours (minimum of 8 hours) in a Pre-K classroom.

You will perform an Environmental Assessment Project for a Pre-K classroom this semester. Ask around: Local Day Cares, Head Start, Early Childhood SpEd Classrooms, General Ed Inclusion Pre-K Classrooms, Home/Church Pre-K programs, Hospital Play Therapy Rooms for Early Childhood Intervention Specialists, Specialized Pre-K/Early Childhood Programs for Autism. Etc. Consider combining your observation hours with this Environmental Assessment Project. That way you use your observation time to work on your assessment project.

You will submit your hours to QClassroom this semester.

Go ahead and….Begin Module 1

<table>
<thead>
<tr>
<th>Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1: Educating Young Children with Disabilities</td>
</tr>
<tr>
<td>Read Cook Text Chapter 1</td>
</tr>
<tr>
<td>Take Quiz over Chapter 1</td>
</tr>
<tr>
<td>Submit Dropbox Assignment: First Person Terminology Practice</td>
</tr>
<tr>
<td>Post Module 1 Discussion</td>
</tr>
</tbody>
</table>

All Module 1 Assignments are due by Sunday night 9/10 at 11:59pm

(CAEP 1, CEC 3, InTASC 4 & 5, ISTE 1, SBEC I)

<table>
<thead>
<tr>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2: In Partnership with Families</td>
</tr>
<tr>
<td>Read Cook Text Chapter 2</td>
</tr>
<tr>
<td>Take Quiz over Chapter 2</td>
</tr>
</tbody>
</table>

Week 2: 9/4-9/10/23

Week 3: 9/11-9/17/23
**Submit Dropbox Assignment: Personal Family Cultural Model Reflection Essay (Double-space this paper, use Times New Roman 12 point font, and 1" margins all around)**

Post Module 2 Discussion

Submit Signed Documents for Field Experience Hours to Dropbox

All Module 2 assignments are due by Sunday night 9/17 at 11:59pm

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

<table>
<thead>
<tr>
<th>Week 4: 9/18-9/24/23</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 3: Developing Individualized Intervention Plans/Programs &amp; Monitoring Progress</td>
<td></td>
</tr>
<tr>
<td>Read Cook Text Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Read Appendix D in Cook Text (pages 446 – 452)</td>
<td></td>
</tr>
<tr>
<td>Take Quiz over Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Post Module 3 Discussion</td>
<td></td>
</tr>
<tr>
<td>Submit Dropbox Assignment: IFSP Treasure Hunt</td>
<td></td>
</tr>
<tr>
<td>All Module 3 assignments are due by Sunday night 9/24 at 11:59pm</td>
<td></td>
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<td>(CAEP 2, CEC 4 &amp; 7, InTASC 6 &amp; 10, ISTE 2, SBEC I &amp; IV)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 5: 9/25-10/1/23</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 4: Designing Instructional Programs</td>
<td></td>
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<tr>
<td>Read Cook Chapter 4</td>
<td></td>
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<tr>
<td>Post Module 4 Discussion</td>
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<tr>
<td>Take Quiz over Chapter 4</td>
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<tr>
<td>Module 4 Dropbox Assignment for Bonus Points if you choose to participate in this assignment</td>
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<tr>
<td>All Module 4 assignments are due by Sunday night 10/1 at 11:59pm</td>
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<td>(CAEP 2, CEC 2 &amp; 5, InTASC 2 &amp; 3, ISTE 3 &amp; 4, SBEC I &amp; II)</td>
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<td>Week 6: 10/2-10/8/23</td>
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<tr>
<td><strong>Module 5</strong></td>
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<tr>
<td>Chapter 5: Considerations for Teaching Children with Specific Disabilities</td>
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<tr>
<td>Read Cook Text Chapter 5</td>
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<tr>
<td>Read Cook Appendix B (pages 438-443)</td>
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<tr>
<td>Post Module 5 Discussion</td>
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<tr>
<td>Take Quiz over Chapter 5</td>
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<tr>
<td>Module 5 Dropbox Assignment for Bonus Points if you choose to do this assignment</td>
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<tr>
<td><strong>Begin Reading and Planning for your Dr. Seuss Book Project!</strong></td>
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<tr>
<td>All Module 5 assignments are due by Sunday night 10/8 at 11:59pm</td>
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<tr>
<td>(CAEP 2, CEC 2 &amp; 5, InTASC 2 &amp; 3 &amp; 9, ISTE 3 &amp; 4, SBEC I &amp; II)</td>
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<tr>
<th>Week 7: 10/9-10/15/23</th>
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<tbody>
<tr>
<td><strong>Module 6</strong></td>
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<tr>
<td>Chapter 6: Promoting Social and Emotional Development</td>
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<tr>
<td>Read Cook Chapter 6</td>
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<tr>
<td>Take Quiz over Chapter 6</td>
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<tr>
<td>Post Module 6 Discussion</td>
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<tr>
<td>Module 6 Dropbox Assignment: Early Childhood Environments</td>
</tr>
<tr>
<td><strong>Begin your Dr. Seuss Book Project!</strong></td>
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<tr>
<td>All Module 6 assignments are due by Sunday night 10/15 at 11:59pm</td>
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<tr>
<td>(CAEP 1, CEC 3,4,5, InTASC 4,5,7,8, ISTE 1,2,3, SBEC III)</td>
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| Week 8: 10/16-10/22/23 | **Module 7**  
Submit Module 6 Dropbox Assignment: Early Childhood Environments  
Chapter 7: Helping Young Children Develop Motor and Self-Help Skills  
Read Cook Text Chapter 7  
Post Module 7 Discussion  
Submit Dropbox Assignment: Typical Pre-School Task Analysis  
Take Chapter 7 Quiz  
All Module 7 assignments due by Sunday night 10/22 at 11:59pm  
(CAEP 1, CEC 3,4,5, InTASC 4,5,7,8, ISTE 1,2,3, SBEC III) |
|---|---|
| Week 9: 10/23-10/29/23 | **Complete and Submit your Dr. Seuss Book Project Due This Week!**  
You may want to read your book to students you visit in your Field Experience Observation Hours….just a thought.  
**Post Dr. Seuss Project Discussion**  
**Seuss project and discussion due by 11:59pm 10/29/23** |
| Week 10: 10/30-11/5/23 | **Module 8**  
Chapter 8: Nurturing Communication Skills  
Read Cook Text Chapter 8  
Post Module 8 Discussion  
Take Chapter 8 Quiz by Sunday night 11/5 at 11:59pm  
Submit Dropbox Assignment: Communication Teaching Strategies  
Submit Dropbox Assignment: Language Development Tip Sheet  
All Module 8 assignments are due by Sunday night 11/5 at 11:59pm  
(CAEP 1, CEC 3,4,5, InTASC 5,6,7,8, ISTE 2, 3 SBEC II & III) |
<table>
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<tr>
<th>Week 11: 11/6-11/12/23</th>
<th>Use these two weeks to finalize your observation field experience hours, submit signed proof by mentoring teacher(s), complete FEM documentation. NOTE: Submit to QClassroom your Pre-K observation hours documentation. Submit by 11/20 at 11:59pm.</th>
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<tbody>
<tr>
<td>Week 13: 11/20-11/26/23</td>
<td>Thanksgiving Holiday</td>
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</table>
| Week 14: 11/27-12/3/23 | Module 9  
Chapter 9: Encouraging the Development of Cognitive Skills & Literacy  
Read Cook Text Chapter 9  
Take Chapter 9 Quiz  
Read Cook Text Appendix A (pages 430-437). Review the Cognitive Skills section of this chart.  
Post Module 9 Discussion  
Submit Dropbox Assignment: Early Childhood Outcomes Pre-Kindergarten Alignment  
All Module 9 assignments are due by 11:59 pm 12/3  
(CAEP 1, CEC 1,2,5, InTASC 2,7,8, ISTE 3, SBEC II & III) |
| Weeks 15 & 16: Week 15: Dead Week (December 4-10) No Assignments Due | Week 16: Finals Week (December 11-15)  
No Cumulative Final Examination! |
Required readings will be provided within modules and/or on the course homepage. Required: Two (2) TEXT Books & One (1) Additional Required Children’s Book:


**Required QCQClassroom**

**QCQClassroom Statement:** This course uses the QCQClassroom 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 will be required to use QCQClassroom for logging your field experience hours for this course.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 full-time and part-time faculty 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 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 summarized data will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:** Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

Please click the links and read the Important course related policies listed below:

*Course Grades (Including WH), Policy 5.5*
The instructor shall have full discretion over what behavior is appropriate 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 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

**Code of Ethics for the Texas Educator:** The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

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

1. 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.

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 SFA.

For further information, 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 in d2l as a News page item for the course. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.