The SFA Way … “Striving for personal excellence in everything we do.”

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

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

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

The Principle of Responsibility … Lumberjacks do what is right.

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

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

Course Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>L. Kathleen Sheriff, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Time &amp; Location:</td>
<td>DesireToLearn, D2L Online</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Office Hours: By Virtual appointment on Tuesday &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>
<tr>
<td>Pre-requisite:</td>
<td>SPED 3329</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 core values of the College of Education.

THECB Core Objectives/Outcomes

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Standards Addressed: CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions

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

Provider Responsibilities

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

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

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice
Partnerships for Clinical Preparation

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

Clinical Educators

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

Clinical Experiences

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates Who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

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

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

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

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

Additional Selectivity Factors

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

Selectivity During Preparation

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

Selection At Completion

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

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

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

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

**Satisfaction of Completers**

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

Standard 5: Provider Quality Assurance and Continuous Improvement

**Quality and Strategic Evaluation**

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

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

**Continuous Improvement**

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

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

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

CEC … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

**Key Elements**

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

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

Standard 2: Learning Environments

**Key Elements**

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

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

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

Standard 3: Curricular Content Knowledge

**Key Elements**

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

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

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

Standard 4: Assessment
Key Elements

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

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

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

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

Standard 5: Instructional Planning & Strategies

Key Elements

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

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

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

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

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

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

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

Standard 6: Professional Learning & Ethical Practice

Key Elements

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

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

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

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

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

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

Standard 7: Collaboration

Key Elements

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

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

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

InTASC … Interstate Teacher Assessment and Support Consortium

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

ISTE … International Society for Technology in Education
Standard 1: Facilitate and inspire student learning and creativity
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in … digital tools and resources
   c. Promote student reflection using collaborative tools …
   d. Model collaborative knowledge construction by engaging … students
Standard 2: Design and develop digital age learning experiences and assessments
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
   b. Develop technology-enriched learning environments …
   c. Customize and personalize learning activities to address students’ diverse learning styles …
   d. Provide students with multiple and varied formative and summative assessments …
Standard 3: Model digital age work and learning
   a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
   b. Collaborate … using digital tools …
   c. Communicate … using a variety of digital age media and formats
   d. Model and facilitate effective use of current and emerging digital tools
Standard 4: Promote and model digital citizenship and responsibility
   a. Advocate … use of digital information and technology …
   b. Address diverse need of all learners … using digital tools and resources
   c. Promote and model digital etiquette and responsible social interactions …
   d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools
Standard 5: Engage in professional growth and leadership
   a. Participate in local and global learning … explore creative applications of technology …
   b. Exhibit leadership by demonstrating a vision of technology infusion …
   c. Evaluate and reflect on current research and professional practice …
   d. Contribute to … teaching profession … school and community

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

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

This course’s alignment with the State Board of Educator Certification Standards for Texas EC-12 Special Education teachers coincides with the College of Education’s mission to provide candidates with a foundation for success in teaching and the COE’s goal of academic excellence in candidate content knowledge.
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 TEExE 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; TEA: 6.8S, 10.6S, 10.10S, 10.12S)
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, TEA: 3.8S, 4.3S, 4.9K, 5.10S).
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, TEA: 1.6K, 1.9K, 2.2K, 2.4S, 3.3S, 5.5S, 5.7S, 5.10S).
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, TEA: 1.6K, 1.9K, 1.10K, 2.2K, 2.4S, 3.3S, 5.5S, 5.7S, 5.10S)
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, TEA: 4.2S, 7.5S)
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, TEA: 6.10S, 9.1K, 9.2K, 9.3K, 10.11S)

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, TEA: 2.2S, 2.4S).

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, TEA: 5.12S)

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, TEA: 1.2S, 5.3S, 6.1S).

10. Learn how to collaborate with parents regarding concerns, instructional strategies, IEPs, resources for supports, related services providers, fostering respectful and beneficial relationships. (CEC 7.1, 7.3, TEA: 3.2K, 3.2S, 3.3S)

11. Learn early developmental issues regarding cognition, etiologies of disabilities, medical and medicine issues, child development stages. (CEC 1.0, TEA: 4.9K, 4.10K, 4.11K)

12. Evaluate curricula used in early childhood classrooms to address cognition, physical, communication, social needs of young children with disabilities including modifications and accommodations. (CEC 3.0, 3.2, 3.3, TEA: 6.1S, 6.5K, 6.8S, 6.10S, 10.5S, 10.6S)

13. Evaluate components of phonological and phonemic awareness, alphabetic principles and the relationships to early literacy skills for young children with disabilities. (CEC 5.0, 5.1, 5.4, TEA: 11.2K, 11.3K, 10.5S)

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 smart phones, 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 (15 weeks of instruction/1 final exam week) 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)
Generic Teaching Strategies Chart/Eco Inventory Chart (Bonus 20pts = 40pts.)

Total Points = 973

Options for Additional Bonus Points: 40

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-spacing, 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 (except for Easter break holiday week which is only three days and ends on a Wednesday). For example: Week 1 (short week) begins on Thursday, January 18th and ends at 11:59 pm Sunday night, January 21st.

<table>
<thead>
<tr>
<th>SPED 4364.502 Course Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2024</td>
</tr>
<tr>
<td>Week 1:</td>
</tr>
<tr>
<td>Short Week:</td>
</tr>
<tr>
<td>Get your textbooks.</td>
</tr>
<tr>
<td>Complete all the components of the <strong>Getting Started Module</strong>.</td>
</tr>
<tr>
<td>Post your Bio in Discussions-respond to peer postings by Sunday night at 11:59pm</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>1/18-1/21/24</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2: 1/22-1/28/24</th>
<th>Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1: Educating Young Children with Disabilities</td>
</tr>
<tr>
<td></td>
<td>Read Cook Text Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Take Quiz over Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Submit Dropbox Assignment: First Person Terminology Practice</td>
</tr>
<tr>
<td></td>
<td>Post Module 1 Discussion</td>
</tr>
<tr>
<td></td>
<td>All Module 1 Assignments are due by Sunday night 1/28 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(CAEP 1, CEC 3, InTASC 4 &amp; 5, ISTE 1, SBEC I)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: 1/29-2/4/24</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 2: In Partnership with Families</td>
</tr>
<tr>
<td></td>
<td>Read Cook Text Chapter 2</td>
</tr>
<tr>
<td>Week 4: 2/5-2/11/24</td>
<td>Module 3</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
</tr>
<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 2/11 at 11:59pm</td>
<td></td>
</tr>
<tr>
<td>(CAEP 2, CEC 4 &amp; 7, InTASC 6 &amp; 10, ISTE 2, SBEC I &amp; IV)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: 2/12-2/18/24</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 4: Designing Instructional Programs</td>
<td></td>
</tr>
<tr>
<td>Read Cook Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Post Module 4 Discussion</td>
<td></td>
</tr>
<tr>
<td>Take Quiz over Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Module 4 Dropbox Assignment for Bonus Points if you choose to participate in this assignment</td>
<td></td>
</tr>
<tr>
<td>All Module 4 assignments are due by Sunday night 2/18 at 11:59pm</td>
<td></td>
</tr>
<tr>
<td>(CAEP 2, CEC 2 &amp; 5, InTASC 2 &amp; 3, ISTE 3 &amp; 4, SBEC I &amp; II)</td>
<td></td>
</tr>
</tbody>
</table>
| Week 6: 2/19-2/25/24 | **Module 5**  
Chapter 5: Considerations for Teaching Children with Specific Disabilities  
Read Cook Text Chapter 5  
Read Cook Appendix B (pages 438-443)  
Post Module 5 Discussion  
Take Quiz over Chapter 5  
Module 5 Dropbox Assignment for Bonus Points if you choose to do this assignment |
|----------------------|--------------------------------------------------|

**Begin Reading and Planning for your Dr. Seuss Book Project!**

All Module 5 assignments are due by Sunday night 2/25 at 11:59pm  
(CAEP 2, CEC 2 & 5, InTASC 2 & 3 & 9, ISTE 3 & 4, SBEC I & II)

| Week 7: 2/26-3/3/24 | **Module 6**  
Chapter 6: Promoting Social and Emotional Development  
Read Cook Chapter 6  
Take Quiz over Chapter 6  
Post Module 6 Discussion  
Module 6 Dropbox Assignment: Early Childhood Environments |
|----------------------|--------------------------------------------------|

**Begin your Dr. Seuss Book Project!**

All Module 6 assignments are due by Sunday night 3/3 at 11:59pm  
(CAEP 1, CEC 3, 4, 5, InTASC 4, 5, 7, 8, ISTE 1, 2, 3, SBEC III)

| Week 8: 3/4-3/10/24 | **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 |
|----------------------|--------------------------------------------------|
| Week 9: 3/11-3/17/24 | Post Module 7 Discussion  
|| Submit Dropbox Assignment: Typical Pre-School Task Analysis  
|| Take Chapter 7 Quiz  
|| All Module 7 assignments due by Sunday night 3/10 at 11:59pm  
|| (CAEP 1, CEC 3,4,5, InTASC 4,5,7,8, ISTE 1,2,3, SBEC III)  
| Week 10: 3/18-3/24-24 | 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 3/24  
| Week 11: Short Week 3/25-3/27/24 | Use these three days to complete your field hours or make up any missing assignments.  
|| SFASU Easter Break Weekend  
| Week 12: 4/1-4/7/24 | Module 8  
|| Chapter 8: Nurturing Communication Skills  
|| Read Cook Text Chapter 8  
|| Post Module 8 Discussion  
|| Take Chapter 8 Quiz by Sunday night 4/7 at 11:59pm  
|| Submit Dropbox Assignment: Communication Teaching Strategies  
|| Submit Dropbox Assignment: Language Development Tip Sheet  

**Spring Break!**
All Module 8 assignments are due by Sunday night 4/7 at 11:59pm
(CAEP 1, CEC 3,4,5, InTASC 5,6,7,8, ISTE 2, 3 SBEC II & III)

Week 13:
4/8-4/14/24
Use these two weeks to finalize your observation field experience hours, submit signed proof by mentoring teacher(s) to dropbox, complete field experience
NOTE: Record your Pre-K observation hours documentation in QClassroom
Submit by 4/21 at 11:59pm.

Week 14:
4/15-4/21/24
Submit to Dropbox: Early Childhood Environment Assessment Project by 4/21 at 11:59pm.

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 4/28
All course assignments are due by 11:59 pm 4/28….QClassroom must be completed with field hours.
Take course evaluation survey if you haven’t done so already.
(CAEP 1, CEC 1,2,5, InTASC 2,7,8, ISTE 3, SBEC II & III)

Weeks 16
4/29-5/5/24
& 17: 5/6-5/10/24
Week 16: Dead Week No Assignments Due
Week 17: Finals Week
No Final Examination!

VI. Readings

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 QCclassroom

- **QCclassroom Statement**: This course uses the QCclassroom 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 qcclassroom@sfasu.edu.

  **Note**: You will be required to use QCclassroom 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 Policy

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

  Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

  For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.
• **Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

• **Student Wellness and Well-Being**

SFA values students' overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

• **Other important course-related policies:**

***Other SFA policy information is found in the [Handbook of Operating Procedures (HOP)](http://www.sfasu.edu/disabilityservices/).***

**IX. Resources**

• **On-campus Resources:**

  o **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  
  www.sfasu.edu/deanofstudents
  
  936.468.7249
  
  dos@sfasu.edu

  o SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

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

  o **The Health and Wellness Hub** “The Hub”
  Location: corner of E. College and Raguet St.

  To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

  - Health Services
  - Counseling Services
  - Student Outreach and Support
  - Food Pantry
  - Wellness Coaching
  - Alcohol and Other Drug Education

  [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

  936.468.4008

  thehub@sfasu.edu

  **Crisis Resources:**

  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
X: Additional Information Specific to Educator Preparation

Code of Ethics for the Texas Educator:

- The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

- 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.
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
- 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.

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.

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.

L. Kathleen Sheriff, 2024 | Special Education Program | Stephen F. Austin State University