Department of Human Services  
SPE 434.501  
Functional Living Skills for People with Disabilities  

Instructor: Glen McCuller, Ph.D.  
Course Time & Location: 100% online in Desire to Learn  
Credits: 3 hours  
Office: Human Service Building (HSTC) 230  
Office Hours: Tues 2-3; W 1:30-4:30; Th 11-12 am  
Phone: 936-468-1035  Fax: 936-468-5837  
Email: Use D2L email within the SPE 434 course  

Course Description: This is a "methods" course addressing issues and procedures in teaching functional skills to students with disabilities, such as intellectual disabilities, behavior disabilities, learning disabilities, physical disabilities and multiple disabilities. The IEP Project assigned in this course must be submitted in LiveText, and is a critical assignment related to accreditation and accountability.  

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  
  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.

**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, complet
achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

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

Continuous Improvement

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

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

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

CEC … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements

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

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

Standard 2: Learning Environments

Key Elements

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

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

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

Standard 3: Curricular Content Knowledge

Key Elements

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

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

Standard 4: Assessment

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

Key Elements

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for 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 TEEXS standards is provided. Additional information about the TEEXS 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:**
The format for this course includes online lectures, group activities or discussions, scheduled assignments with deadlines, offline reading assignments, online reading and participation through discussions, chat, and/or collaborate. Performance will be assessed through graded assignments and/or discussions as well as scheduled online quizzes and exams.

This course is designed for students who are independent learners and who are well organized, and motivated to stay on schedule and complete all requirements online through D2L. Students MUST have access to a reliable computer and Internet connection as well as adequate computer skills. If computer or connectivity problems are experienced during the semester, you may need to drop the class - check the SFA calendar for the last day to drop without withdrawing from the University.

In order to be successful in this class, each student is expected to:

1. Complete D2L Student Support and Tutorials and Collaborate Quick Start for Students if you are a first time online student or if you are unfamiliar with Desire2Learn (D2L).
2. Check D2L email frequently during the week. Important messages and items of interest related to course content, assignments, and exams are posted in Announcements or emailed to students weekly. You don't have to go into the course to see if you have mail; when you have a new mail message, you will see the mail icon just below the course in your D2L list of courses.
3. Communicate with the instructor through D2L (In Mail, Create Message, Browse for Recipients, To: All Section Instructors). Email that is not sent through D2L will not be answered except under unusual circumstances, i.e., if D2L is unavailable. Do not expect to communicate with the instructor by telephone.
4. Plan to spend a minimum of 4-6 hours per week working on this course. Read chapter assignments prior to completing learning modules. Read ALL content pages and websites in each module as well as chapters in the textbook as assigned each week. This information will be covered in the online exams. Additional time will be spent on project activities.
5. Complete weekly assignments. An assignment is embedded within each learning module. Some are individual assignments, while others are group discussions. There will be a Dropbox assignment or a discussion every week. A grading rubric is used and points for each assignment will be awarded based on accuracy, spelling/grammar, content, completeness, and thoughtfulness of the response. When assignments are graded you will be able to view them in Grades. Please DO NOT EMAIL assignments, as they cannot be graded in email. Assignments/discussions submitted late will not be accepted unless there are extenuating circumstances you have discussed with the instructor. A penalty may be applied to assignments that are submitted late. If you fall behind, you may need to drop the class.
6. Complete online exams. Practice quizzes will be available in each learning module. These do NOT count toward your total points. There will be a Mid-Term and a Final Exam (100 points each) and practice quizzes are no longer available once an exam is released. Exams will be posted online and responses
submitted online. Exams are timed and must be submitted during the availability period.

7. **Submit a course evaluation** in mySFA near the end of the semester.
8. **Contact the instructor immediately if you are having difficulty** through the Mail link on the Course Tools menu. If D2L is not available, you may email me gmcculler@sfasu.edu. (you need to let me know). Class email is monitored frequently on weekdays and I make every effort to respond to students’ issues and concerns within 24 hours if at all possible. We all know that life can be unpredictable, so communication is very important!

V. Evaluation and Assessment (Grading):

Course Responsibilities Quiz - 15 points  
Assignments - 300 points (10 at 30 points each)  
Exams - 200 points (Mid-term and Final)  
IEP Project - 200 points: MUST be submitted to LiveText & Dropbox. If not submitted to LiveText you will automatically lose 50% off your grade for the IEP Project.  
Course evaluation - 25 points  
Total points possible = 740

Letter grades will be based on the total of points earned as follows:
   A = 666 - 740 points  
   B = 592 - 665 points  
   C = 518 - 591 points  
   D = 444 - 517 points  
   F = < 444 points

(BE AWARE – The total points used in the above calculation is subject to change as requirements may change).

There are no "extra credit" assignments.

Exam Policy

Online exams must be taken during a designated time period, as indicated on the course timeline. Typically, you will have a span of several days in which to log in and complete the exam. **The exams are timed, with approximately one minute to read and answer each question, and you are expected to know the material and not rely on your book or notes during the exam.** Failure to complete an online exam during the designated period may result in a zero grade. Forgetting to take an exam is NOT a valid excuse.

If you experience technical difficulty while taking an exam, notify me immediately (not the following week), as it may be possible for me to reset your attempt if it is still within the availability period. 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 (fax to 936-468-5837). Under other circumstances,
makeup exams may be taken within one week after the designated period, but a penalty of 20 points will be subtracted from the exam grade. However, the right to take a makeup exam is subject to instructor approval.

**Course Outline/Calendar: Fall 2017**

<table>
<thead>
<tr>
<th>Week 1: Aug 28–Sept 3</th>
<th>Obtain textbook and review Syllabus. Complete GETTING STARTED Module, including Course Responsibilities Quiz.</th>
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<tbody>
<tr>
<td>Week 2: Sept 4-10</td>
<td>Chapter 1 Foundations</td>
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<td>Week 3: Sept 11-17</td>
<td>Chapter 2 Family-Professional Partnerships</td>
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<td>Week 4: Sept 18-24</td>
<td>Chapter 3 Student Assessment</td>
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<td>Week 5: Sept 25- Oct 1</td>
<td>Chapter 4 Teaching Strategies</td>
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<tr>
<td>Week 6: Oct 2-8</td>
<td>Teaching Strategies - Continued</td>
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<td>Week 7: Oct 9-15</td>
<td>Chapter 6 Instruction for Inclusive Classes</td>
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<td>Week 8: Oct 16-22</td>
<td>MID TERM EXAM</td>
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<td>Week 9: Oct 23-Oct 29</td>
<td>Standards-Based IEPs</td>
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<td>Week 10: Oct 30-Nov 5</td>
<td>Chapter 12 Teaching Communication Skills</td>
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<td>Week 11: Nov 6-12</td>
<td>Chapter 13 Teaching Academic Skills</td>
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<td>Week 12: Nov 13-19</td>
<td>Chapter 8 Health Care</td>
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<td>Week 13: Nov 20-26</td>
<td>Happy Thanksgiving!</td>
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<tr>
<td>Week 14: Nov 27 -Dec 3</td>
<td>Chapter 9 Motor Skills</td>
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<td></td>
<td>IEP Project Due (Dropbox &amp; LiveText)</td>
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<tr>
<td>Week 15: Dec 4-10</td>
<td>Chapter 15 Transition</td>
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<tr>
<td>Week 16: Dec 9-13</td>
<td>FINAL EXAM: Due Wednesday, December 13th by 11:59pm</td>
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IMPORTANT: For this class, our "week" always starts on Monday. Assignments are due on Sundays by 11:59pm. New modules are released on Mondays.
VI. Readings


**Required:** LiveText account ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. **NOTE:** If you plan to use financial aid to purchase this account, you must do so by the dates set by the Office of Financial Aid. See section VIII below for more information about LiveText.

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: Found at https://www.sfasu.edu/policies

**Class Attendance and excused Absence:** Policy 6.7:
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

**Academic Accommodation for Students with Disabilities: Policy 6.1 & 6.6**

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, (936) 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, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

**Academic Integrity**

Abiding by university policy on 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 assignment; 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 one’s own. Examples of plagiarism include, but are not limited to:

(1) Submitting an assignment as if it were one’s own work when it is at least partly the work of another person
(2) Submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or,
(3) Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student code of Conduct: Policy 10.4

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 iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at: (936)-468-2703.

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

4. For further information concerning this matter, contact Katie Snyder at 936-468-1740 or [snyderke1@sfasu.edu](mailto:snyderke1@sfasu.edu)

**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](http://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. **You have a major project (IEP Project) assignment in this course that you are required to submit in your LiveText account, so LiveText is a requirement for this course.**

IX. Other Relevant Course Information
Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in d2l as a News page item for the course. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

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.