Name: Dr. Nicole Letchworth  
Email: Nicole.letchworth@sfasu.edu  
Office: Early Childhood Research Center 209J  
Office Phone: 936-468-2034  
Office Hours: Virtual by Appointment

I am available to set up appointments in my office when I am on campus, by phone, or through Zoom. I will reply to your email within 24 hours during the week and by COB Monday if you email over the weekend.

Department: Perkins College of Education

Class meeting time and place:

Fully online

Course Description

This is a "methods" course addressing issues and procedures in teaching functional skills to students with disabilities, such as intellectual disabilities, behavior disabilities, learning disabilities, physical disabilities, and multiple disabilities.

SPED 4334 Functional Living Skills (3 credits, fully online) for 16 weeks. This course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least six hours per week. Primary source readings are woven into the content and students are required to complete numerous activities related to teaching children with severe disabilities. Three projects will be submitted, one of which is a substantial complete example of an Individualized Education Program. In addition, students are required to complete quizzes/exams over the course content and complete intensive writing assignments that evaluate their ability to interpret and apply information learned in the modules.

The format for this course includes online lectures, group activities or discussions, scheduled assignments with deadlines, offline reading assignments, online reading and participation through discussions, chat, and/or collaborate. Performance will be assessed through graded assignments and/or discussions as well as scheduled online quizzes and exams. The IEP Project assigned in this course must be submitted in Q Classroom, and is a critical assignment related to accreditation and accountability.

This course is designed for students who are independent learners and who are well organized, and motivated to stay on schedule and complete all requirements online through D2L. Students MUST have access to a reliable computer and Internet connection as well as adequate computer skills. If computer or connectivity problems are experienced during the semester, you may need to drop the class - check the SFA calendar for the last day to drop without withdrawing from the University.

Prerequisites

SPED 3329 and SPED 4339

Course Contact Hours and Study Hours

For each credit hour of the class, a minimum of two hours of preparation each week is expected on the part of the student 6 hours total. Many students should spend more than this amount of time in study.

General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills,
Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

**Intended Learning Outcomes/Goals/Objectives**

This course is closely aligned with the mission of the Perkins College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary to obtain certification as a Special Education Teacher.

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

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

**THE CB Core Objectives/Outcomes**

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

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

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

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

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

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

**Standards Addressed:**

**CAEP … Council for the Accreditation of Educator Preparation**

**Standard 1: Content and Pedagogical Knowledge**

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

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

**Provider Responsibilities**

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

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

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

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

**Standard 2: Clinical Partnerships and Practice**

**Partnerships for Clinical Preparation**

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

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

Clinical Experiences

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

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

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

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

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition. Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development. The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

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 individuals 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.

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

Updated August 2023
Course Coordination with the Special Education EC-12 TExES Domains and Competencies

This course’s alignment with the State Board of Educator Certification Standards for Texas EC-12 Special Education teachers coincides with the College of Education’s mission to provide candidates with a foundation for success in teaching and the COE's goal of academic excellence in candidate content knowledge.

Program Learning Outcome

Candidates will develop a standards-based individual educational plan (IEP) based upon a case study of a student with exceptional learning needs. This IEP assignment project is submitted to Q Classroom.

Student Learning Outcomes

After successful completion of this course candidates will know and understand:

Beginning special educators:

CEC 6.1 know state and federal laws (e.g., IDEA, Title I) that require the assessment of the progress of all students toward state standards
CEC 4.2 collaborate and determine the purpose, appropriate uses, and limitations of various types of assessment instruments;
CEC 3.1 apply methods for monitoring the daily progress of individuals with disabilities;
CEC 2.2 use research-based basic classroom management theories, methods, and techniques for individuals with disabilities;
CEC 2.3 use research-based best practices for effective management of teaching and learning;
CEC 3.1 supply curricula for the development of cognitive, academic, social, language, affective, motor, career, and functional life skills for individuals with disabilities;
CEC 5.5 know state and federal laws pertaining to transition issues and services;
CEC 5.5 know how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs);
CEC 5.5, 7.2 collaborate with the programs and services available at various levels and how to assist students and families in planning for transition;
CEC 5.5 know how to plan, facilitate, and implement transition activities as documented in students’ Individual Educational Plans (IEPs) and Individual Transition Plans (ITPs);
CEC 5.5, 7.2 collaborate with sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support;
CEC 5.5 apply procedures and supports needed to facilitate transitions across programs and placements.
CEC 3.2 use instructional, compensatory, and remedial methods, techniques, and curriculum materials;
CEC 3.3 use techniques for modifying instructional methods and materials based on differing learning styles and the specific needs of individuals with disabilities;
CEC 4.2 know how to evaluate and use assessment results to design, monitor, and modify instruction to improve student learning;
CEC 5.4 know the impact of language development on the academic and social skills of individuals with disabilities;
CEC 5.7 provide life-skills instruction relevant to independent, community, and personal living and employment;
CEC 5.7 modifies available curricula for life skills and self-help for individuals with disabilities;
CEC 6.1 know the role of the Texas Essential Knowledge and Skills (TEKS) in the development of the Individual Educational Plan (IEP) for individuals with disabilities.

After successful completion of this course candidates will be able to:

CEC 1.2 describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities as they relate to levels of support needed;
CEC 5.1 apply knowledge of human development and disabilities to plan and implement appropriate curriculum with appropriate modifications and adaptations;
CEC 4.2 Interpret information from formal and informal assessment instruments and procedures, including the interpretation of various types of scores;
CEC 4.3, 7.1 use information from teachers, other school and community personnel, individuals with disabilities, and parents/guardians to make or suggest appropriate accommodations/modifications to learning environments;
CEC 4.3 use assessment information to help make instructional decisions and plan individual programs that result in appropriate placement and intervention for all individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
CEC 3.3 evaluate supports needed for access to the general curriculum and integration into various programs and environments;
CEC 4.1 design ecological inventories, portfolio assessments, task analyses, and functional assessments to accommodate the unique abilities and needs of individuals with disabilities;
CEC 5.1 evaluate, select, adapt, and use instructional strategies and materials according to characteristics of the student;
CEC 7.3 provide community-referenced and community-based instruction as appropriate based on individual need;
CEC 5.5 design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities.
CEC 4.4 design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs

Text and Materials

   ISBN 10: 0-13-511634-1
2. Q Classroom

Course Requirements

- **Quizzes**- There will be 10 quizzes @ 10 pts and 1 @ 15 points for a total 115 pts.

Quizzes will include 10 multiple choice and true/false questions covering information in the course readings. You are responsible for all material in the chapters. The quizzes will be administered through D2L throughout the semester. Each quiz will cover the content of a single chapter. You will have 2 attempts at quizzes and your average grade will be taken.

- **Assignments**
  - Seeing through New Eyes 30 Points
  - Sexual Education 30 Points
  - Ecological Assessment 30 Points
  - Universal Design 30 Points
  - Daryl Task Analysis 30 Points
  - Accommodations 30 Points
  - Components of Objectives 30 points
  - Handwashing Task Analysis 30 Points
  - Transition Fact Sheet 30 Points
  - IRIS Inclusion 30 Points
  - IRIS Accommodations 30 Points
  - IEP Training Certificate 50 Points
  - IEP Project 150 Points

- **Discussion Boards**
  - Student Introduction 10 Points
  - Arranging the Teaching Environment 30 Points
  - Teaching Communication Skills 30 Points

3. **Exams**
  - Midterm 100 Points
  - Final Exam 100 points

**Total: 915 Points**

**Note:** The use of any artificial intelligence such as but not limited to Chat GBT is NOT allowed and will be checked via Turnitin. Any use of AI will be considered an act of plagiarism and will be submitted to the university.

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, you will need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.
# Tentative Course Calendar

Note: this is subject to change. All assignments and quizzes are due the Sunday for the week they are assigned by 11:59 CST unless otherwise noted.

**IMPORTANT:** For this class, our "week" always starts on Monday. Assignments for each week are due on Sunday by 11:59 pm CST with the exception of the final exam in week 15 which will be due on December 15th 11:59 CST.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Actions Due (Sunday 11:59 CST)</th>
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<tbody>
<tr>
<td>August 28-Sept. 3</td>
<td>Getting Started Module</td>
<td>• Obtain textbook and review Syllabus.</td>
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<td>• Complete GETTING STARTED Module</td>
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<td>• Quiz: Course Responsibilities Quiz</td>
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<td>• Discussion: Student Introduction</td>
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<td>Sept. 4-Sept. 10</td>
<td>Module 1: Chapter 1 Educating Students with Severe Disabilities: Foundational Concepts and Practices</td>
<td>• Dropbox Assignment: Seeing Through New Eyes</td>
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<td>• Dropbox Assignment: IRIS Module: Inclusion</td>
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<td>• Quiz: Chp.1 Quiz</td>
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<tr>
<td>Sept. 11- Sept 17</td>
<td>Module 2: Chapter 2 Fostering Family-Professional Partnerships</td>
<td>• Dropbox Assignment: Sex Education for Adolescents w Disabilities</td>
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<td>• Quiz: Chp. 2 Quiz</td>
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<td>Sept 18-Sept 24</td>
<td>Module 3: Chapter 3 Assessment and Planning</td>
<td>• Dropbox Assignment: Ecological Assessment</td>
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<td>• Quiz: Chp. 3 Quiz</td>
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<td>Sept 25- Oct 1</td>
<td>Module 4: Chapter 5 Arranging the Teaching Environment</td>
<td>• Dropbox Assignment: Iris Module – Universal Design</td>
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<td>• Discussion: Arranging the Teaching Environment</td>
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| Oct 2-Oct 8 | Module 5: Chapter 6 Individualized Instructional Strategies | • **Dropbox Assignment:** Task Analysis for Daryl  
• **Quiz:** Chp. 6 Quiz  

Vocabulary list part 1 is given for mid-term exam |
| Oct 9-Oct 15 | Module 6: Chapter 7 Creating and Implementing Inclusive Education | • **Dropbox Assignment:** Iris Module – Accommodations  
• **Quiz:** Chp 7 Quiz |
| Oct 16-Oct 22 | Module 7: Midterm Exam | Will cover all readings and course materials to this point.  
There are 50 MC & TF questions (2 points each) and you have 2 hours to complete the exam. Open book/open notes |
| Oct 23-Oct 29 | Module 8: IEP Project | • Read the IEP Project Module (Standards-Based IEPs, FIEs, Resources for Project, & Livetext information.)  
• You should be thinking about your IEP Project and which student in the project module you may choose for your project.  
• **Dropbox Assignment:** IRIS IEP Training & certification of completion |
| Oct 30- Nov 5       | Module 9: Chapter 13 Teaching Communication Skills | **Discussion:** Teaching Communication Skills  
**Quiz:** Chp. 13 Practice Quiz  
**Work on IEP Project** |
|--------------------|--------------------------------------------------|--------------------------------------------------------|
| Nov 6-Nov 12       | Module 10: Chapter 14 Teaching Academic Skills   | **Dropbox Assignment:** Components of Objectives  
**Quiz:** Chp. 14 Practice Quiz  
**Work on IEP Project** |
| Nov 13-19          | Module 11: Chapter 9 Understanding and Meeting the Health Care Needs of Students with Severe Disabilities | **Dropbox Assignment:** Handwashing Task Analysis  
**Quiz:** Chp. 9 Practice Quiz  
**Work on IEP Project** |
| Nov. 20-Nov. 26    | THANKSGIVING                                    | BREAK NO CLASSES                                      |
| Nov 27- Dec 3      | Module 12: Chapter 16 Transitioning from School to Employment & Postsecondary Education | **Dropbox Assignment:** Transition Fact Sheet  
**Dropbox Assignment/Livetext:** IEP Project and IRIS Certificate (Work will NOT be graded if you do not submit it to both Dropbox and Livetext.)  
**Quiz:** Chp. 16 Practice Quiz |
| Dec. 4-Dec. 10     | Module 13 & 14: Chapter 10 Key Concepts in Understanding Motor Difficulties | **Dropbox Assignment:** IRIS Module: Designing your class for students w disabilities  
**Quiz:** Chp. 10 Practice Quiz |
| Dec. 11- Dec 15    | Module 15: Final Exam                           | **Final Exam** –You have 2 hours; This is            |
Grading Policy

Grading Scale:
A (100-90%)
B (89-80%)
C (79-70%)
F (69% or below)

In order to receive an “A” in this course, ALL assignments must be completed. Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment (including quizzes & exams), regardless of the total number of points earned.

Late work: There will be NO late work accepted in this class without prior approval to submit work late. To be approved for submitting work late, you must email faculty prior to the due date with evidence of an extenuating circumstance. For example- a doctor’s note. Emails after the due date will not be considered and the assignment will be graded with a 10% per day penalty and worth zero points after 5 days. Note that technical issues when attempting to submit last minute are not considered extenuating circumstances.

Note: A 10% per day deduction for late work is at the sole discretion of faculty.

Attendance Policy

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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. ALL assignments using Artificial intelligence (other than Grammarly) will be considered as a plagiarized artifact.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester 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 coursework 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. 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 to compute the grade point.
average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

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 accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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 summarized data will not be available to the instructor until after final grades are posted.