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.

### Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>L. Kathleen Sheriff, Ed.D.</th>
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<tbody>
<tr>
<td>Course Time &amp; Location:</td>
<td>Online Graduate Course: DesireTo Learn, D2L</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Office Hours: By appointment or Virtual appointment on Tuesday &amp; Wednesday mornings from 9am – 12:00pm. Send me an email within d2l of this course to schedule an appointment. You may also use the CHAT tool to speak with me anytime that you notice I’m available online.</td>
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<tr>
<td>E-mail:</td>
<td>Please use D2L course e-mail for all course communication purposes. Emails from students will receive a response within 48 hours between Monday – Friday</td>
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</tbody>
</table>
I. Course Description:

This course is for instruction in transition assessment and instruction from birth through young adulthood for individuals with disabilities. It includes individual education planning strategies for functioning, independent living, and post-secondary education/work life for young adults with disabilities. Focus is on family, school, community, and related services supports and collaboration with an emphasis on transition supports for culturally and linguistically diverse families, self-determination skills, and independent living.

II. Intended Learning Outcomes and its Relationship to the College of Education

This course reflects the following core values of the College of Education:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Human Services Department.

Commitment to Diversity …

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

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

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

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

THECB Core Objectives/Outcomes

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making

- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Standards Addressed:

CAEP ... Council for the Accreditation of Educator Preparation
Standard 1: Content and Pedagogical Knowledge

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

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

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

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

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

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation

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

Clinical Educators

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

Clinical Experiences

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE: is in the top 50 percent from 2016-2017; is in the top 40 percent of the distribution from 2018-2019; and is in the top 33 percent of the distribution by 2020. If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition. Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development. The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

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

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

Selectivity During Preparation

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

Selection At Completion

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

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

Standard 4: Program Impact
Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

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

Satisfaction of Completers

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

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation

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

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

Continuous Improvement

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

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

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

CEC … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements

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

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

Standard 2: Learning Environments

Key Elements

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

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

Standard 3: Curricular Content Knowledge

Key Elements

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

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

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

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 the teaching profession, school and community

**SBEC/TExES … State Board of Educator Certification (TExES 161 exam)**

**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**

**SPECIAL EDUCATION EC-12 STANDARD I (DOMAIN IV):**  
The special education teacher understands and applies knowledge of the philosophical, historical and legal foundations of special education.
SPECIAL EDUCATION EC-12 STANDARD II (DOMAIN IV):
The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

SPECIAL EDUCATION EC-12 STANDARD III (DOMAIN IV):
The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

SPECIAL EDUCATION EC-12 STANDARD IV (DOMAIN I):
The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

SPECIAL EDUCATION EC-12 STANDARD V (DOMAIN I):
The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

SPECIAL EDUCATION EC-12 STANDARD VI (DOMAIN II):
The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

SPECIAL EDUCATION EC-12 STANDARD VII (DOMAIN II):
The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

SPECIAL EDUCATION EC-12 STANDARD VIII (DOMAIN II):
The special education teacher understands assistive technology as defined by state and federal regulations.

SPECIAL EDUCATION EC-12 STANDARD IX (DOMAIN II):
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

SPECIAL EDUCATION EC-12 STANDARD X (DOMAIN II):
The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

SPECIAL EDUCATION EC-12 STANDARD XI (DOMAIN III):
The special education teacher promotes students’ performance in English language arts and reading.

SPECIAL EDUCATION EC-12 STANDARD XII (DOMAIN III):
The special education teacher promotes students’ performance in mathematics.

OUTCOMES:

Program Learning Outcomes: Council for Exceptional Children (CEC):
1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities (CEC 1.1, 1.2).
2. 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 (CEC 2.1, 2.2, 2.3).
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC 3.3).
4. Use multiple methods of assessment and data-sources in making educational decisions (CEC 4.1, 4.2, 4.3, 4.4).
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities (CEC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).
6. 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 (CEC 6.1, 6.2, 6.3, 6.4).
7. 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 (CEC 7.1, 7.2, 7.3).

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 and the Educational Diagnostician Certificate Standards coincide 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.

Educational Diagnostician Certificate Standards:

Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

(1) The beginning educational diagnostician knows and understands:

(A) state and federal regulations relevant to the role of the educational diagnostician;

(B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;

(C) models, theories, and philosophies that provide the basis for special education evaluations;

(D) issues, assurances, and due process rights related to evaluation, eligibility, and
placement within a continuum of services; and

(E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The beginning educational diagnostician is able to:

(A) articulate the purpose of evaluation procedures and their relationship to educational programming; and

(B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

(1) The beginning educational diagnostician knows and understands:

(A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;

(B) ethical practices related to assessment and evaluation;

(C) qualifications necessary to administer and interpret various instruments and procedures; and

(D) organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:

(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;

(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;

(C) promote and maintain a high level of competence and integrity in the practice of the profession;

(D) exercise objective professional judgment in the practice of the profession;

(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;

(F) comply with local, state, and federal monitoring and evaluation requirements;
(G) use copyrighted educational materials in an ethical manner; and

(H) participate in the activities of professional organizations in the field of educational diagnosis.

**Standard III.** The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

(1) The beginning educational diagnostician knows and understands:

(A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;

(B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;

(C) strategies for developing educational programs for individuals through collaboration with team members;

(D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and

(E) family systems and the role of families in supporting student development and educational progress.

(2) The beginning educational diagnostician is able to:

(A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;

(B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;

(C) foster respectful and beneficial relationships between families and education professionals;

(D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;

(E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;

(F) collaborate with classroom teachers and other school and community personnel
in including individuals with exceptional learning needs in various learning environments;

(G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;

(H) use appropriate communication skills to report and interpret assessment and evaluation results;

(I) provide assistance to others who collect informal and observational data;

(J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and

(K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).

**Standard IV.** The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

(1) The beginning educational diagnostician knows and understands:

(A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;

(B) the relationship between evaluation and placement decisions; and

(C) the role of team members, including the student when appropriate, in planning an individualized program.

(2) The beginning educational diagnostician is able to:

(A) use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;

(B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and

(C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

**Standard V.** The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational
(1) The beginning educational diagnostician knows and understands:

(A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;

(B) educational implications of various disabilities; and

(C) the variation in ability exhibited by individuals with particular types of disabilities.

(2) The beginning educational diagnostician is able to:

(A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;

(B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and

(C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

**Standard VI.** The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The beginning educational diagnostician knows and understands:

(A) basic terminology used in assessment and evaluation;

(B) standards for test reliability;

(C) standards for test validity;

(D) procedures used in standardizing assessment instruments;

(E) possible sources of test error;

(F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);

(G) uses and limitations of each type of assessment instrument;

(H) uses and limitations of various types of assessment data;

(I) procedures for screening, pre-referral, referral, and eligibility;
(J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);

(K) the necessity of monitoring the progress of individuals with disabilities;

(L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and

(M) methods of motor skills assessment.

(2) The beginning educational diagnostician is able to:

(A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;

(B) select and use assessment and evaluation materials based on technical quality and individual student needs;

(C) score assessment and evaluation instruments accurately;

(D) create and maintain assessment reports;

(E) select or modify assessment procedures to ensure nonbiased results;

(F) use a variety of observation techniques;

(G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;

(H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;

(I) determine a student’s needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;

(J) make recommendations based on assessment and evaluation results;

(K) prepare assessment reports; and

(L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

**Standard VII.** The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student
diversity for evaluation, planning, and instruction.

(1) The beginning educational diagnostician knows and understands:

   (A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

   (B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;

   (C) issues related to the representation in special education of populations that are culturally and linguistically diverse;

   (D) ways in which diversity may affect evaluation; and

   (E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The beginning educational diagnostician is able to:

   (A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and

   (B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

(1) The beginning educational diagnostician knows and understands:

   (A) time-management strategies and systems appropriate for various educational situations and environments;

   (B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and

   (C) methods for organizing, maintaining, accessing, and storing records and information.

(2) The beginning educational diagnostician is able to:

   (A) select, adapt, or design forms to facilitate planning, scheduling, and time management;
(B) maintain eligibility folders; and

(C) use technology appropriately to organize information and schedules.

**Standard IX.** The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

(1) The beginning educational diagnostician knows and understands:

(A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;

(B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;

(C) ethical considerations inherent in behavior interventions;

(D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;

(E) social skills needed for school, home, community, and work environments;

(F) strategies for crisis prevention, intervention, and management;

(G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and

(H) key concepts in behavior intervention (e.g., least intrusive accommodations/modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

(2) The beginning educational diagnostician is able to:

(A) conduct functional behavioral assessments;

(B) assist in the development of behavioral intervention plans; and

(C) participate in manifestation determination review.

**Standard X.** The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

(1) The beginning educational diagnostician knows and understands:
(A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;

(B) varied learning styles of individuals with disabilities;

(C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;

(D) techniques for modifying instructional methods and materials for individuals with disabilities;

(E) functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);

(F) supports needed for integration into various program placements; and

(G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

(2) The beginning educational diagnostician is able to:

(A) interpret and use assessment and evaluation data for instructional planning; and

(B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

Student Learning Outcomes:

Upon completion of this course students will be able to:

1. Understand the concept of family centered practices with respect to families’ values, language, and culture. Know how to identify strengths and coping strategies in families. Know approaches and strategies for working with families with young children with disabilities. (ISTE: 1c,3d,4b,4d, INTASC: 10, SBEC: Domain II-Standard VI, CEC: 4.1; Diag III 2B)

2. Know the required content and elements of Individualized Family Service Plans (IFSP) and how to integrate information identified by families about a child’s functioning, strengths, needs, and outcomes with regards to transition to PPCD. Know the required content of Individualized Education Plans (IEPS”s) for children ages 3-5. (ISTE: 1a,2a,3a,3b,3c,3d,4b,4d; INTASC: 1,4,5,6,8; SBEC: Domain I-Standard V, Domain III-Standard XI; CEC: 3.3, 4.1,4.2, Diag III 1A)

3. Know Texas ECI requirements for procedural safeguards, policies on services in natural environments, service coordination requirements, and required procedures for
transitioning children and families from ECI programs. (Advanced Preparation CEC 3.0, 3.1, 3.2, 3.3, Diag III 2B)

4. Understand and know how to use effective academic, career, vocational, and transition programs for individuals with disabilities (Texas 6.6k, Diag VI 2I)

5. Know state and federal laws pertaining to transition issues and services; know how to locate law in the legal framework and in IDEA. (Texas 9.1k, Diag I IA)

6. Know how to plan for and link students’ current developmental and learning experiences and teaching strategies with those of their subsequent educational setting; (Texas 9.3k, Diag X 1A)

7. Locate sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support (Texas 9.6k)

8. Identify and locate procedures and supports needed to facilitate transitions across programs and placements (Texas 9.7k, Diag X 1F)

9. Know and apply available programs and services available at various levels and how to assist students and families in planning for transition (Texas 9.4k)

10. Know how to plan, facilitate, and implement transition activities as documented in students’ Individual Educational Plans (IEPs) and Individual Transition Plans (ITPs) (Texas 9.5k)

11. Collaborate in designing transition plans that meet the identified needs of students with disabilities (Texas 9.1s, Diag III 2A)

12. Collaborate with students, families, and school and community personnel to ensure successful transitions for individuals with disabilities including collaboration planning for culturally and linguistically diverse students (Texas 9.2s, 10.3s; Diag III 1A)

13. Communicate with families about issues related to transition and strategies for helping their children make successful transitions (Texas 9.3s)

14. Teach students skills for coping with and managing transitions successfully (Texas 9.4s, Diag IX 1E)

15. Conduct evaluations and other professional activities consistent with the requirements of laws, rules, and regulations, and local district policies and procedures in regards to IFSPs, IEPs, Consults, Transition, and Child Find (Diag Standard I 2B)

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

The format for this course includes scheduled online assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, and may include technology apps for smart phones, iPads, Androids, website software products, and ZOOM meetings. Assessment of course content will be conducted via scheduled online quizzes, discussion postings, projects, writing assignments. There is one large project in this course.

Time Requirements For This Course:

SPE 5338.501 (3 credits; fully online) spans 16 weeks. The graduate 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 to support
key concepts or provide perspective on laws, ethics, and assessments. In addition, students are required to read and research current transition websites both statewide and nationally, complete quizzes/exams over the course content, and complete multiple discussion/writing assignments that evaluate their ability to think ethically and professionally. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments regarding students with disabilities. Course ends May 3, 2020, this semester.

IV. Evaluation and Assessments (Grading):

Assignments:

Module Chapter Quizzes (250 points)

Online Discussions (275 points)

Dropbox Module Assignments (400 points)

Major Project: (200 points)

Online Course Evaluation Survey (25 points)

Total Possible Points = 1150 points

Grades determined using the following 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 than) of all possible points

Quizzes: These will consist of essays, multiple-choice, true/false, and short answer items. You may want to make sure you take quizzes from a computer with high-speed access. Quizzes will be available for several days and will open by 6:00 am and stay available until 11:59 pm on last day of module availability for your convenience. Information regarding Quizzes, Discussions, Projects, and Assignments are listed in your course timeline. There is no livetext/Watermark submission for this course. There is no final examination for this course this semester.
V. Course Timeline

Dr. Sheriff: SPE 5338.501 Course Timeline

Spring 2020

The best plan Timeline below shows the semester assignments outlined by weeks. Plan your time wisely in order to follow this best plan for course completion.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>CEC PLOs</th>
<th>PCOE SLOs</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1: 1/15-1/19/20 | ISTE: 4.c, 4.d | | Introduction Module  
Read all Introduction Module pages  
Complete all the components of the Introduction Module:  
Post your Bio in Introduction Bio Discussion (respond to peers)  
Read course syllabus  
Read and print Timeline within syllabus  
Take Syllabus Quiz  
All Introduction Module Assignments are Due by 1/26/20 at 11:59PM |
| Week 2: 1/20-1/26/20 | 6.1 6.2 | ISTE: 2.d, 4a, 5.c, 5.d INTASC: 9 SBEC: Dom IV Diag I & II | Module 1 : What is Transition?  
Read all Module 1 pages  
Read Chapters 1 & 3 of Kochhar-Bryant textbook  
Participate in Module 1 Discussion  
Take Module 1 Quiz  
All Module 1 Assignments Due by 1/26/20 at 11:59PM |
| Week 3: 1/27-2/2/20 | 2.1 2.2 2.3 | ISTE: 2c INTASC: 2, 3, 4, 5 | Module 2 : Transition and the Law  
Read all Module 2 pages  
Read Chapter 4 of Kochhar-Bryant textbook |
| Week 4: 2/3-2/9/20 | 7.1 | SBEC: Dom X Diag IV, 7.2 | 7.3 | ISTE: 1.c, 3.b, 5.a, 5.b, 5.c, 5.d, 10 | INTASC: 6, 7 | Module 3: Early Childhood Intervention (ECI)  
Read all Module 3 pages  
Take ESC 10 *Child Find* Professional Development, Submit certificate to Dropbox  
Participate in Module 3 Discussion  
Take Module 3 Quiz  
**All Module 3 Assignments Due by 2/16/20 at 11:59PM** |
| --- | --- | --- | --- | --- | --- | --- |
| Week 5: 2/10-2/16/20 | 4.1 | ISTE: 2.c, 4.b, 5.a, 5.b | INTASC: 6, 7 | SBEC: Dom I Diag V, VI | Module 3 Continued  
Read journal article: *Readiness Skills for Toddler Transition*  
**All Module 3 Assignments Due by 2/16/20 at 11:59PM** |
| Week 6: 2/17-2/23/20 | 6.1 | ISTE: 2.a, 2c, 2, d | INTASC: 9, 10 | SBEC: Dom II-VIII Diag I | Module 4: Secondary Transiton: Quality Planning and Compliance  
Read all Module 4 pages  
Read Chapters 1-2 of Morningstar-Clavenna-Deane text  
Dropbox Assignment: *Self-assessment of Transition Skills*  
Participate in Module 4 Discussion  
Take Module 4 Quiz  
**All Module 4 Assignments Due by 2/23/20 at 11:59PM** |
| Week 7: 2/24-3/1/20 | 3.3 | ISTE: 3a, 3b, 3c, 3d | INTASC: 1, 6, 7, 8 | SBEC: Dom I-V Diag X | Module 5: Student-Directed Planning and Self-Determination  
Read all Module 5 pages  
Read Chapter 3 in Morningstar-Clavenna-Deane text  
Dropbox Assignment: *My Good Day Plan* Student Evaluation  
Participate in Module 5 Discussion  
Take Module 5 Quiz |
<p>| Week 8: | | | | | | Module 5 Continued |</p>
<table>
<thead>
<tr>
<th>Week 9: Spring Break 3/9-3/15/20</th>
<th>All Module 5 Assignments Due by 3/8/20 at 11:59PM</th>
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</thead>
<tbody>
<tr>
<td>Week 10: 3/16-3/22/20</td>
<td>Week 9: Have a Wonderful Spring Break!!!</td>
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<tr>
<td>5.1</td>
<td>Module 6: Families and Transiton</td>
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<tr>
<td>5.2</td>
<td>Read all Module 6 pages</td>
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<tr>
<td>5.3</td>
<td>Read Chapter 4 in your Morningstar-Clavenna-Deane text.</td>
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<tr>
<td>5.4</td>
<td>Read Chapters 1-3 in your Greene text.</td>
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<td>Dropbox Assignment: <em>Culturally Diverse Transition Assignment (SFP)</em></td>
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<td>Take Module 6 Quiz</td>
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<td>All Module 6 Assignments Due by 3/22/20 at 11:59PM</td>
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<tr>
<td>Week 11: 3/23-3/29/20</td>
<td>Module 7: Transition Assessment</td>
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<tr>
<td>5.5</td>
<td>Read all Module 7 pages</td>
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<tr>
<td>5.6</td>
<td>Read Chapters 5-6 of Morningstar-Clavenna-Deane text</td>
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<td>5.7</td>
<td>Participate in Module 7 Discussion</td>
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<td>Take Module 7 Quiz</td>
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<td>All Module 7 Assignments Due by 3/29/20 at 11:59PM</td>
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<tr>
<td>Week12: 3/30-4/5/20</td>
<td>Module 8: <em>My Transition Assessment Toolkit</em> Project</td>
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<tr>
<td>1.1</td>
<td>Read all Module 8 pages</td>
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<td>1.2</td>
<td>Read page 101 of Morningstar-Clavenna-Dean text</td>
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<tr>
<td>4.1</td>
<td>Follow Module 8 Directions: <em>Begin your Project: My Transition Assessment Toolkit</em></td>
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<tr>
<td>4.2</td>
<td>My Transition Assessment Toolkit</td>
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<td>4.3</td>
<td>Project</td>
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<td>4.4</td>
<td>Continue Module 8</td>
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<td>Follow Module 8 Directions and continue your Project</td>
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<tr>
<td>Week 13: 4/6-4/12/20</td>
<td><em>My Transition Assessment Toolkit</em> Project Due by 4/26/20 at 11:59 PM</td>
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<tr>
<td>Short Week: Holiday Weekend</td>
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*ISTE*: 5c, 1a, 1c, 2b, 5c

*INTASC*: 4, 5, 9, 4, 5, 8, 9

*SBEC*: Dom III & XII

*Diag X*
<table>
<thead>
<tr>
<th>Week 14: 4/13-4/19/20</th>
<th>1.1</th>
<th>ISTE: 1b, 2c, 3a, 4a, 4d</th>
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<tbody>
<tr>
<td></td>
<td>5.1</td>
<td>INTASC: 7, 8</td>
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<td></td>
<td>5.2</td>
<td>Diag: V, VI, VII</td>
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<td>5.3</td>
<td>INTASC: 1, 2</td>
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<td>5.4</td>
<td>SBEC: Dom I-IV</td>
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<td>7.1</td>
<td>Diag: VI, X</td>
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<td><strong>Module 9: Transition to Post-Secondary Options</strong></td>
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<td>Read all Module 9 pages</td>
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<td>Read Chapters 8 – 10 in Morningstar-Clavenna-Deane text</td>
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<td>Take ESC 11 <em>Transition to Employment</em> Professional Development Course, Submit certificate to Dropbox</td>
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<td>Take Module 9 Quiz</td>
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<tr>
<th>Week 15: 4/20-4/26/20</th>
<th>1.1</th>
<th>ISTE: 1c, 1d, 2a, 3b, 5b, 5d</th>
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<tr>
<td></td>
<td>2.1</td>
<td>INTASC: 6, 7, 8, 9, 10</td>
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<td>2.2</td>
<td>SBEC: Dom II-IX</td>
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<td>2.3</td>
<td>Diag: II-X</td>
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<td><strong>Module 9 Continued</strong></td>
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<td><em>My Transition Assessment Toolkit Project Due This Week!</em></td>
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<td>Participate in Online Course Evaluation Survey</td>
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<td><strong>All Module 9 Assignments and Toolkit Project are Due by 4/26/20 at 11:59 PM</strong></td>
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<tr>
<td></td>
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<td>Read all Module 10 pages</td>
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<td>Read <em>Transition Planning Guide for Students in Foster Care</em></td>
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<td>Participate in Module 10 Discussion</td>
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<td>Dropbox Assignment: <em>Transition for Incarcerated Students</em></td>
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<td>No final exam in this course this semester.</td>
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<td><strong>All Module 10 Assignments Due by 5/3/20 at 11:59 PM</strong></td>
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<td>NO LIVETEXT/Watermark SUBMISSIONS!</td>
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**VI. Readings**
Some required readings will be provided within modules and/or on the course homepage.

**Required:** (3) Textbooks:


**Recommended:** APA Writing Manual:


*There is NO LiveText/Watermark submission requirement for any assignments in this course this semester.*

**LiveText/Watermark Statement for Courses with Live Text/Watermark Submissions:**

*This course does not require LiveText/Watermark for any submissions.* But other courses you are taking may use 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, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have 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.
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and excused Absence: Policy 6.7:

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

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

Academic Accommodation for Students with Disabilities: Policy 6.1 & 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, (936) 468-3004/468-1004 (TDD) as early as possible
in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

**Academic Integrity**

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

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

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

**Penalties for Academic Dishonesty**

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

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course
work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at: (936)-468-2703

**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.

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.texes.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

IX. Other Relevant Course Information

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

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