I. Course Description:
SPE 567 is an advanced special education survey course covering the conditions and psychological characteristics of exceptional children, with emphasis on current legal issues as well as current research.

SPE 567.501 is a web-based distance learning course, designed for non-traditional students and those who are learning at a distance. Students MUST have a reliable computer and Internet connection as well as adequate computer skills. If computer or connectivity problems are experienced during the semester, students may need to drop the class. Check summer schedule or www.sfasu.edu for last day to drop without withdrawing from the University. It is important that if you are having technical difficulties that you contact the professor immediately. It is recommended that students have access to a printer to hard copy assignments and emails for reference purposes. Messages and items of interest related to course content are posted in D2L or emailed to students weekly by the instructor or course administrator. Students may post messages, comments or questions to the appropriate space on our class D2L site and it can be reviewed by everyone else enrolled in the course. Please check your D2L email daily for announcements or changes in the course schedule, exam release or close dates and other necessary adjustments.

Course Justification: SPED 5367 Trends in Educating Exceptional Children (3 credits; fully online). The course contains extensive written content requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events, issues and methods in special education. In addition, students are required to complete quizzes/exams over the course content, participate in discussions, write an appropriate IEP, and complete multiple writing assignments that evaluate their ability to think historically, interpret primary sources, and consider multiple sides of issues in special education. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

Course Delivery Modality: 100% online in D2L

II. Intended Learning Outcomes/Goals/Objectives/Standards Addressed: 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 TExES 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.itesc.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).

**THECB Core Objectives/Outcomes**

1. Critical Thinking Skills
   a. To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills
   a. To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical and Quantitative Skills
   a. To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Teamwork
   a. To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
5. Personal Responsibility
   a. To include the ability to connect choices, actions and consequences to ethical decision-making
6. Social Responsibility
   a. 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
Standard 2: Clinical Partnerships and Practice
Standard 3: Candidate Quality, Recruitment, and Selectivity
Standard 4: Program Impact
Standard 5: Provider Quality Assurance and Continuous Improvement

**CEC … Council for Exceptional Children**
Standard 1: Learner Development & Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning & Strategies
Standard 6: Professional Learning & Ethical Practice
Standard 7: Collaboration

**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
Standard 2: Design and develop digital age learning experiences and assessments
Standard 3: Model digital age work and learning
Standard 4: Promote and model digital citizenship and responsibility
Standard 5: Engage in professional growth and leadership
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
Domain IV … Foundations and Professional Roles and Responsibilities

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

Program Learning Outcomes: Council for Exceptional Children (CEC)

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities (CEC 1.1, 1.2).
2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC 2.1, 2.2, 2.3).
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC 3.3).
4. Use multiple methods of assessment and data-sources in making educational decisions (CEC 4.1, 4.2, 4.3, 4.4).
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities (CEC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).
6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC 6.1, 6.2, 6.3, 6.4).
7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC 7.1, 7.2, 7.3).

Educational Diagnostician Certificate Standards:

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

(1) The beginning educational diagnostician knows and understands:
   a. state and federal regulations relevant to the role of the educational diagnostician;
   b. laws and legal issues related to the assessment and evaluation of individuals with educational needs;
   c. models, theories, and philosophies that provide the basis for special education evaluations;
   d. issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and
   e. rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The beginning educational diagnostician is able to:
   a. articulate the purpose of evaluation procedures and their relationship to educational programming; and
   b. conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

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

(1) The beginning educational diagnostician knows and understands:
   a. ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
   b. ethical practices related to assessment and evaluation;
   c. qualifications necessary to administer and interpret various instruments and procedures; and
d. organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:

a. demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
b. demonstrate positive regard for the culture, gender, and personal beliefs of individual students;
c. promote and maintain a high level of competence and integrity in the practice of the profession;
d. exercise objective professional judgment in the practice of the profession;
e. engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;
f. comply with local, state, and federal monitoring and evaluation requirements;
g. use copyrighted educational materials in an ethical manner; and
h. participate in the activities of professional organizations in the field of educational diagnosis.

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

(1) The beginning educational diagnostician knows and understands:

a. strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
b. concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
c. strategies for developing educational programs for individuals through collaboration with team members;
d. roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and

e. family systems and the role of families in supporting student development and educational progress.

(2) The beginning educational diagnostician is able to:

a. use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
b. communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
c. foster respectful and beneficial relationships between families and education professionals;
d. encourage and assist individuals with disabilities and their families to become active participants in the educational team;
e. plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
f. collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
g. communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;
h. use appropriate communication skills to report and interpret assessment and evaluation results;
i. provide assistance to others who collect informal and observational data;
j. effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and
k. keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).

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

(1) The beginning educational diagnostician knows and understands:

a. the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;
b. the relationship between evaluation and placement decisions; and
c. the role of team members, including the student when appropriate, in planning an individualized program.

(2) The beginning educational diagnostician is able to:

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

b. interpret and use assessment and evaluation data for targeted instruction and ongoing review; and

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

Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

(1) The beginning educational diagnostician knows and understands:

a. characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;

b. educational implications of various disabilities; and

c. the variation in ability exhibited by individuals with particular types of disabilities.

(2) The beginning educational diagnostician is able to:

a. access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;

b. gather background information regarding the academic, medical, and family history of individuals with disabilities; and

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

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

(1) The beginning educational diagnostician knows and understands:

a. basic terminology used in assessment and evaluation;

b. standards for test reliability;

c. standards for test validity;

d. procedures used in standardizing assessment instruments;

e. possible sources of test error;

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

g. uses and limitations of each type of assessment instrument;

h. uses and limitations of various types of assessment data;

i. procedures for screening, pre-referral, referral, and eligibility;

j. the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);

k. the necessity of monitoring the progress of individuals with disabilities;

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

m. methods of motor skills assessment.

(2) The beginning educational diagnostician is able to:

a. collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;

b. select and use assessment and evaluation materials based on technical quality and individual student needs;

c. score assessment and evaluation instruments accurately;

d. create and maintain assessment reports;

e. select or modify assessment procedures to ensure nonbiased results;

f. use a variety of observation techniques;
g. assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;

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

i. determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;

j. make recommendations based on assessment and evaluation results;

k. prepare assessment reports; and

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

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

(1) The beginning educational diagnostician knows and understands:

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

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

c. issues related to the representation in special education of populations that are culturally and linguistically diverse;

d. ways in which diversity may affect evaluation; and

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

(2) The beginning educational diagnostician is able to:

a. apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and

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

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

(1) The beginning educational diagnostician knows and understands:

a. time-management strategies and systems appropriate for various educational situations and environments;

b. legal and regulatory timelines, schedules, deadlines, and reporting requirements; and

c. methods for organizing, maintaining, accessing, and storing records and information.

(2) The beginning educational diagnostician is able to:

a. select, adapt, or design forms to facilitate planning, scheduling, and time management;

b. maintain eligibility folders; and

c. use technology appropriately to organize information and schedules.

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

(1) The beginning educational diagnostician knows and understands:

a. requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;

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

c. ethical considerations inherent in behavior interventions;

d. teacher attitudes and behaviors that influence the behavior of individuals with disabilities;

e. social skills needed for school, home, community, and work environments;
f. strategies for crisis prevention, intervention, and management;
g. strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and
h. key concepts in behavior intervention (e.g., least intrusive accommodations/modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

(2) The beginning educational diagnostician is able to:

a. conduct functional behavioral assessments;
b. assist in the development of behavioral intervention plans; and
c. participate in manifestation determination review.

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

(1) The beginning educational diagnostician knows and understands:

a. instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;
b. varied learning styles of individuals with disabilities;
c. curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;
d. techniques for modifying instructional methods and materials for individuals with disabilities;
e. functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);
f. supports needed for integration into various program placements; and
g. individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

(2) The beginning educational diagnostician is able to:

a. interpret and use assessment and evaluation data for instructional planning; and use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

Course Objectives/Student Learning Outcomes:
Specifically, this course will enable the student to:
1. Recognize and appreciate human diversity and examine his/her own beliefs and attitudes related to individuals with disabilities (Domain I, CEC 2,5).
2. Identify the types, characteristics, and etiology of learners with autism (Domain I, CEC 2,5).
3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development (Domain II, CEC 3,5). Recognize and understand procedures for promoting the social skills and communication skills of students with autism.
4. Identify major individuals and concepts in the development of special education (Domain IV, CEC 1)
5. Identify, understand, and comprehend the Individuals with Disabilities Education Act (IDEA) and other federal laws that affect persons with disabilities (Domain IV, CEC 1,2)
6. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities (Domain I, CEC 5).
7. Develop a Standards-based Individual Educational Plan (IEP) based on a case study of a public school student with special needs. Candidate’s acquisition of these Student Learning Objectives (SLOs) will be assessed by weekly assignments and by completing the Individualized Education Plan Project.

Initial teacher certification candidates will complete the Behavior Change Project as part of our program’s accreditation. Additionally, candidates will demonstrate content and professional knowledge in each of the four domains measured by TExES #161 certification exam:

- Domain I: Understanding Individuals with Disabilities and Evaluating their Needs
- Domain II: Promoting Student Learning and Development
- Domain III. Promoting Student Achievement in English Language Arts, Reading, and Mathematics, Foundations
## III. Course Assignments, Activities, Instructional Strategies, Use of Technology

### Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Students are required to attend and be involved with all scheduled weekly sessions. The entire course will be unlocked. <strong>Assignments are due the Sunday of the week they are listed in the course timeline.</strong> Late work will be considered on an emergency basis.</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>This course will involve a Course Responsibilities Quiz and 13 Chapter Quizzes. Chapter 13 Quiz is your Final Exam. (PLO-I,II,III,IV; SLO-1-7,8-12; CEC 1,2,3,4,5,6,7; CEC Diag., 1,3,5,7)</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td>Each chapter quiz contains 10 questions and you will have 25 minutes to complete the quiz. You will have 2 attempts, you will receive credit for your highest attempt.</td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td>- There will be a total of 11 discussions. Read the initial topic and then post your thoughts concerning that topic.</td>
<td>315</td>
</tr>
<tr>
<td></td>
<td>- You will then view two of your peers' responses and you will comment back to them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your assignment is not just to find nice things to say, but more specifically, respond with constructive directions. (PLO-I,II,III,IV; SLO-1-7,8-12; CEC 1,2,3,4,5,6,7; CEC Diag., 1,3,5,7)</td>
<td></td>
</tr>
<tr>
<td>Dropbox Assignments</td>
<td>- Follow assignment requests posted directly to your modules (PLO-I,II,III,IV; SLO-1-7,8-12; CEC 1,2,3,4,5,6,7; CEC Diag., 1,3,5,7)</td>
<td>198</td>
</tr>
<tr>
<td>IEP Project</td>
<td>- Iris Module Certificate (50 pts)</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>- IEP Project (150 pts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The goal of this Learning Project is to provide you the opportunity to learn about Standards-Based Individual Educational Plans for students receiving special education services and apply your knowledge to a case study. There are several steps that you must complete in sequential order (PLO- IV, V VI; SLO- 5,6,7; CEC 1,2,4,5,6).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>You must submit your IEP Project to Dropbox in D2L and QClassroom</strong> You will lost 75 points if you do not submit the IEP project to both D2L and QClassroom.</td>
<td></td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>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:</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a. Course and program improvement, planning, and accreditation;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Instruction evaluation purposes; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Making decisions on faculty tenure, promotion, pay, and retention.</td>
<td></td>
</tr>
</tbody>
</table>
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.

| Total points | 1003 |

**IV: Evaluation and Grading**

**Grading Scale**
- A = 90% of all possible points
- B = 80% of all possible points
- C = 70% of all possible points
- D = 60% of all possible points
- F = 59% or less of all possible points

There will be no “extra credit” assignments

**Late Dropbox Assignments:** Assignments that are turned in late will receive up to 80% of the total points available for until the Wednesday following the due date. Assignments will not be accepted more than three past the original due date and will result in a grade of zero.

**Late Discussions:** Discussions will close on the Sunday of each week assigned. Missed discussions cannot be made up without documentation of a medical emergency and will result in a grade of zero for that discussion.

**Missed Quizzes:** You should take the quiz during the week each chapter is assigned in the course. There is no loss of points for quizzes submitted late. Therefore, no make-up quizzes will be necessary. All quiz attempts must be submitted by May 10 at 11:59 p.m. If you experience a medical emergency during the final week of the semester, you will only be given a chance to make up the quiz for the chapter covered during your medical emergency. Make-ups must be completed within one week of the emergency. Any medical emergency must be documented in order to make up a quiz.

**V. Tentative Course Timeline**

**Spring 2024**

**IMPORTANT:** For this class, our "week" always starts on Monday. Assignments for each week are due on Sunday by 11:59 pm.

<table>
<thead>
<tr>
<th>Week 1 Jan. 18 – Jan. 21</th>
<th>“Getting Started”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Obtain textbook and review Syllabus.</td>
</tr>
<tr>
<td></td>
<td>• Complete GETTING STARTED Module</td>
</tr>
<tr>
<td></td>
<td>• Discussion: Student Introduction</td>
</tr>
</tbody>
</table>
- **Quiz**: Course Responsibilities Quiz.

**“IEP PROJECT”**
- Read the IEP Project Module (Standards-Based IEPs, FIEs, Resources for Project, & QCclassroom information. You should be thinking about your IEP Project and which student (under FIEs) in the project module you may choose for your project.

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Jan. 22 - Jan. 28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 Foundations:</strong></td>
<td></td>
</tr>
<tr>
<td>LM 1: Chapter 1: “Understanding Special Education”</td>
<td></td>
</tr>
<tr>
<td><strong>Dropbox Assignment</strong>: Special Case Assignment 1</td>
<td></td>
</tr>
<tr>
<td><strong>Quiz</strong>: Chapter 1 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Jan. 29 - Feb. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 2: Chapter 2: “Personnel and Procedures”</td>
<td></td>
</tr>
<tr>
<td><strong>Dropbox Assignment</strong>: Individualized Education Plan Assignment Pre-Referral Training Certificate</td>
<td></td>
</tr>
<tr>
<td><strong>Quiz</strong>: Chapter 2 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Feb. 5 - Feb. 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 3: Chapter 3: “Multicultural/Bilingual Perspectives”</td>
<td></td>
</tr>
<tr>
<td><strong>Dropbox</strong>: Is this Child Mislabeled?</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong>: Effective Partnerships with Families</td>
<td></td>
</tr>
<tr>
<td><strong>Quiz</strong>: Chapter 3 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Feb. 12 - Feb. 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 4: Chapter 4: “Collaboration in Special Education”</td>
<td></td>
</tr>
<tr>
<td><strong>Dropbox</strong>: Collaborating with Families IRIS Module</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong>: Collaborating in Special Education: Issues</td>
<td></td>
</tr>
<tr>
<td><strong>Quiz</strong>: Chapter 4 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Feb. 19 - Feb. 25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2: High Incident Disabilities</strong></td>
<td></td>
</tr>
<tr>
<td>LM 5: Chapter 5: “Students with Learning Disabilities”</td>
<td></td>
</tr>
<tr>
<td><strong>Dropbox</strong>: Specific Learning Disabilities Categories</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong>: Strategy Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Quiz</strong>: Chapter 5 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Feb. 26 - Mar. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 6: Chapter 6: “Students with ADHD”</td>
<td></td>
</tr>
<tr>
<td><strong>Dropbox</strong>: Sped Legal Framework &amp; OHI Eligibility</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong>: ADHD</td>
<td></td>
</tr>
<tr>
<td><strong>Quiz</strong>: Chapter 6 Quiz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Mar. 4 - Mar. 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM 7: Chapter 7 … “Students with Emotional/Behavior Disorders”</td>
<td></td>
</tr>
<tr>
<td><strong>Dropbox</strong>: Sped Legal Framework &amp; ED Eligibility</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong>: E/BD</td>
<td></td>
</tr>
<tr>
<td><strong>Quiz</strong>: Chapter 7 Quiz</td>
<td></td>
</tr>
<tr>
<td>Mar. 11-Mar. 17</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| **Week 9** Mar. 18- Mar. 24 | LM 8: Chapter 8: “Students with Intellectual/Developmental Disabilities”  
**Dropbox:** Sped Legal Framework & ID Eligibility  
**Discussion:** Functional Skills for Adrienne  
**Quiz:** Chapter 8 Quiz  

**IEP Project:** Go back to IEP Project Module and take the Iris Module course. The directions are in the IEP module. Submit your certification of completion to Dropbox. |
| **Week 10** Mar. 25- Mar. 31 | LM 9: Chapter 9: “Students with Speech/Language Disorders”  
**Dropbox:** Sped Legal Framework & Speech/Lang Eligibility  
**Discussion:** Speech & Language  
**Quiz:** Chapter 9 Quiz |
| **Week 11** Apr. 1 – Apr. 7 | **Unit 3: Low Incident Disabilities**  
LM 10: Chapter 10: “Students with Autism Spectrum Disorders”  
**Dropbox:** Sped Legal Framework & Autism Eligibility  
**Discussion:** Inclusion for Cody  
**Quiz:** Chapter 10 Quiz |
| **Week 12** Apr. 8 – Apr. 14 | LM 11: Chapter 11: “Students with Deafness and Hearing Loss”  
**Dropbox:** Sped Legal Framework & Deafness and Hearing Loss Eligibility  
**Quiz:** Chapter 11 Quiz  

**COMPLETE and SUBMIT the IEP Project to Dropbox** |
| **Week 13** Apr. 15 – Apr. 21 | Chapter 12: “Students with Visual Impairments”  
**Dropbox:** Sped Legal Framework & VI Eligibility  
**Discussion:** Instruction for Students with Visual Impairments  
**Quiz:** Chapter 12 Quiz |
| **Week 14** Apr. 22- Apr. 28 | LM 12: Chapter 13: “Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Impairments”  
**Final Exam:** Chapter 13 Quiz  
Chapter 14: “Students with Severe and Multiple Disabilities”  
**Discussion:** Challenges for Teachers |
| **Week 15** Apr. 29- May 5 | Complete all assignments and make-up work. |
| **Finals Week** | **Final Exam:** Chapter 13 Quiz – **the final exam will be open May 6 – May 8 at 11:59 pm** |

Remember: The above proposed calendar represents a “best” plan for the course; but, as with most plans, it is subject to change. Any changes in this syllabus or timeline will be announced as necessary.

**VI. Readings**

**QClassroom Statement:** This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction Evaluation Purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement; therefore, your response is critical. In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Policy**

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) 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.

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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)
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/docs/hops/02-206.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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - www.sfasu.edu/deanofstudents
    - 936.468.7249
dos@sfasu.edu
  - **SFASU Counseling Services** • www.sfasu.edu/counselingservices
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - **SFASU Human Services Counseling Clinic** • www.sfasu.edu/humanservices/139.asp
    - Human Services Room 202 • 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)
    - Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation

- **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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

- To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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

  o A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
    ▪ You enrolled or planning to enroll in an educator preparation program or,
    ▪ You are planning to take a certification exam for initial educator certification, and
    ▪ You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

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

  o In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

  o Provide one of the following primary ID documents:
    ▪ Passport
    ▪ driver’s license, state or providence ID cards
    ▪ a national ID card, or military ID card to take the TExES exams
    ▪ 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.

  o 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 SFA.

  o For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI: Other Relevant Course Information:
Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in D2L. 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 or course requirements need to be addressed by students when the syllabus is received.