Survey of Exceptionalities
SPED 4363- INDEPENDENT STUDY

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

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.

Prerequisites
None.

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

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. Web link where the COE Conceptual Framework can be accessed: http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=

This course is also designed to enable students to begin preparing for the TExES. In parentheses at the end of each of the following goals, you will find reference to specific TExES standards. Additional information about the TExES can be obtained for the COE Assessment and Accountability Office. In additional student guides may be accessed at www.texas.vesinc.com.

Student Learning Outcomes:
1. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education. TXES Standard 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.7k, 1.9k, 1.1s, 1.2s, 1.3s
2. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession. TXES Standard 2.1k, 2.2k, 2.4k, 2.5k, 2.1s, 2.2s, 2.4s, 2.5s, 2.6s, 2.9s, 2.10s, 2.11s
3. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings. TXES Standard 3.1k, 3.3k, 3.4k, 3.5k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.8s, 3.9s
4. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities. TXES Standard 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.6k, 4.8k, 4.9k, 4.10k, 4.12k, 4.15k, 4.2s, 4.3s, 4.4s
5. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions. TXES Standard 5.1k, 5.7k, 5.8s
6. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments. TXES Standard 6.4k, 6.6k, 6.7k, 6.8k, 6.1s, 6.8s, 6.10s, 6.11s, 6.16s
7. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills. TXES Standard 7.7k
8. N/A
9. The special education teacher understands and applies knowledge of transition issues and procedures across the life span. TXES Standard 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s
10. The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations. TXES Standard 10.10s
11. N/A
12. N/A

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 TXES 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 wellbeing, 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).

Text and Materials


Course Requirements

1. Quizzes

There will be 13 quizzes @ 10 pts. each for a total 130 pts. Quizzes will include 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.

2. DropBox Assignments

- Family Interaction 25 Points
The following work is due by the half way point in the class- March 10, 2024 at 11:59 CST

1. Quizzes 1-6
2. Midterm Exam
3. Family Interactions
4. Roles of Families
5. Principles of NCLB

The following work is due by: Friday, May 10, 2024 at 11:59 CST

1. Quizzes 7-13
2. Final Exam
3. Family Questionnaire
4. Internet Connections
5. Unit Reflection
6. Communication Skills

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.

Grading Policy

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

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.