Department of Human Services  
Special Education 434.001 – Functional Skills for Persons with Disabilities  
Fall, 2017

Instructor: Glen McCuller, Ph.D.  
Course Time & Location: TTh 12:30 – 1:45, HSTC 317  
Email: thru D2L  
Office Hours: T 2-3; W 1:30-4:30; Th 11-12  
Credits: 3 hours  
Prerequisites: SPE 329

I. Course Description:  
This course addresses issues and procedures in teaching independent living skills to students with disabilities, such as intellectual disabilities, behavior disorders, learning disabilities, physical disabilities and multiple disabilities.

II. Intended Learning Outcomes/Goals/Objectives:  
This course is aligned with the mission of the James I. Perkins College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Our theme is “preparing professional educators who positively impact learning for all students.” In the College of Education at Stephen F. Austin State University, we are committed to the following core values:

- **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, and  
- **Service** that enriches the community

For more information see the Perkins College of Education Conceptual Framework at: [http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/](http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/).

Program Learning Outcomes:  
Students will complete an Individualized Education Project (IEP).

Student Learning Outcomes:  
This course is also designed to prepare pre-service teachers to begin preparing for the TExES. In parentheses at the end of each of the following goals you will find reference to specific TExES standards addressed by each objective. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office. In addition, study guides may be accessed at [www.texas.nesinc.com](http://www.texas.nesinc.com).

Specifically, this course will prepare you to:  
1. Understand the characteristics and needs of individuals with intellectual disabilities (IV).  
2. Identify the issues and concerns with individuals with intellectual disabilities accessing quality education, opportunities, services, and supports (II, IV, VI).
3. Describe assessment strategies appropriate for this population and the related environmental issues (V).

4. Task analyze functional skills including academic, social, vocational, and independent-living (V).

5. Identify the critical principles that should guide instructional decision-making (VI).

6. Describe the model used to develop individualized adaptations to promote inclusion of students with intellectual disabilities (III, VI).

7. Discuss the health care issues and procedures common to working with individuals with intellectual disabilities (IV, VIII).

8. Identify the key concepts in motor disability and physical management and the teacher’s role in service provision (VI, VIII).

9. Describe the issues and procedures in teaching self-care, social, and academic skills to individuals with intellectual disabilities (VI, VII, X, XI, XII).

10. Define transition, identify the issues in transition planning, and discuss the methods used to promote employment and other critical transition related skills (IX).

Commitment To Diversity …

The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

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.
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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 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.

II. Intended Learning Outcomes

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. This course is also designed to meet content standards for accreditation by the Council for Exceptional Children (CEC).

Finally, this course is designed to enable students to begin preparing for the TExES. In parentheses at the end of each of the following student learning outcomes reference to specific TExES standards is provided. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office and the Special Education EC-12 Test Preparation Manual is available for download online.

Program Learning Outcome
Candidates will develop a standards-based individual educational plan (IEP) based upon a case study of a student with exceptional learning needs. This IEP assignment project is submitted to LiveText.

**Student Learning Outcomes**

**After successful completion of this course candidates will know and understand:**

Beginning special educators:

- CEC 6.1 know state and federal laws (e.g., IDEA, Title I) that require the assessment of the progress of all students toward state standards
- CEC 4.2 collaborate and determine the purpose, appropriate uses, and limitations of various types of assessment instruments;
- CEC 3.1 apply methods for monitoring the daily progress of individuals with disabilities; CEC 2.2 use research-based basic classroom management theories, methods, and techniques for individuals with disabilities;
- CEC 2.3 use research-based best practices for effective management of teaching and learning;
- CEC 3.1 supply curricula for the development of cognitive, academic, social, language, affective, motor, career, and functional life skills for individuals with disabilities
- CEC 5.5 know state and federal laws pertaining to transition issues and services;
- CEC 5.5 know how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs);
- CEC 5.5, 7.2 collaborate with the programs and services available at various levels and how to assist students and families in planning for transition;
- CEC 5.5 know how to plan, facilitate, and implement transition activities as documented in students’ Individual Educational Plans (IEPs) and Individual Transition Plans (ITPs)
- CEC 5.5, 7.2 collaborate with sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support;
- CEC 5.5 apply procedures and supports needed to facilitate transitions across programs and placements.
- CEC 3.2 use instructional, compensatory, and remedial methods, techniques, and curriculum materials;
- CEC 3.3 use techniques for modifying instructional methods and materials based on differing learning styles and the specific needs of individuals with disabilities;
- CEC 4.2 know how to evaluate and use assessment results to design, monitor, and modify instruction to improve student learning;
- CEC 5.4 know the impact of language development on the academic and social skills of individuals with disabilities;
- CEC 5.7 provide life-skills instruction relevant to independent, community, and personal living and employment;
- CEC 5.7 modifies available curricula for life skills and self-help for individuals with disabilities;
- CEC 6.1 know the role of the Texas Essential Knowledge and Skills (TEKS) in the development of the Individual Educational Plan (IEP) for individuals with disabilities

**After successful completion of this course candidates will be able to:**

- CEC 1.2 describe and define general developmental, academic, social, career, and functional
characteristics of individuals with disabilities as they relate to levels of support needed;
CEC 5.1 apply knowledge of human development and disabilities to plan and implement appropriate
curriculum with appropriate modifications and adaptations
CEC 4.2 Interpret information from formal and informal assessment instruments and procedures,
including the interpretation of various types of scores;
CEC 4.3, 7.1 use information from teachers, other school and community personnel, individuals with
disabilities, and parents/guardians to make or suggest appropriate accommodations/modifications to
learning environments;
CEC 4.3 use assessment information to help make instructional decisions and plan individual programs
that result in appropriate placement and intervention for all individuals with disabilities, including those
from culturally and/or linguistically diverse backgrounds;
CEC 3.3 evaluate supports needed for access to the general curriculum and integration into various
programs and environments;
CEC 4.1 design ecological inventories, portfolio assessments, task analyses, and functional assessments
to accommodate the unique abilities and needs of individuals with disabilities.
CEC 5.1 evaluate, select, adapt, and use instructional strategies and materials according to characteristics
of the student;
CEC 7.3 provide community-referenced and community-based instruction as appropriate based on
individual need;
CEC 5.5 design and implement an instructional program that addresses instruction in independent living
skills, vocational skills, and career education for students with physical and health disabilities;
CEC 4.4 design and implement curriculum and instructional strategies for medical self-management
procedures for students with specialized health care needs

Candidates’ acquisition of these Student Learning Objectives (SLOs) will be assessed by weekly
assignments and by completing the Individualized Education Plan Project submitted in LiveText.

III. Course Assignments, Activities, Instructional Strategies, use of Technology (THECB core
curricula requirements addressed in italics):

a. 4 tests will be given in class and will consist of multiple-choice, true/false, short and longer
answer: critical thinking; social responsibility.
b. Ecological assessment will be conducted wherein students assess a community environment
for the physical, social and various other skill requirements: critical thinking; empirical skills.
c. IEP project, including Standards Based Training Certificate, will be assigned at midterm:
critical thinking; empirical skills; personal responsibility. MUST be turned in on Livetext
d. Task analyses will be conducted of 1) academic, 2) social, 3) self-help, and 4) vocational
skills; critical thinking; empirical skills.
e. Attendance is expected and will contribute to final grade, as will participation and classroom
activities: personal responsibility.

IV. Evaluation and Assessments (Grading):

Requirements:

Exams: 4 x 50 points each 200 points
Ecological assessment 40
IEP Project (and Certificate of Training) 60
Task analyses: 4 x 15 points each 60
Attendance, participation, activities 40
Total Points 400

Letter grades will be earned and assigned according to the following scale.
90% of points earned = A
80% of points earned = B
70% of points earned = C
60% of points earned = D
Less than 60% of points earned = F

EXAM POLICY

Unit exams must be taken during the designated class period. Failure to complete an exam may result in a zero grade. If a medical emergency occurs that prohibits completion of an exam, you must provide written documentation from a physician, emergency room or hospital in order to make up the exam. Any exams taken late without proper documentation will result in a penalty of 20% subtracted from the exam grade. However, the right to take a makeup exam is subject to instructor approval.

V. Tentative Course Outline/Calendar:

8/29- Intro to course and syllabus
8/31 - Ch 1: Foundational Concepts
9/5-Ch 2 Family-Professional Relations;
9/7- Ch 2 cont.
9/12 – Ch3 (parts) Assessment
9/14 - Ch 4 Instructional Strategies,
9/19 – Ch 4 cont.; Discuss Task Analyses
9/21 - Test 1
9/26- Ch 6 Inclusion
9/28- ch 6 cont.
10/3 - Ch 7 Positive Behavior Supports for Intellectual disabilities
10/5- ch 7 cont.
10/10 - Ch 8 Health Issues
10/12- ch 8 cont

10/17 - **Test 2**
Behavior disorders of ID
Only cover chs 8 and 10
10/19 – Discuss IEP Project

10/24 - Ch 9 Motor Disabilities,
10/26 – ch 9 cont

10/31 - Ch 10 Teaching Self-care

11/2 – ch 10 cont

11/7- Ch 11 Social Skills

11/9 - ch 11 cont

11/14- **Test 3**

11/16- Ch 13 Functional Academics

11/28- Ch 13 Teaching for Home and Community

11/30- ch 14 cont

12/5- Ch 15 Preparing for Transition

12/7- ch 15 cont.

12/12 – 10:30am -12:30pm **Test 4/Final Exam**

**VI. Readings**

Required text:

LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

If you purchase LiveText for the first time, you need to complete the *My Cultural Awareness Profile* (MCAP) found within your LiveText account. You should complete the MCAP within the first month of long terms and within the first week of short terms.
VII. 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!

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.

VIII. Student Ethics and Other Policy Information:

Attendance: Students are expected to attend and participate in class activities and assignments.

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 in a timely manner may delay your accommodations. For additional information, visit the website Disability Services.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the Academic Integrity Policy.

Withheld Grades Policy
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 course work 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 for the purpose of computing the grade point average (See
Semester Grades Policy A-54)

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). 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.

**LiveText**

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

**VIII. Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at TExES Registration. 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.

LiveText
LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

IX. Other Relevant Course Information:
Grade Appeals
If you believe there is an error in your final grade, contact the instructor immediately so your concern may be resolved in a timely manner. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy

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.