



Course Syllabus: Early Childhood Special Education
West College of Education
SPED 4533 Section x10
Fall 2025 August 25, 2025 - December 11, 2025

Contact Information

Instructor: Beth Barnard

Office: Bridwell 309

Student Hours: Tuesdays 9:30 am - 11:30am, Wednesdays 10 am - 11:30 am, Thursdays 10 am - 11:30am, by appointment

Office phone: (940) 397-4063

E-mail: Elizabeth.barnard@msutexas.edu

Instructor Response Policy

The best way to contact me is via email. I will check my email daily between 8:00 AM and 5:00 PM, Monday through Friday. Every effort will be made to respond within 24 hours; however, this does not apply to weekends or holidays. You are welcome to visit my office during office hours (see above), or we can set up a time to talk virtually, on the phone, or in person outside those hours. I am typically pretty flexible.

Textbook & Instructional Materials

No textbook required.

Course Description

Prerequisite(s): SPED 3313 and 4313. Development of transdisciplinary Individual Family Service Plans and Strategies for promoting the development of infants and young children with moderate disabilities. Planning and implementing age appropriate strategies for preschool aged children is required.

Course Objectives/Learning Outcomes/Course Competencies

The candidate will meet the following standards and competencies relating to special education by the Texas Education Agency (TEA) as required for certification as a special education teacher (EC-12), as well as the relevant

Council for Exceptional Children (CEC) knowledge and skills base standards for all beginning special education teachers. This course provides special education candidates and students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. The student will understand and apply knowledge of the philosophical, historical, and legal foundations of special education.
2. The student will know how to communicate and collaborate effectively in a variety of professional settings.
3. The student will understand and apply knowledge of the characteristics and needs of individuals with disabilities.
4. The student will understand formal and informal assessment procedures and will know how to evaluate student competencies to make instructional decisions.
5. The student will understand and apply knowledge of procedures for planning instruction and managing teaching and learning environments.
6. The student will understand and apply knowledge of issues and procedures for teaching appropriate student behavior and social skills.
7. The student will promote students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
8. The student will promote students' performance in English language arts and reading.
9. The student will promote students' performance in mathematics.
10. The student will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
11. The student will 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.
12. The student will use multiple methods of assessment and data sources in making educational decisions.
13. The student will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities
14. The student will 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.

15. The student will 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 disabilities.

Study Hours and Tutoring Assistance

Instructor is available to meet by appointment. Please email Mrs Beth with any questions you have. Responses/answers will be provided via email or a time can be set up for a phone call or appointment.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Guru, Microsoft Copilot, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate does not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Grading/Assessment

Course Grade-

Table 1: Total points for final grade.

Grade	Points
A	554-615
B	492-553
C	431-491
D	369-430
F	Below 369

Table 2: Points allocated to each assignment/module.

<u>Module</u>	<u>Points</u>
Module 1: Philosophical, Historical, and Legal Foundations of Special Education	20 points
Module 2: Understanding Disabilities and Developmental Delays	40 points
Module 3: Characteristics and Needs of Young Children with Disabilities	50 points
Module 4: Family-Centered Practices and IFSP Development	45 points
Module 5: Collaboration and Professional Communication	70 points
Module 6: Formal and Informal Assessment of Young Children	45 points
Module 7: Planning and Implementing Developmentally Appropriate Instruction	85 points
Module 8: Positive Behavior Supports and Social-Emotional Learning	50 points
Module 9: Facilitating Early Literacy and Language Development	25 points
Module 10: Supporting Early Math and Cognitive Development	20 points
Module 11: Safe, Inclusive, and Culturally Responsive Learning Environments	50 points
Module 12: Professionalism, Ethics, and Lifelong Learning in Special Education	40 points
Portfolio and Course Reflections	90 points

Submitted Work

Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). Assignments that are handwritten need to be eligible, neat and clean.

Unacceptable work will be returned, un-graded, or lead to reduction in grade. In addition, plagiarized or copied word will receive a grade of ZERO with no make-up allowed.

Extra Credit

No extra credit assignments will be given or accepted.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).

Deadline to file for graduation: Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse**

for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Inclement Weather

In the event of Inclement Weather, please check D2L for updates to class responsibilities and calendar.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or

employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Fall 2025 Course Calendar

<u>Week - Dates</u>	<u>Topic/Chapter</u>	<u>To Do</u>
Week 1: August 25 - Aug 31, 2025	Welcome/Introductions	Become familiar with our course - Welcome slide in google
Week 2: September 1 - Sep 7, 2025	Module 1: Philosophical, Historical, and Legal Foundations of Special Education	Discussion Board (1) (20 points) Grad Essay (25 points)
Week 3: September 8 - Sep 14, 2025	Module 2: Understanding Disabilities and Developmental Delays	Child Case Profile (40 points)
Week 4: September 15 - Sep 21, 2025	Module 3: Characteristics and Needs of Young Children with Disabilities	Mini-Presentation (30 points) Discussion Board (9) (20 points)
Week 5: September 22 - Sep 28, 2025	Module 4: Family-Centered Practices and IFSP Development	IRIS Module (25 points) Discussion Board (2) (20 points)

Week 6: September 29 - Oct 5, 2025	Module 5: Collaboration and Professional Communication	Communication Log (25 points) & IRIS Module (25 points) Discussion Board (3) (20 points)
Week 7: October 6 - Oct 12, 2025	Module 6: Formal and Informal Assessment of Young Children	IRIS Module (25 points) Discussion Board (5) (20 points)
Week 8: October 13 - Oct 19, 2025	Module 7: Planning and Implementing Developmentally Appropriate Instruction	Facilitating Skills (50 points) Peer Critique (15 points) Discussion Board (7) (20 points) Grad Assessment Review (25 points)
Week 9: October 20 - Oct 26, 2025	Module 8: Positive Behavior Supports and Social-Emotional Learning	Classroom Design Activity (30 points) Discussion Board (4) (20 points)
Week 10: October 27 - Nov 2, 2025	Module 9: Facilitating Early Literacy and Language Development	Parent Guide (25 points)
Week 11: November 3 - Nov 9, 2025	Module 10: Supporting Early Math and Cognitive Development	Video Journal Reflection (20 points)
Week 12: November 10 - Nov 16, 2025	Module 11: Safe, Inclusive, and Culturally Responsive Learning Environments	Classroom Layout Blueprint (30 points) Discussion Board (6) (20 points)
Week 13: November 17 - November 23	Module 12: Professionalism, Ethics, and Lifelong Learning in Special Education	Professional Development Plan (20 points) Discussion Board (8) (20 points)
Week 14: November 24 - November 30	Thanksgiving Break	Rest and enjoy your break
Week 15: December 1 - Dec 5, 2025	Review	Catch up on missed materials and assignment
Finals: December 6 - Dec 11, 2025	Portfolio	Final Portfolio (40 points) with reflections (50 points)