Education Studies Department

SPED 5361.501 Educating Individuals with Low Incidence Disabilities

The SFA Way... Striving for excellence in everything we do.

At Stephen F. Austin State University, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.

The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility … Lumberjacks do what is right.

The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state, and country.

The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: Karla M. Hamilton M.Ed. Special Education

Doctoral Candidate (ABD), Ed.D. Curriculum and Instruction

Time/Location: Online w/in Desire 2 Learn - D2L

Office Phone: 936 468-1878

Office: Early Childhood Research Building Room 209Q
Virtual Office Hours: Tuesday 1:30 - 3:00 pm and Thursday 1:30 - 3:00 pm by email or Zoom.

Credits: 3 semester hours, graduate credit

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Course Description

SPED 5361.501: Educating Individuals with Low Incidence Disabilities. The development of basic sensory discrimination and perceptual processes and abnormalities manifested by exceptional children.

SPED 5361 Educating Individuals with Low Incidence Disabilities (3 credits; fully online) spans 6 weeks. This graduate course contains extensive written content that requires 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 regarding the etiology and characteristics of students with physical, health, and medically fragile disabilities with an emphasis on team approach strategies and interventions in both inclusive and self-contained environments. In addition, students are required to read the website and text material, complete quizzes/exams over the course content, and complete multiple discussion/reflective writing assignments that evaluate their abilities to work collaboratively and professionally as team members. 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.

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.

SPED 5361 Accountability and Accreditation Assignments

- Teacher Interview - Inclusion/Functional Instruction Model Practices
- Professional Development Presentation – District Special Education Teachers

Intended Learning Outcomes

This course is closely aligned with the mission of the Perkins College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course is aligned with the Perkins College of Education Conceptual Framework as follows:

1. Field experience assignments align with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance.
2. Reflective discussions align with the College of Education's value of academic excellence through critical and reflective thinking.
3. Technology requirements align with the College of Education's goal of academic excellence. Specifically, through the current and appropriate use of instructional technologies and applications that positively impact student learning for all students.
4. Emphasis on assessing students with exceptional learning needs aligns with the College of Education's philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices.
5. The course further emphasizes the College of Education's belief that assessment drives instructional decisions and practices.

This course is also designed to meet content standards for accreditation by the Council for Exceptional Children (CEC). Finally, this course is designed to enable students to begin preparing for the TExES. In parentheses at the end of each of the following student learning outcomes reference to specific TExES standards is provided. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office and the Special Education EC-12 Test Preparation Manual is available for download online.

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
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:

**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 Using multiple measures, the provider documents that all 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 Advanced Preparation Standards

Please access the following link to view the advanced preparation standards for special education specialists:


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 … Students with Disabilities

Domain II … Assessment and Evaluation

Domain III … Curriculum and Instruction

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 §239.83, Standards Required for the Educational Diagnostician Certificate coincides with the College of Education’s mission to provide candidates with a foundation for success and the COE's goal of academic excellence in candidate content knowledge.

Program Learning Outcomes:

Candidates will demonstrate content and professional knowledge in each of the four domains measured by TExES #253 Educational Diagnostician certification exam:

- Domain I … Students with Disabilities
- Domain II … Assessment and Evaluation
- Domain III … Curriculum and Instruction
- Domain IV … Foundations and Professional Roles and Responsibilities

Student Learning Outcomes / Objectives:

1. Upon completion of this course students will be able to:

   a. Define terminology related to severe disabilities and know laws, regulations, and policies related to the educational setting.
   b. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with disabilities. Texas Standards PBIC 2.3S
   c. Respect the culture, gender, and personal beliefs of individual students and families. Texas Standards PBIC 2.4S
   d. Exercise objective professional judgment in the practice of the profession. Texas Standards PBIC 2.5S
   e. Describe the etiology and characteristics of various physical and health disabilities including knowing and understanding characteristics of children with disabilities including those with different levels of severity and with multiple disabilities and the effects that one or more disabilities may have
on a student’s life (Texas Standards PBIC 4.6K, 4.10K, 4.12K, Texas Standards Diag V1A)

f. Describe secondary health care issues that accompany specific physical and health disabilities. (Texas Standards PBIC 1.10K)

g. Describe instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of individuals with severe disabilities. (Texas Standards PBIC 4.4K, 4.8K, 4.9K)

h. Describe roles and responsibilities of school and community-based medical and related service personnel including use of collaborative strategies in working with students with disabilities, parents/guardians, and school and community personnel in various learning environments (Texas Standards PBIC 4.15K, 3.4S)

i. Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities in Field Experience. (Texas Standards PBIC X10.14S) Provide opportunities for understanding individuals with disabilities and evaluating their needs including knowing and understanding instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services including knowledge of supports needed for integration into various program placements. (Texas Standards Diag X1A, X1F).

j. Know and understand varied learning styles of children with disabilities and articulate curricula knowledge useful for the development of motor cognitive, academic, social, language, affective, career, and functional skills for children with disabilities (Texas Standards Diag X1B, X1C)

k. Instill the principles of professional roles and responsibilities of educators, as well as legal and ethical requirements including confidentiality of medical and academic records and respect for privacy for students with disabilities. (Texas Standards PBIC 2.5K, 2.9S, 3.6K)

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

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, e-mail, discussion boards, and Zoom web-conferencing. Assessment of course content will be conducted via assignments and scheduled exams. To be successful in this course, the typical student should plan to spend at least 3-5 hours per week working on this course.

II. Evaluation and Assessments (Grading):

Grading: Grades determined using the following scale:
A = 90% of all assigned points

B = 80% of all assigned points

C = 70% of all assigned points

D = 60% of all assigned points

F = 59% (or less than) of all assigned points

Unit 1 Reflection 50 points

Interview: Inclusion/Functional Instruction Practices 50 points (accreditation assignment and uploaded to Livetext)

Dropbox/Discussion Board Assignments 1 assignment for most modules with varying point values

Professional Development Presentation 60 points - (accreditation assignment and uploaded to Livetext)

Assignments:

1. **Discussion Assignments**: individual student postings that include responding to other student’s postings.

2. **Dropbox Assignments**: Will be a combination of written and video recorded assignments.

3. **Teacher Interview - Inclusion/Functional Instruction Model Practices.** Your assignment for this module is to interview a middle or high school level certified special education teacher of students with severe or multiple disabilities. You will be applying your knowledge of the tenets of the evidence-based Inclusion/Functional Instructional model while also developing your inquiry skills by creating interview questions and conducting an interview. Last, you will evaluate the interview findings for Criterion of Ultimate Functioning. NOTE: If you do not work in a school district and are finding it difficult to locate a special education teacher to interview by mid-semester, please contact the course instructor with this information. You will upload your completed assignment components to Livetext for rubric grading.

4. **Professional Development Presentation – District Special Education Teachers.** Based on this courses module/text information and evidence-based practice trainings, you will create a 20-30 minute professional development presentation using ZOOM that advocates for policy and practices that improve programs, services, and outcomes for individuals with severe disabilities. You will upload your video presentation to Livetext for rubric grading.
Course Evaluation Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Participation is required and you will receive a participation grade. The course evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation; Instruction evaluation purposes; and 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. This course evaluation is a required participation activity in this course.

Proposed Timeline Calendar

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<th>Course Timeline</th>
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| **Week 1: May 17 - 23 due date** | Obtain textbook and review course syllabus.  
Complete Discussion Board: Introduction to Peers (15 points)  
Read the Autism Assessment module and complete the dropbox assignment (15 points) |
| **Week 2: May 24 - 30th due date** | **Unit 1: Important Considerations Prior to Teaching Persons with Severe Disabilities**  
Read Textbook Chapter 1:  
- Complete module readings  
- Complete dropbox assignment - Special Education Legal Framework (10 points)  
Read Textbook Chapter 2:  
- Complete module readings  
- **Begin to work on dropbox assignments below (due June 20th - 50 points). You will upload the assignment submissions below to Livetext for rubric grading.**  
  - **Part 1 - Teacher Interview: Implementation Practices for the Evidence-Based Inclusion/Functional Instruction Model.** |
Part 2 - Evaluating the Evidence-Based Practice of the Inclusion/Functional Instruction Model Using Criterion of Ultimate Functioning.

**NOTE:** If you do not work in a school district and are finding it difficult to locate a special education teacher to interview by mid-semester, please contact the course instructor with this information.

| Weeks 3-4: May 31st - June 6th due date | Read Textbook Chapter 3: Collaboration Among Professionals  
- Complete module readings  
- Complete dropbox assignment - Article Analysis: Collaboration in Special Education (25 points). |
| --- | --- |
| **Weeks 3-4: May 31st - June 6th due date** | Read Chapter 4: Parents, Families, and Cultural Issues  
- Complete module readings  
- Complete the discussion board assignment: Working with Families in the School Setting (15 points).  
Complete Unit 1 Reflection (50 points) located in the course dropbox. |

| Unit 2: Preparing To Teach | Note: You will complete all of the assigned readings below; however, you will choose ONLY 1 of the dropbox assignments to complete this week - PLAAFP or Student Goals. Credit will be earned for only 1 of the dropbox assignments.  
Read Chapter 5: Planning Instructional Programs for Students…  
- Complete module 5 readings  
- Complete dropbox assignment Student PLAAFP statement (25 points) or Chapter 6 dropbox assignment. |
| --- | --- |
| **Week 5: June 7th -13th due date** | Read Chapter 6: Determining Instructional Goals for Students…  
- Complete module readings |
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<th>Complete dropbox assignment Student Goals – Academic and Functional Life Skills (25 points) or Chapter 5 dropbox assignment.</th>
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<tr>
<td>Project Reminder Due June 20th. You will upload the assignment submissions below to Livetext for rubric grading.</td>
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<tr>
<td>Part 2 - Evaluating the Evidence-Based Practice of the Inclusion/Functional Instruction Model Using Criterion of Ultimate Functioning.</td>
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### Unit 3: General Instructional Procedures

**Read Chapter 7: Teaching Students to Acquire New Skills**

- Complete module readings
- Complete Evidence-Based Instructional Prompts Training (40 points). Your training certificate will be uploaded to the course dropbox.

**Read Chapter 8: Teaching Skills for Generalization and Maintenance.**

- Complete module readings
- Complete Evidence-Based Reinforcement Training (40 points). Your training certificate will be uploaded to the course dropbox.

**Read Chapter 9: Evaluating Student Progress**

- Complete module readings only.
- **By June 20th, you will need to upload the following to Livetext:**
  - Special Education Teacher Interview and Evaluation Documents
  - Professional Development Presentation MP4 file and video web-link.

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**Week 6: June 14th - 20th due date**

| III. Readings … Required Course Textbook |
Required Textbook:


Recommended Textbook: APA Writing Manual:


IV. LiveText/Watermark Statement:

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

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

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 continuous 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.
V. Student Ethics and Other Policy Information: Class Attendance and Excused Absence Policy 6.7

Traditional absences do not occur for course weeks that have an online learning module assignment. Therefore, during these weeks, absence is not a reason for failure to fully participate. Work for each learning module and the Exams are due by the due date stated in the syllabus. Late work will not be accepted. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled Collaborate sessions. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, the 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 the required reports and in determining the 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 instructors in advance, when possible, for excusable absences.

Academic Accommodations for Students with Disabilities: Policy 6.1 and 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, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations 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/)

Location: Human Services Building, room 325. Phone: (936) 468-3004.

Definition of Academic Dishonesty: Policy 4.1:

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 assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting
the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

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

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 the Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

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

Student Code of Conduct: Policy 10.4

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 ICare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468-2703.

Additional Information

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.texas.ets.org/registrationBulletin/http://www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU. 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.

3. Successfully complete state mandated fingerprint and 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 936 468-1740 or snyderke1@sfasu.edu.

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 be accepted and if so will be docked up to 1/2 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 the Announcement section of the course or by course email. 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.