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

**Instructor:** Summer Koltonski, Ph.D.
**Office:** ECRS 201I
**Office Phone:** 936-468-1215

**Course Time & Location:** 100% online in D2L
**Credits:** 3 hours
**Email:** Use D2L email within the SPE 434 course

**Office Hours:** M 11:00 a.m. -1:30 p.m., W 11:00 a.m. -1:30 p.m.
Office hours may be virtual (email) or face-to-face. Please send an email to set up a face-to-face meeting during office hours. In addition, we can set up a meeting in Zoom. A link to the Zoom meeting room will be posted to the course homepage.

**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 pre-requisites for this course are SPE 329 and SPE 439.

**Course Justification:** SPED 4334 Functional Living Skills (3 credits, fully online) for 15 weeks. This course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content and students are required to complete numerous activities related to teaching children with severe disabilities. Three projects will be submitted, 1 of which is a substantial complete example of an Individualized Education Program. In addition, students are required to complete quizzes/exams over the course content and complete intensive writing assignments that evaluate their ability to interpret and apply information learned in the modules. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

**SPE 434 Accountability and Accreditation Assignment:** Individualized Education Plan (IEP) Project

**LiveText/Watermark Statement:**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and
your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Programs/Student Learning Outcomes):

This course is closely aligned with the mission of the Perkins 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. The knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary to obtain certification as a Special Education Teacher.

This course is also designed to enable you to begin preparing for the TExES. In parentheses at the end of each of the following goals you will find reference to specific TExES standards. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office. In addition study guides may be accessed at www.texes.nesinc.com.

Finally, this course is also aligned with the Council for Exceptional Children's Initial Preparation Standards. The initial special education teacher certification program at SFA is nationally recognized by the Council for Exceptional Children (CEC).

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

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

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

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

THECB Core Objectives/Outcomes

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
• Empirical and Quantitative Skills
  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.

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.
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 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.

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 4.3 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 5.3 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.

**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. The IEP Project assigned in this course must be submitted in LiveText, and is a critical assignment related to accreditation and accountability.

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.**

### Assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Students are required to attend and be involved with all scheduled weekly sessions. The course will be unlocked in 4 sections.  <em>• Getting Started Module – Module 6</em>  <em>• Midterm Exam</em>  <em>• Module 8 – Module 14</em>  <em>• Final Exam</em> Assignments are due the Sunday of the week they are listed in the course timeline. Late work will be considered on an emergency basis.</td>
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<tr>
<td>Quizzes</td>
<td>There is a course responsibility quiz (15pts). Practice quizzes will be available in each learning module. These quizzers are practice quizzes for the Midterm and Final Exams. These do NOT count toward your total points. The practice quizzes are no longer available once an exam is released. <strong>You must complete the Course Responsibility Quiz before you can have access to the quizzes.</strong></td>
<td>15</td>
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<tr>
<td>Exams</td>
<td>There will be a Mid-Term (100 pts) and Final Exam (100 pts). Exams will be posted online and responses submitted online. Exams are timed and must be submitted during the availability period. <strong>You must complete the Course Responsibility Quiz before you can take the exams.</strong>  &lt;br&gt; Midterm: (CEC 1.1, 1.2, 2.1, 7.1, 7.2) (TExES 3.3k, 3.5k, 4.6k, 4.8k, 4.11k, 5.9k, 5.5s, 5.9s, 7.2k, 7.7k, 9.3k, 10.3k, 10.4k, 10.8k)  &lt;br&gt; Final Exam: CEC 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4, 5.5, 6.1, 6.3, 6.5, 6.6, 7.1, 7.2, 7.3) (TExES 4.2k, 4.14k, 6.5k, 9.4k, 9.6k, 10.1k, 10.7k, 10.10k)</td>
<td>200</td>
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<tr>
<td>Discussions</td>
<td>Attendance and participation will be required through discussions. These will occur throughout the semester. First you will be asked to complete an independent activity. Then you will post a discussion board message and respond to peers’ posted messages. You will not be able to see peers’ messages until after you have posted on the board. You must thoroughly answer the questions for each discussion to earn points. (TExES 3.2s)</td>
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<tr>
<td>Dropbox assignments</td>
<td>Students will complete a variety of assignments that require submission to a dropbox in D2L. These assignments will require students to read a scenario or brief article and submit their analysis and thoughts. (TExES 3.3k, 4.2s, 4.3s, 5.12s, 10.9k)</td>
<td>270</td>
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| IEP Project | • Region 20 iLearning Certificate (50 pts)  
• IEP Project (150 pts)  
• The goal of this Learning Project is to provide you the opportunity to learn about Standards-Based Individual Educational Plans for students receiving special education services and apply your knowledge to a case study. There are several steps that you must complete in sequential order (TExES 5.9k, 5.9s, 5.12s, 10.10k, PLO- IV, V VI; SLO-5,6,7; CEC 1,2,4,5,6).  
• **DUE: Nov. 24 at 11:59 pm.**  
You must submit your IEP Project to Dropbox in D2L and Livetext. You will lost 75 points if you do not submit the IEP project to both D2L and Livetext. | 200 |
| Total Points | 755 |

**Late Dropbox Assignments:** Assignments that are turned in late will receive up to 80% of the total points available for until the Sunday following the due date. Assignments will not be accepted more than seven days past the original due date and will result in a grade of zero.

**Late Discussions:** Discussions will close on the Sunday of each week assigned. Missed discussions cannot be made up without documentation of a medical emergency and will result in a grade of zero for that discussion.

**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.

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 and online exams. An assignment is embedded within each learning module. Some are individual assignments, while others are group discussions. 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.

6. 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 koltonsksi@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!
IV: Evaluation and Grading

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

There are no "extra credit" assignments.

V. Tentative Course Outline/Calendar: Fall 2020

IMPORTANT: For this class, our "week" always starts on Monday. Assignments for each week are due on Sunday by 11:59 pm

<table>
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<tr>
<th>Week</th>
<th>Topics/Assignments</th>
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| Week 1: Aug. 24 – Aug. 30 | Getting Started Module  
  - Obtain textbook and review Syllabus.  
  - Complete GETTING STARTED Module  
  - Quiz: Course Responsibilities Quiz  
  - Discussion: Student Introduction |
| Week 2: Aug. 31 – Sept. 6 | Module 1: Chapter 1 Educating Students with Severe Disabilities: Foundational Concepts and Practices  
  - Dropbox Assignment: Seeing Through New Eyes  
  - Quiz: Chp. 1 Practice Quiz |
| Week 3: Sept 7-13 | Module 2: Chapter 2 Fostering Family-Professional Partnerships  
  - Dropbox Assignment: Sex Education  
  - Quiz: Chp. 2 Practice Quiz |
| Week 4: Sept. 14-20 | Module 3: Chapter 3 Assessment and Planning  
  - Dropbox Assignment: Ecological Assessment  
  - Quiz: Chp. 3 Practice Quiz |
| Week 5: Sept. 21-27 | Module 4: Chapter 5 Arranging the Teaching Environment  
  - Dropbox Assignment: Iris Module – Universal Design  
  - Discussion: Arranging the Teaching Environment  
  - No practice quiz |
| Week 6: Sept. 28 – Oct. 4 | Module 5: Chapter 6 Individualized Instructional Strategies  
  - Dropbox Assignment: Task Analysis for Daryl  
  - Quiz: Chp. 6 Practice Quiz |
| Week 7: Oct. 5-11 | Module 6: Chapter 7 Creating and Implementing Inclusive Education  
• **Dropbox Assignment:** Iris Module - Accommodations  
• **Quiz:** Chp. 7 Practice Quiz |
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| Week 8: Oct. 12-18 | Module 7: Midterm Exam  
• Midterm Exam – Chapter 1, 2, 3, 6, & 7 |
| Week 9: Oct. 19-25 | Module 8: IEP Project  
• Read the IEP Project Module (Standards-Based IEPs, FIEs, Resources for Project, & Livetext information. You should be thinking about your IEP Project and which student (under FIEs) in the project module you may choose for your project.  
• Take the Region 20 Education Service Center iLearning course. The directions are in the IEP module. Submit your certification of completion to Dropbox. |
| Week 10: Oct. 26 -Nov. 1 | Module 9: Chapter 13 Teaching Communication Skills  
• **Discussion:** Teaching Communication Skills  
• **Quiz:** Chp. 13 Practice Quiz  
• **Work on IEP Project** |
| Week 11: Nov. 2-8 | Module 10: Chapter 14 Teaching Academic Skills  
• **Dropbox Assignment:** Components of Objectives  
• **Quiz:** Chp. 14 Practice Quiz  
• **Work on IEP Project** |
| Week 12: Nov. 9-15 | Module 11: Chapter 9 Understanding and Meeting the Health Care Needs of Students with Sever Disabilities  
• **Dropbox Assignment:** Handwashing Task Analysis  
• **Quiz:** Chp. 9 Practice Quiz  
• **Work on IEP Project** |
| Week 13: Nov. 16-22 | Module 12: Chapter 16 Building Skills for Home and Community  
• **Dropbox Assignment:** Transition Fact Sheet  
• **Quiz:** Chp. 16 Practice Quiz  
• **IEP Project and Region 20 Certificate Due Nov. 24 at 11:59 pm.** This project is worth 150 points. You will lose 75 points if you do not submit it to both your Dropbox and Livetext. |
| Nov. 23-29 | Happy Thanksgiving |
Week 14: Nov. 30-Dec. 6 | Module 13: Chapter 10 Key Concepts in Understanding Motor Difficulties  
- **Quiz:** Chp. 10 Practice Quiz

Week 16: Dec. 7-11 | Module 14: Final Exam  
- **Final Exam** – Chapter 13, 14, 9, 10, 16  
- **Final Exam due by Wednesday Dec. 9 at 11:59 pm**

*DISCLAIMER: This represents a "best" plan for the course; but, as with most plans, it is subject to change. Any changes in this timeline will be announced as necessary.

VI. Readings

ISBN 10: 0-13-511634-1  
**Required:** LiveText account, ISBN# 978-0-979-6635-4-3.

This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). Once you have purchased the account, you must activate your account at [www.livetext.com](http://www.livetext.com). **If you have purchased LiveText in another course, you will NOT need to buy a second account.**  
NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid. If you are purchasing LiveText for the first time this semester, you need to complete the *My Cultural Awareness Profile (MCAP)* found within your LiveText account within the first month of the semester.

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:

Ethical Concerns:

1. Plagiarism and cheating will be dealt with in accordance with university policy.
   - Professional standards of behavior are expected at all times.

Attendance and Participation Policy:

Traditional absences do not occur in online courses; therefore, absence is not a reason for failure to fully participate. Reading and assignments for each learning module as well as the quizzes are due by the due date stated in the syllabus. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled sessions. If a student must miss a session, he or she must contact the instructor and reschedule the missed session.

Late Submission Policy and Make-up Exams:

All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked points - no exceptions.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ops), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ops 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://wow.sfasu.edu/disabilityservices/.

Academic Integrity

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

Definition of Academic Dishonesty

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

Please read the complete policy at http://wow.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a ch, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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; the completed information form is due _______________________. 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 safes.

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 wow.taxes.eds.orig/registration bulletin/http://wow.taxes.eds.orig/registration bulletin/). 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 safes. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at safes.

Code of Ethics for the Texas Educator:

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


Other Relevant Course Information: 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.

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 or course requirements need to be addressed by students when the syllabus is received.

**Parent/Caregiver Information**

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.
4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.