Department of Education Studies
Early Childhood Special Education SPED 5364.502
Summer Semester II 2024

Instructor Information:

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Course Time & Location: DesireToLearn Brightspace, D2L
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Prerequisites: Graduate Status

Course Description:

SPED 5364 Early Childhood Special Education (3 credits; fully online) spans approximately 16 weeks. In summer the course spans 4 weeks and 3 days. This graduate course contains extensive assessment and 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 six hours per week. Primary source readings are woven into the content to support comprehensive overview of early childhood educational settings, Child Find law, medical aspects of serving young children with disabilities, methods, technology, transition, and interagency coordination. Students study early literacy, science, and mathematics content areas applicable to young children with disabilities birth to age 8. In addition, students are required to read and research current organizational websites both statewide and nationally, complete quizzes/exams over the course content, and complete multiple discussion/writing assignments that evaluate their ability to evaluate, assess, plan for and deliver early childhood intervention and behavior strategies. Students perform an authentic on site environmental assessment project. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments regarding young children with disabilities.
I. 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 dedicated to responsible service, leadership, and continued professional and intellectual development.

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

THECB Core Objectives/Outcomes

• Critical Thinking Skills
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

• Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.

• Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

• Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

• Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making

• Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
Standards Addressed:

CAEP … Council for the Accreditation of Educator Preparation Standard 1: Content and Pedagogical Knowledge
Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice

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

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.
Clinical Educators

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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 4 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

Standard 1: Learner Development & Individual Learning Differences Key Elements
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

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

Standard 2: Learning Environments Key Elements
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

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

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

Standard 3: Curricular Content Knowledge Key Elements
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

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

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

Standard 4: Assessment Key Elements
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

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

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

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

Standard 5: Instructional Planning & Strategies Key

Elements

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

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

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

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

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

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

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

Standard 6: Professional Learning & Ethical Practice Key

Elements

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

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

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

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

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

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors,
and volunteers.

Standard 7: Collaboration Key

Elements

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

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

7.3 Beginning special education professionals use collaboration to promote the well-
being of individuals with exceptionalities across a wide range of settings and collaborators.
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. SBEC/TExES ... State Board of Educator Certification (TExES 161 exam)
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

SPECIAL EDUCATION EC-12 STANDARD I (DOMAIN IV):
The special education teacher understands and applies knowledge of the philosophical, historical and legal foundations of special education.

SPECIAL EDUCATION EC-12 STANDARD II (DOMAIN IV):
The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

SPECIAL EDUCATION EC-12 STANDARD III (DOMAIN IV):
The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

SPECIAL EDUCATION EC-12 STANDARD IV (DOMAIN I):
The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

SPECIAL EDUCATION EC-12 STANDARD V (DOMAIN I):
The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
SPECIAL EDUCATION EC-12 STANDARD VI (DOMAIN II):
The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

SPECIAL EDUCATION EC-12 STANDARD VII (DOMAIN II):
The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

SPECIAL EDUCATION EC-12 STANDARD VIII (DOMAIN II):
The special education teacher understands assistive technology as defined by state and federal regulations.

SPECIAL EDUCATION EC-12 STANDARD IX (DOMAIN II):
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

SPECIAL EDUCATION EC-12 STANDARD X (DOMAIN II):
The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

SPECIAL EDUCATION EC-12 STANDARD XI (DOMAIN III):
The special education teacher promotes students' performance in English language arts and reading.

SPECIAL EDUCATION EC-12 STANDARD XII (DOMAIN III):
The special education teacher promotes students' performance in mathematics. OUTCOMES:

Program Learning Outcomes: Council for Exceptional Children (CEC):

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

Educational Diagnostician Certificate Standards:

Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

(1) The beginning educational diagnostician knows and understands:

(A) state and federal regulations relevant to the role of the educational diagnostician;

(B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;

(C) models, theories, and philosophies that provide the basis for special education evaluations;

(D) issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and

(E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The beginning educational diagnostician is able to:

(A) articulate the purpose of evaluation procedures and their relationship to educational programming; and

(B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

(1) The beginning educational diagnostician knows and understands:

(A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;

(B) ethical practices related to assessment and evaluation;

(C) qualifications necessary to administer and interpret various instruments and procedures; and

(D) organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:

(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;

(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;

(C) promote and maintain a high level of competence and integrity in the practice of the profession;

(D) exercise objective professional judgment in the practice of the profession;

(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;

(F) comply with local, state, and federal monitoring and evaluation requirements;

(G) use copyrighted educational materials in an ethical manner; and

(H) participate in the activities of professional organizations in the field of educational diagnosis.

Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

(1) The beginning educational diagnostician knows and understands:
(A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;

(B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;

(C) strategies for developing educational programs for individuals through collaboration with team members;

(D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and

(E) family systems and the role of families in supporting student development and educational progress.

(2) The beginning educational diagnostician is able to:

(A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;

(B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;

(C) foster respectful and beneficial relationships between families and education professionals;

(D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;

(E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;

(F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;

(G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;

(H) use appropriate communication skills to report and interpret assessment and evaluation results;

(I) provide assistance to others who collect informal and observational data;
(J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and

(K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).

Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

(1) The beginning educational diagnostician knows and understands:

(A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;

(B) the relationship between evaluation and placement decisions; and

(C) the role of team members, including the student when appropriate, in planning an individualized program.

(2) The beginning educational diagnostician is able to:

(A) use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;

(B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and

(C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

(1) The beginning educational diagnostician knows and understands:

(A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;

(B) educational implications of various disabilities; and

(C) the variation in ability exhibited by individuals with particular types of disabilities.
The beginning educational diagnostician is able to:

(A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;

(B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and

(C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

The beginning educational diagnostician knows and understands:

(A) basic terminology used in assessment and evaluation;

(B) standards for test reliability;

(C) standards for test validity;

(D) procedures used in standardizing assessment instruments;

(E) possible sources of test error;

(F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);

(G) uses and limitations of each type of assessment instrument;

(H) uses and limitations of various types of assessment data;

(I) procedures for screening, pre-referral, referral, and eligibility;

(J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);

(K) the necessity of monitoring the progress of individuals with disabilities;

(L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and

(M) methods of motor skills assessment.
(2) The beginning educational diagnostician is able to:

(A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;

(B) select and use assessment and evaluation materials based on technical quality and individual student needs;

(C) score assessment and evaluation instruments accurately;

(D) create and maintain assessment reports;

(E) select or modify assessment procedures to ensure nonbiased results;

(F) use a variety of observation techniques;

(G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;

(H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;

(I) determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;

(J) make recommendations based on assessment and evaluation results;

(K) prepare assessment reports; and

(L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

(1) The beginning educational diagnostician knows and understands:

(A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

(B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic
(C) issues related to the representation in special education of populations that are culturally and linguistically diverse;

(D) ways in which diversity may affect evaluation; and

(E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The beginning educational diagnostician is able to:

(A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and

(B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

(1) The beginning educational diagnostician knows and understands:

(A) time-management strategies and systems appropriate for various educational situations and environments;

(B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and

(C) methods for organizing, maintaining, accessing, and storing records and information.

(2) The beginning educational diagnostician is able to:

(A) select, adapt, or design forms to facilitate planning, scheduling, and time management;

(B) maintain eligibility folders; and

(C) use technology appropriately to organize information and schedules.

Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

(1) The beginning educational diagnostician knows and understands:
(A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;

(B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;

(C) ethical considerations inherent in behavior interventions;

(D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;

(E) social skills needed for school, home, community, and work environments;

(F) strategies for crisis prevention, intervention, and management;

(G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and

(H) key concepts in behavior intervention (e.g., least intrusive accommodations/ modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

(2) The beginning educational diagnostician is able to:

(A) conduct functional behavioral assessments;

(B) assist in the development of behavioral intervention plans; and

(C) participate in manifestation determination review.

Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

(1) The beginning educational diagnostician knows and understands:

(A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;

(B) varied learning styles of individuals with disabilities;

(C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;

(D) techniques for modifying instructional methods and materials for individuals with
Student Learning Outcomes:

Upon completion of this course students will be able to:

1. Know the rationale for early intervention and be able to explain the importance of early intervention. (ISTE: 2c, 4b, 5a, 5b; INTASC: 6,7; SBEC: Domain I- Standard V; CEC: 4.1)

2. Understand the similarities and differences between statewide Early Childhood Intervention programming and Pre-school Programs for Children with Disabilities in public schools. (ISTE: 2a,2c,2d, 4a,5c,5d; INTASC: 9,10; SBEC: Domain II- Standard VIII; CEC: 6.1,6.2)

3. Recognize the effects of developmental impairments on a child’s ability to interact with others and the environment. (ISTE: 1c,3b,5a,5b,5c,5d; INTASC: 10; CEC: 7.1,7.2,7.3)

4. Understand the importance of sensory integration for children with disabilities. ISTE: 2a,2c,2d, INTASC: 9,10; CEC: 6.1..6.2,6.3,6.4)

5. Become familiar with a variety of procedures and instruments to assess the functional levels, strengths, and needs of young children including play based assessment. ISTE: 2a,2b,2c,2d,4b, INTASC: 3,6, SBEC: Domain I-Standard IV, CEC: 1.1,1.2.4.1,4.2,4.3,4.4)

6. Understand the concept of family centered practices with respect to families’ values, language, and culture. Know how to identify strengths and coping strategies in families. Know approaches and strategies for working with families with young children with disabilities. (ISTE: 1c,3d,4b,4d, INTASC: 10, SBEC: Domain II-Standard VI, CEC: 4.1)

7. Know the purpose, importance, and limitations of early identification, referral, and screening for young children with disabilities. (ISTE: 1a,1c,1b,2b,5c, INTASC:
1. Be familiar with current models of inclusion and its impact on young children with disabilities. (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)

2. Know the required content and elements of Individualized Family Service Plans (IFSP) and how to integrate information identified by families about a child’s functioning, strengths, needs, and outcomes. Know the required content of Individualized Education Plans (IEPS’s) for children ages 3-5. ISTE: 1a, 2a, 3a, 3b, 3c, 3d, 4b, 4d; INTASC: 1, 4, 5, 6, 8; SBEC: Domain I-Standard V, Domain III-Standard XI; CEC: 3.3, 4.1, 4.2)

3. Become familiar with interdisciplinary teamwork and the roles of ECI and ECSE team members.

4. Know Texas ECI requirements for procedural safeguards, policies on services in natural environments, service coordination requirements, and required procedures for transitioning children and families from ECI programs.

5. Be familiar with services offered and curricula used in ECI and ECSE programs.

6. Be familiar with community services and professionals available to families of young children with disabilities.

7. Understand applications of technology for young children with disabilities.

8. Be familiar with behavioral strategies and compliance programs for young children with special needs.


10. Understand that culture and poverty impact the service provider/family & home relationship.

For additional information on meaningful and measurable learning outcomes see the assessment resource page: [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

II. Course Activities, Assignments, Instructional Strategies, use of Technology:

The format for this course includes scheduled online assignments and deadlines, offline reading assignments, online reading and participation in using web pages, email, discussion boards, and may include technology apps from smart phones, iPads, Androids, website software products, and chat. Assessment of course content will be conducted via scheduled online quizzes, discussion postings, one major assessment project, writing assignments including three essay examinations.

III. Evaluation and Assessments (Grading):

Online Assignments, Quizzes, and Exams:

- Syllabus Quiz (20 points)
- Module Chapter Quizzes (200 points) Three
- Online Essay Exams (300 points) Four Online Discussions (120 points) Five Dropbox Module Assignments (150 points)
- Online Course Evaluation Survey - Participation (30 points)

Total Possible Points = 820 points

Grades determined using the following scale:

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

Quizzes: These may consist of essays, multiple-choice, true/false, and short answer items. You may want to make sure you take quizzes from a computer with high-speed access. Quizzes, Discussions, and Assignments are listed in your course timeline.
### IV. Course Timeline

**Dr. Sheriff: SPED 5364.502**  
**Course Timeline Summer II 2024**

The best plan Timeline below shows the semester assignments outlined by weeks. Plan your time wisely in order to follow this best plan for course completion. Week 5 is a short week and the course ends at 5:00pm on Wednesday of Week 5.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>CEC PLOs</th>
<th>PCOE SLOs</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| Week 1: 7/8-7/14/2024| 6.1 6.2  | ISTE: 4.c, 4.d | Getting Started Module  
Complete all the components of the Getting Started Module;  
Post your Introduction Bio in Discussions;  
Respond to at least 2 peer postings;  
Read and print course syllabus and Timeline;  
Take Syllabus quiz (due 7/14/2024 at 11:59pm)  
Note: Locate a parent of a young child to interview for Ages & Stages Assessment (Due End of Week 4) |
| Week 1               | 2.1 2.2 2.3 | ISTE: 2c  
INTASC: 2, 3, 4.5  
SBEC: Dom II-X  
Diag IV, VI | UNIT 1 Begins:  
Module 1: Foundations of Early Childhood Special Education; origins & development, compensatory programs  
Read textbook Chapter 1; Take Chapter 1 Quiz Dropbox: Texas Head Start Association Assignment  
All Module 1 Assignments Due by 7/14/24 at 11:59PM |
Read textbook Chapter 3; Take Chapter 3 Quiz Discussion: Family Systems Theory  
All Module 3 Assignments Due by 7/21/24 at 11:59PM |
| Week 2               | 4.1 4.2 4.3 4.4 | ISTE: 2,a,2c,2d  
INTASC:9,10  
SBEC: Dom II-VIII  
Diag I | Module 4: Service Delivery & Early Childhood Intervention for Young children with Disabilities; Inclusion/Service Delivery Models/Teaming/Collaboration/Individualized Programming/Transition Services  
Read textbook Chapter 4: Take Chapter 4 Quiz  
All Module 4 Assignments Due by 7/21/24 at 11:59pm |
| Week 2 Ends          |          |           | Unit 1 Ends  
Take Essay Exam 1 (Chapters 1-4) which is due 7/21/24 by 11:59PM |
| Week 3 | 7/22-7/28/2024 | 3.3  
| 4.1  
| 4.2 | ISTE: 3a,  
| 3b, 3c, 3d  
| INTASC: 1,  
| 6, 7, 8  
| SBEC:  
| Dom I-V  
| Diag X | UNIT 2 Begins:  
| Module 5: Assessment of Young Children (recommended practices and procedures, types of assessments)  
| Services in Texas Content Pages  
| Read textbook Chapter 5; Take Chapter 5 Quiz  
| Work Toward Dropbox Assignment: Ages & Stages Questionnaire due next week  
| All Module 5 Assignments Due by 7/28/24 at 11:59PM |  
| Week 3 | 5.1-7 | ISTE: 1a,2b-c  
| 5c; INTASC:  
| 4-5, 8-9  
| SBEC III-XII  
| Diag X | Module 6: Curriculum for Young Children with Disabilities or Delays  
| Read Chapter 6; Take Chapter 6 Quiz  
| Dropbox Assignment: Pre-K Curriculum National Early Childhood Outcomes & Texas Pre-K Alignment Document  
| All Module 6 Assignments Due by 7/28/24 at 11:59 pm |  
| Week 3 | | UNIT 2 Ends  
| Take Essay Exam 2 (Chapters 5-6) which is due 7/28/24 by 11:59PM |  
| Week 4: 7/28-8/4/2024 | 1.1 | ISTE: 2a,2b,2c,2d,  
| 4b; INTASC  
| 3,6; SBEC  
| Dom I-IV | UNIT 3 Begins:  
| Module 7: Designing Learning Environments for Young Children with Disabilities  
| Read Chapter 7; Take Chapter 7 Quiz  
| Discussion: Learning 8/4/24 at 11:59 pm |  
| Week 4 | 4.1 | ISTE: 1c  
| 3d, 4b, 4d  
| INTASC: 10  
| SBEC: Dom II-VI | Module 8: Adapting Learning Environments for Young Children with Disabilities;  
| Read Chapter 8; Take Chapter 8 Quiz,  
| Dropbox Assignment: Adaptations for Young Children with Delays/Disabilities  
| All Module 8 Assignments Due by 8/4/24 at 11:59 pm |  
| Week 5 8/5-8/7/2024 Short Week - Course Ends 8/7/2024 at 5:00pm! | 1.1-2  
| 2.1-3 | UNIT 4 Begins:  
| Module 10: Emerging Issues and Intervention/AT/UDL  
| Read Chapter 10; Take Chapter 10 Quiz  
| Participate in Course Evaluation Survey  
| Take Essay Exam 3 (Chapters 7-10) which is due on 8/7/24 by 5:00pm |  
| UNIT 4 Ends |  
| Course Ends |
V. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! Bonus participation points will be awarded.

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

VI. Student Ethics and Other Policy Information: Found at:

**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/.

- 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)***

IX. Resources
- On-campus Resources:
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

- SFASU Counseling Services • www.sfasu.edu/counselingservices
- Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
- SFASU Human Services Counseling Clinic •
- www.sfasu.edu/humanservices/139.asp
- Human Services Room 202 • 936-468-1041

- **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
    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)
  - Crisis Text Line: Text HELLO to 741-741
Code of Ethics for the Texas Educator:

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


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

   - You enrolled or 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/.

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). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

Late Submission Policy and Make-up Exams:

All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked up to 10 points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in the Announcement section of the course or by course email. 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 | Department of Education Studies | Stephen F. Austin State University