Prerequisites: SPE 329, 432, 434, 438, 439, and admission to Educator Certification program

Instructor: Glen McCuller, Ph.D.

Course Time & Location: Online

Credits: 3

Office: Early Childhood Research Center, ECRC Rm. 201V
Office Hours: Tues 10 - 12:30; Thurs10-12:30; virtual ... M-F
Office Phone: 936-468-1035
Office Fax: 936-468-1701

Address: P.O. Box 13017, SFA Station
Nacogdoches, Texas 75962-3019

Email: Thru d2l

Prerequisites: SPE 329, 439, 432, 434, 438 and admission to Educator Certification Program

I. Course Description:

This is the "capstone" special education course. It has two main purposes: 1) to provide candidates with review and remediation for the #161 EC-12 Special Education TExES which must be passed before student teaching, and 2) to enable candidates to apply academic knowledge and experiences in a supervised 30 hour Field Experience in a public school instructional setting prior to the student teaching experience.

Learning modules, instructional activities, and assignments are aligned with TExES domains and competencies. The TExES domains and competencies specify what teachers know and must be able to do in order to meet the needs of students with disabilities. Candidates will be eligible for a Clearance Application to register for the 161 Special Education EC-12 TExES after meeting specific criteria. The learning outcomes in this course are also aligned with the Perkins College of Education Conceptual Framework.

Accountability Assignment: #161 EC-12 Special Education TExES Exam & Accreditation

Assignments: Lesson Planning and Delivery Project and Field Experience Practicum. You WILL NEED to have both Livetext Accounts (Regular Livetext and Field Experience FEM Livetext) for this course! See below in Section VIII for information on Livetext accounts!

Please check your D2L email daily for announcements or changes in the course schedule, exam release or close dates and other necessary adjustments.
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.

**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.

**Student Learning Outcomes:**

TExES standard and competency numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser: tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

Council for Exceptional Children (CEC) Initial Preparation Standards:
Standard 1: Learner Development and Individual Learning Differences
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. **TExES Standard 4.1k, 4.2k**

Standard 2: Learning Environments
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. **TExES Standard 4.8k, 4.9k, 4.3s**

Standard 4: Assessment
4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. **TExES Standard 5.6s, 5.9s, 6.13s**

Standard 5: Instructional Planning and Strategies
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. **TExES Standard 6.4k, 6.9k, 6.2s, 7.2s, 10.2k, 10.2s, 10.4s, 10.5s**

Standard 6: Professional Learning and Ethical Practice
6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. **TExES Standard 1.1s, 2.5k, 2.5s, 2.9s, 3.6k, 3.2s**

Standard 7: Collaboration
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. **TExES Standard 3.5s, 10.3s**

**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**

**Candidate Knowledge, Skills, and Professional Dispositions**

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

**Provider Responsibilities**

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

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

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

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

**Standard 2: Clinical Partnerships and Practice**

**Partnerships for Clinical Preparation**

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

**Clinical Educators**

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

**Clinical Experiences**

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability

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

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

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

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

Additional Selectivity Factors

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

Selectivity During Preparation

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

Selection At Completion

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

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

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

Satisfaction of Employers

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

Satisfaction of Completers

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

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation

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

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

Continuous Improvement

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

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

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

CEC … Council for Exceptional Children
Standard 1: Learner Development & Individual Learning Differences

Key Elements
- 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

Key Elements
- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

Key Elements
- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

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

Standard 5: Instructional Planning & Strategies

Key Elements
- 5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 5.4 Beginning special education professionals use strategies to enhance language
development and communication skills of individuals with exceptionalities

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

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

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

Standard 6: Professional Learning & Ethical Practice

Key Elements

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

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

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

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

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

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

Standard 7: Collaboration

Key Elements

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

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

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

InTASC … Interstate Teacher Assessment and Support Consortium

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

ISTE … International Society for Technology in Education

Standard 1: Facilitate and inspire student learning and creativity
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in … digital tools and resources
   c. Promote student reflection using collaborative tools …
   d. Model collaborative knowledge construction by engaging … students
Standard 2: Design and develop digital age learning experiences and assessments
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
   b. Develop technology-enriched learning environments …
   c. Customize and personalize learning activities to address students’ diverse learning styles …
   d. Provide students with multiple and varied formative and summative assessments …

Standard 3: Model digital age work and learning
   a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
   b. Collaborate … using digital tools …
   c. Communicate … using a variety of digital age media and formats
   d. Model and facilitate effective use of current and emerging digital tools

Standard 4: Promote and model digital citizenship and responsibility
   a. Advocate … use of digital information and technology …
   b. Address diverse need of all learners … using digital tools and resources
   c. Promote and model digital etiquette and responsible social interactions …
   d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

Standard 5: Engage in professional growth and leadership
   a. Participate in local and global learning … explore creative applications of technology …
   b. Exhibit leadership by demonstrating a vision of technology infusion …
   c. Evaluate and reflect on current research and professional practice …
   d. 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.

I. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
Program Learning Outcome: Candidates will demonstrate content and professional knowledge in each of the four domains in the EC-12 Special Education TExES Framework:

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

Field Experience:
• Aligns with the College of Education's goal of collaborating with external partners (accredited schools) to enhance the candidate's knowledge, skills, and to provide opportunities for the ongoing exchange of ideas for mutual benefit.
• Reflective written assignments align with the College of Education's value of academic excellence through critical and reflective thinking.
• Field experience aligns with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance

Coordination with TExES Domains and Competencies:

1. Focus on the State Board of Educator Certification (SBEC) Standards for Texas teachers aligns with the College of Education's mission to provide candidates with a foundation for success in teaching.
2. The College of Education's goal of academic excellence in candidate content knowledge is emphasized through this course's review of the SBEC standards for Texas teachers.

Course Goals:

• Provide field experience in a special education setting.
• Provide a capstone experience enabling candidates to develop critical and higher order thinking skills and to synthesize theory and practice.
• Provide opportunities for understanding individuals with disabilities and evaluating their needs.
• Instill the principles of professional roles and responsibilities, as well as legal and ethical requirements.
• Prepare candidates for the TExES exam through field experiences and assignments.

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

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, e-mail, videos, discussion boards, CertifyTeacher software, and Collaborate chats. Assessment of course content will be conducted via scheduled online quizzes, exams, Mastery Tests, and CertifyTeacher software exams. In addition to the instructional activities listed above, candidates will complete a 30-hour field-experience in a public school's special education classroom. To be successful in this course, the typical student should plan to spend 6-8 hours per week working on this course, which excludes your field-experience hours. There will be scheduled Collaborate meetings with the professor. **Mastery Exams must be passed with a 75% or better. CertifyTeacher software must be passed with a 250 or better with at least 80% on each subdomain.**

IV. Evaluation and Assessments (Grading):

1. Each learning module consists of TExES review activities that offer explanation or practice of concepts. Quizzes are designed to assess candidate knowledge of course content. Candidates will complete the learning module format in sequential order and must complete activities and or quizzes as they are assigned. Collaborate chats or threaded discussions will focus on concepts of Evidence-Based Academic Interventions and field experiences.

2. Mastery Exams: 2-3 Mastery Exams will be administered this semester to candidates seeking special
education certification. Online Cohort students will complete mastery exams during scheduled campus visits. Each Mastery Exam is worth 100 points. A candidate must receive a score of 75% on at least 1 of the Mastery Exams AND must pass the CertifyTeacher full-length 5-hour software test with a 250 or higher in order to be eligible for a Testing Clearance Application Form. A candidate who is unable to pass a Mastery Exam with a minimum of 75% and the software test will receive a grade of "WH". The "WH" will remain active for one year. A candidate may pursue eligibility for testing clearance by enrolling in an Independent Study within the year that the "WH" is active in order to work toward meeting the minimum criteria for a barcode. The independent study will include, but is not limited to, coursework review, computer tests, and paid review sessions. If the candidate cannot pass a Mastery Exam with 75% or higher and the CertifyTeacher software full-length exam with a 250 or higher during the remediation period, the "WH" in SPE 461 will convert to a grade of "F" at the end of one year.

Grade Distribution for Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>55</td>
</tr>
<tr>
<td>Student Information Needs for Professor Dropbox Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Field Experience Paperwork (Mentor Teacher Evaluation and Field Experience Hour Log)</td>
<td>200 (Failure to submit these documents to FEM Livetext will result in zeros for these assignments)</td>
</tr>
<tr>
<td>Online Released TExES Practice</td>
<td>25</td>
</tr>
<tr>
<td>XAM Practice Tests</td>
<td>50</td>
</tr>
<tr>
<td>XAM Full Length Mastery Exam</td>
<td>50</td>
</tr>
<tr>
<td>Written Lesson Plan #1</td>
<td>50</td>
</tr>
<tr>
<td>Written Lesson Plan #2 /Delivery of Lesson/Reflection</td>
<td>200 (Failure to submit completed Lesson Plan #2 Including Reflection in LiveText will result in a zero for this assignment)</td>
</tr>
<tr>
<td>Evidence-Based Practice Discussion Board Assignments</td>
<td>250 points</td>
</tr>
<tr>
<td>Biographical Introduction Discussion</td>
<td>25</td>
</tr>
<tr>
<td>Certify-Teacher full-length RANDOM 5-hour exam points</td>
<td>100</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>1050</td>
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</tbody>
</table>

Grading Scale

- 90% of all possible points = A
- 80% of all possible points = B
- 70% of all possible points = C
- 60% of all possible points = D
- 59% or fewer points = F

V. Tentative Course Timeline:

<table>
<thead>
<tr>
<th>Timeline</th>
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<tbody>
<tr>
<td>Dates To Be Announced: In Person Pencil and Paper Mastery Exams as Needed</td>
</tr>
<tr>
<td><strong>Week 1: 8/26-9/1</strong></td>
</tr>
<tr>
<td>Obtain Textbooks and Review Syllabus</td>
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<tr>
<td>Complete Getting Started and Field Experience</td>
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<tr>
<td>Learning Modules</td>
</tr>
<tr>
<td>Submit 4 Quizzes (55 pts.)</td>
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<tr>
<td>Week</td>
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<tr>
<td>Week 2: 9/2-9/8</td>
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<td>Week 3: 9/9-9/15</td>
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<td>Week 4: 9/16-9/22</td>
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<td>Week 5: 9/23-9/29</td>
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<td>Week 6: 9/30-10/6</td>
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<td>Week 7: 10/7-10/13</td>
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<tr>
<td>Week 8: 10/14-10/20</td>
</tr>
<tr>
<td>Week 9: 10/21-10/27</td>
</tr>
</tbody>
</table>
| Week 10: 10/28-11/3 | PLOs: TExES Domains I, II, III, & IV  
SLOs: CEC: 1.0, 2.0, 3.0, 4.0, 5.0, 7.0  
INTASC: 7  
Offered if given clearance from professor!  
Begin Reading and Following Assignments in Course Lesson Planning and Delivery Module!  
Submit Lesson Plan 1 to Dropbox (50 pts.)  
Contact your Cooperating Teacher to begin Field Experience |
|---|---|
| Week 11: 11/4-11/10 | PLOs: TExES Domains I, II, III, & IV  
SLOs: CEC: 6.0, 7.0  
INTASC: 10  
CAEP 2.1, 2.2, 2.3  
Begin Field Experience!  
Submit Signed Teacher Agreement Letter to Dropbox!  
Submit XAM Practice Test 3 Results to Dropbox (25 pts.)  
Plan Lesson Delivery of Lesson Plan 2 with your Cooperating Field Experience Teacher |
| Week 12: 11/11-11/17 | PLOs: Domains I, II, III, & IV  
CAEP 1.3  
SLOs: CEC: 2.0, 6.0, 7.0  
Continue Field Experience  
Faculty Observations of Lesson Plan 2 Delivery |
CAEP 1.3  
SLOs: CEC: 2.0, 6.0, 7.0  
Thanksgiving Holidays (but if your school open…)  
Continue Field Experience  
Faculty Observations of Lesson Plan 2 Delivery |
| Week 14: 11/25-12/1 | PLOs: TExES Domains I, II, III, & IV  
CAEP 1.3  
SLOs: CEC: 2.0, 6.0, 7.0  
Continue Field Experience  
Faculty Observations of Lesson Plan 2 Delivery |
| Week 15/16: 12/2-12/12 | PLOs: TExES Domains I, II, III, & IV  
SLOs: CEC: 6.0, INTASC: 9  
CAEP 4.1, 4.2, 4.3  
Field Experience Completion!!!!  
Write and Submit Reflection Items on Lesson Plan 2 and Submit Reflection Paper on Lesson Plan 2 to Dropbox and LiveText. It MUST be submitted to LiveText to receive credit for the Reflection Paper. (100 pts.) Due by 5/9! |
| Field Experience Log and Mentor Teacher | Turn in Field Experience Log and Mentor Teacher |
VI. Required Reading and Technology Requirements:

1) XAM Manuals (2) These are Special Education certification test practice books. UNLESS you have already passed required assessments!
   a) XAM TExES Special Education EC-12 #161; Publication Date: 2014; ISBN 978-1-60787-391-4


3) Required: LiveText accounts, ISBN# 978-0-979-6635-4-3. If you have purchased LiveText in another course, you will only need to buy the Field Experience Livetext account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by the Office of Financial Aid. There are required accreditation assignments/assessments in this course and you MUST submit those to Livetext. You must have two Livetext accounts (a regular Livetext account and a Field Based Livetext account for this course. See Section VIII of this syllabus for information on acquiring these Livetext accounts!

If you are acquiring/purchasing LiveText for the first time, they may be required 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.

A login to the #161 EC-12 Special Education TExES study software will be provided to each student. A login to the EC-6 Generalist or 4-8 Generalist TExES study software will also be provided to students.

Required: Access to a reliable computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word. Access to a digital camera and video recording capabilities (e.g., Webcam, digital-video camera, or an iPhone).

4. Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word.

5. You will also need to have access to a digital camera and have video recording capabilities (e.g., Webcam, digital-video camera, or an iPhone)
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.

**DISCUSSION OF FINAL EXAM WILL NOT BE DONE UNTIL ALL EVALUATIONS ARE COMPLETED FOR THIS COURSE.**

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/.

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 or call the office at: (936)-468-2703.

Gun Carrying

The president has appointed a committee chaired by Dr. Keaton Grubbs to explore these issues. The committee is in the process of putting up a website with a FAQ. I believe we intend to borrow from TAMU’s site, which you can find here - https://www.tamu.edu/statements/campus-carry.html . Please review their FAQ’s and if you have questions let the university know. To answer a couple of your questions now, if you see a handgun you need to call UPD. Do not confront the person and ask to see their license. Just call UPD, much like you would do now if you saw someone carrying on the sidewalk or in the parking lot.

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
LiveText Statement:

Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

You have a major Field Experience assignment and a Lesson Plan (including Reflection on your Lesson Delivery) in this course that are BOTH to be submitted into LiveText, so LiveText is a requirement for this course. Without submission, your final grade earned for this course will be dropped one letter grade.

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 credit. Late assignments will not earn credit. Course ends: Wednesday, May 11, at 11:59 pm.

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. 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.

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

Plan of Study for Special Education Majors and Minors
Majors:

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<th>Junior I (fall)</th>
<th>Junior II (spring)</th>
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<tr>
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<td>SPE 432</td>
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<td>3</td>
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<td>Take summer before SED 450=L: ELE 301, 302, &amp; 303 (6 hrs.)</td>
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<td>Senior I (fall)</td>
<td>Senior II (spring) ... (student teaching)</td>
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Minor in Special Education:
A minor in special education is available to students with a major leading to teacher certification at the EC-6, 4-8, or 8-12 levels. Required courses include: SPE 329, 432, 434, 438, 439, and 461 (TExES 163 exam required). The minor available for students seeking EC-12 certification includes SPE 329, 432, 434, 438, 439, 461, RDG 318, 320, and ELE 303 (TExES 163 exam required).

Minor in Early Intervention:
An 18 hour minor is available for students majoring in rehabilitation, speech language pathology, psychology or other related fields who are interested in becoming an Early Intervention Specialist (EIS) working with infants and toddlers with special needs and their families. Required courses are: SPE 329, 463, 464; HMS 236, 443, 459. For students majoring in Human Sciences, the minor includes: SPE 329, 434, 439, 463, 464, and 465.

Non-teaching Minor:
An 18 hour minor is available for those seeking additional training in working with special populations, but who are not seeking teacher certification. This minor is appropriate for students in programs such as psychology, orientation & mobility, kinesiology, rehabilitation, social work, and those seeking the Bachelors of Applied Arts and Sciences (BAAS) degree. Required courses are: SPE 120, 329, 432, 460, 463, and 464.

| 450+L | Teaching |  |  | SED 443 |
|-------|----------|  |  | PPR EXAM |
|       | SPE 461  |  |  |  |
| 3     | Practicum for SPE |  |  |  |
|  | Apply for Student Teaching |  |  |  | MUST pass EC12 Special Ed TExES |
|  |  |  |  |  |  |