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.

Course Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>L. Kathleen Sheriff, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Time &amp; Location:</td>
<td>DesireToLearn, D2L</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Thursday mornings 9am-11am. Please schedule face-to-face or virtual appointments for meetings with me via your D2L email within this course. You may also use the Send CHAT function in D2L to speak with me anytime that you notice I’m available online. You may also invite me to a ZOOM meeting to talk with you if you desire to do so.</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>(936) 468-1194</td>
</tr>
<tr>
<td>Credits:</td>
<td>3 semester hours, undergraduate credit</td>
</tr>
<tr>
<td>Fax:</td>
<td>(936) 468-5837 Attn: Kathleen Sheriff, Ed.D.</td>
</tr>
<tr>
<td>E-mail:</td>
<td>Please use D2L course e-mail inside this course for communication purposes. Only use my SFA email in case of emergency and D2L is unavailable: <a href="mailto:Sherifflk@sfasu.edu">Sherifflk@sfasu.edu</a></td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Mail: Dr. Kathleen Sheriff, Department of Education Studies, Stephen F. Austin State University, P.O. Box 13017, SFA Station, Nacogdoches, Texas 75962</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>SPE 329</td>
</tr>
</tbody>
</table>
I. Course Description:

SPED 4363 Consulting with Parents and Professionals (3 credits; fully online) spans 7 summer weeks. The course contains extensive written content requiring students to engage the online modules for at least three hours per week. Key concepts include perspectives on family involvement and ways in which professionals can interact positively with the family and collaborate/consult with other concerned professionals. Primary source readings are woven into the content and students may be required to complete quizzes/exams over the course content and complete multiple writing assignments that evaluate their ability to interpret and apply information learned. For every hour a student spends engaging with the module content, he/she spends at least two hours completing associated activities and assessments.

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 from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development of an interconnected global society.

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.

II. THECB Core Objectives/Outcomes

- Critical Thinking Skills
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Standards Addressed:

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

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

Provider Responsibilities
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National
Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

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

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

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation

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

Clinical Educators

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

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.
Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

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

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

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

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

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

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

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

Selectivity During Preparation

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

Selection At Completion

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

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

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

Satisfaction of Employers

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

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

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, 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.

OUTCOMES:

Program Learning Outcomes: This course is designed to address the use of assistive technology for individuals with disabilities. It includes researching devices and apps, making low tech devices for communication and adapting school and everyday materials for individuals to support them in inclusive environments. The standards addressed in this course support pre-service candidates in preparation for their General Special Education TExES Certification exam.

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).
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).

Student Learning Outcomes: Upon completion of this course students will be able to:

1. To delineate a family systems theoretical orientation for conceptualizing family-professional partnerships.

2. Review research that identifies strengths, preferences, and needs faced by families and implications for family-professional partnerships.

3. Provide students with historical and organizational foundations related to family roles and school reform.

4. Demonstrate an understanding of the seven partnership principles for collaborating with families and other professionals.

5. Recognize the importance of trust as the keystone to family-professional partnerships.

6. Develop an understanding of a" culture of acceptance" for all students and their families.

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

I. 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 using web pages, e-mail, Discussion Board, and CHAT. Assessment of course content will be conducted via graded assignments and/or discussions as well as scheduled online and exams. Quizzes are included in each module to check your understanding but do not count toward your grade.

This 4000-level 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 Blackboard. Students MUST have access to a reliable computer and Internet connection as well as adequate computer skills. It is not necessary to possess a personal computer - students may use a computer on campus at one of the SFA Computer Labs. If computer or connectivity problems are experienced during the semester, you may need to drop the class - check the SFA calendar for the last day to drop without withdrawing from the University.

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

1. **It is highly recommended that you log into the course and check email and News Blasts each day of the week during summer session.** This course will be moving quickly during the five weeks, so keep abreast of all email and News announcements. Important messages and items of interest related to course content, assignments, and exams are posted in the Newsfeed or emailed to students weekly.

2. **Communicate with the instructor through email.** Do not expect to communicate with the instructor by telephone. The best way to communicate is via email. Communicating through zoom in live chat sessions is also an option.

3. **Plan to spend at least 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.

4. **Log-in to the course every day in summer sessions to participate** in the discussions, check email and the calendar for weekly assignments. For reporting purposes, a student who does not show active participation will be dropped from financial aid for this course.

5. **Complete assignments.** An assignment is embedded within each learning module. Some are individual assignments, while others may be group discussions. **There will be assignments every week.** A grading form is used and points for each assignment will be awarded based on accuracy, spelling/grammar, content, completeness, and thoughtfulness of the response. When grades are posted in the gradebook you will be able to view them in myGrades. A penalty may be applied to assignments that are submitted late. **If you fall behind, you may need to drop the class.** See the university calendar or call the registrar’s office for drop dates.
6. **Complete online exams.** There will be two exams (100 points each) that will be accessed through the Unit learning modules. Exams will be posted online and responses submitted online. Exams are timed and must be submitted during the availability period.

7. **Complete a course/instructor evaluation** in mySFA near the end of the semester. This is a required participation assignment and you will receive bonus points for your participation.

8. **Contact the instructor immediately if you are having difficulty.** Email is monitored frequently on weekdays and I make every effort to respond to students' issues and concerns within 48 hours Monday – Friday. We all know that life can be unpredictable, so communication is very important!
Note: The format for this course includes scheduled assignments and deadlines, offline textbook reading assignments, online reading and participation in using web pages, email, discussion boards, chat, and possibly ZOOM meetings. Assessment of course content will be conducted via scheduled online quizzes, exams, discussion postings, and writing assignments.

IV. Evaluation and Assessments (Grading):

I. Evaluation and Assessments (Grading):

Course Introduction 15 points  
Chapter Quizzes- 12@ 10 points each  
Module Assignments 11 @ 25 points each  
Online Exams - 2 exams @ 100 points each  
Total Points Possible = 610

A=610-549  
B=548-488  
C=487-427  
D=426-366  
F below 365

EXAM POLICY

Online Unit 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, and you are expected to know the material - do not expect to rely on your book or notes during the exam. Only students who have completed all unit assignments will be eligible to take unit exams. 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. 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.
V. Course Timeline

NOTE: This is a summer course and you have several online modules due each week. The Timeline within this syllabus represents a best plan (based on utilizing 5 days in the week) for keeping up with the course this summer. Follow it very closely for module dates and assignment due dates so that you do not get behind. There are 6 summer weeks in this course and you will notice below in the summer timeline that each week is listed in the far left column. Copy, print, and follow this Timeline closely.

Each week begins on the first day of classes that week and ends on Sunday night at 11:59pm for the week except for Week 7 which ends on the last day of the semester, Friday, August 6th. For example: Week 1 begins on Tuesday, June 28th (first day of Summer II classes) and ends at 11:59 pm Sunday night, July 4th. Week 6 begins on August 2nd and ends Friday, August 6th at 5:00pm when Summer Session 2 ends.

<table>
<thead>
<tr>
<th>Week 1: 6/28 - 7/4</th>
<th><strong>SPED 4363.502 Course Timeline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>Summer II 2021</td>
</tr>
<tr>
<td></td>
<td>Complete all the components of the Getting Started module.</td>
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<tr>
<td></td>
<td>Post your Bio in Discussions—respond to peer postings by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Submit “Biography and Experiences”</td>
</tr>
<tr>
<td></td>
<td>Read and print the course syllabus and course timeline.</td>
</tr>
<tr>
<td></td>
<td>Review Syllabus &amp; Course Layout/Format</td>
</tr>
<tr>
<td></td>
<td>Take Syllabus Quiz by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>All Getting Started Module assignments are due 7/4 at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Begin Module 1</td>
</tr>
<tr>
<td></td>
<td>(ISTE 1 &amp; 4)</td>
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<tr>
<td><strong>Week 1: Continued</strong></td>
<td><strong>UNIT 1: FAMILY SYSTEMS PERSPECTIVES</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 1 - Discussion Post &quot;My Family Characteristics&quot; 25 points</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 Quiz</td>
</tr>
<tr>
<td></td>
<td>Chapter 2: Dropbox Assignment Family Interactions: A Tale of Two Families</td>
</tr>
<tr>
<td>Week 2: 7/5-7/11/21</td>
<td>Chapter 2 Quiz</td>
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</table>
| Week 2: 7/5-7/11/21 | Chapter 3: Discussion Posting: Family Functions  
Chapter 3 Quiz  
Chapter 4 Quiz  
Optional Discussion Posting: Do you think people with developmental disabilities should marry and have children? Why or why not?  
Chapter 4: Dropbox Assignment: Sex Education for Adolescents with Disabilities |
| Week 3: 7/12-7/18/21 | UNIT 2: FAMILY ROLES AND POLICIES  
Chapter 5: Dropbox Assignment: Roles of Families  
Chapter 5 Quiz  
Chapter 6: Dropbox Assignment: Principles of NCLB  
Chapter 6 Quiz |
| Week 3: Continued | MID-TERM EXAM (Chapters 1-6)  
Due Sunday night 7/18 by 11:59 pm of Week 3 |
| Week 4: 7/19-7/25 | UNIT 3: STRATEGIES FOR EFFECTIVE PARTNERSHIP  
Chapter 7 Quiz  
Chapter 8: Dropbox Assignment; Communication Practice  
Chapter 8 Quiz |
**Week 5:  7/26-8/1**

- Chapter 9 Discussion Posting: Pre-referral Assessment
- Chapter 9 Quiz
- Chapter 10 Dropbox Assignment: Family Questioner
- Chapter 10 Quiz

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**Week 6:  8/2-8/6**

(Short Week: ends on Friday at 5:00pm)

- Chapter 11 Dropbox Assignment: Internet Connections
- Chapter 11 Quiz
- Chapter 12 Dropbox Assignment: Unit 3 Reflection
- Chapter 12 Quiz

**FINAL EXAM (Chapters 7 – 12)**

Due By 5:00 pm 8/6/21

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**VI. Readings**

Required readings will be provided within modules and/or on the course homepage.

Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word. You will also need to have access to a digital camera and have video recording capabilities (e.g., Webcam, digital-video camera, or a smart phone) and access to an iPad or Android tablet or smart phone to view AT apps.


**Content Pages Include Readings:** Chapter reading information in the textbook, articles, and websites are embedded and required within each online Content Modules inside the course.
Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. **There is no LiveText nor LiveText Field Experience assignment in this course**, but you should still have these accounts for Perkins College of Education and Special Education program courses requiring them.

**VII. Course Evaluations:**

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

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

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

**Class Attendance and excused Absence: Policy 6.7:**

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

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

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

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

**Student Academic Dishonesty: Policy 4.1**

**Academic Integrity**

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

**Definition of Academic Dishonesty**

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

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

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

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

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**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 or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at: (936)-468-2703

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class (if class on campus Face 2 Face) 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.


SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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 and other professional settings, you will be required to:

Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.
1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). 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.

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

For further information concerning this matter, contact Katie Snyder Martin 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 by Student Affairs as a medical excuse or SFA accepted emergency outlined in policy. Students should contact me via D2L email inside the course 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.