I. Prerequisites: This is the capstone class for the Master of Education in Special Education with a concentration in Visual Impairment. As such, the student may be enrolled in one other class as well as this one. Other course work must have been completed before this class is finalized. YOU MUST SCHEDULE AND SATISFACTORILY COMPLETE YOUR COMPREHENSIVE EXAMINATION DURING A SEMESTER YOU ARE ENROLLED. You must also APPLY FOR A DEGREE AUDIT IN ORDER TO GRADUATE WITH YOUR M.Ed. You can review graduation instructions and deadlines at http://www.sfasu.edu/registrar/198.asp. You MUST apply to graduate. If you are planning on graduating in December you must apply by November 15 (and pay a late fee -$100) or if graduating in May apply by the same date (without a late fee $50).

Course Description:
A study of current topics in special education. May be repeated for credit when topic changes.

Purpose:
This is an advanced course in research with an emphasis on visual impairment. All course work should be in process at the time of entry into this course and all coursework should be completed at or before the completion of your SPED 5370 study. The course is designed assist you in YOUR selection and exploration of a topic related to the field of visual impairment. This class supports your development by providing careful, individualized support in the process of planning and producing a scholarly study that includes (1) a review of the literature; (2) a research design; (3) collection of data; (4) analysis of data produced by the study; and (5) thorough and complete discussion of appropriate conclusions. Quality research in the field of visual impairment is seriously needed. Additionally, there is a growing shortage of professionals who can perform that research as a large proportion of the current leaders in the field are rapidly approaching retirement age. This means that soundly educated leaders are more and more in demand. This class is dedicated to assuring that students are well prepared to step into those roles. Full compliance with APA writing standards and professional writing guidelines is required.

II. Intended Learning Outcomes

Program Learning Outcomes: Visual Impairment

- **Program Outcome #1** The student will demonstrate applied knowledge of the most common conditions causing visual dysfunction in the population of students with visual impairment.

- **Program Outcome #2** The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.

- **Program Outcome #3** The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.

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1 See Appendix 1
• **Program Outcome #4** The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

• **Program Outcome #5** The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

• **Program Outcome #6** Student will demonstrate proficiency in braille production and interpretation using both the literary and the Nemeth code.

• **Program Outcome #7** The student should be able to demonstrate cultural awareness and professional behavior in all settings related to the provision of services to students with visual impairments.

**Student Learning Outcomes**

This course supports TracDat objectives that have been developed for the program, specifically; SLO 5.1 and SLO 5.2. SLO – V - The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

The Master’s candidate will:

- develop, conduct, and present advanced research in the field of visual impairment commensurate with and meeting the requirements of the M.Ed. degree.
- plan, craft, and articulate clear, insightful, organized, and supported responses to multifaceted comprehensive questions.

The following outcomes are linked directly to this course:

- The student will demonstrate applied knowledge of the characteristics of students with visual impairments.
- The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
- The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
- The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.

**III. Additional Intended Learning Outcomes/Goals/Objectives/Standards**

**Internal**

**The SFA Way:**

This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

![Root Principles](image)

**The Principle of Respect**

Lumberjacks command respect and treat others with respect • They are considerate of others and
tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

The Principle of Caring
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

The Principle of Responsibility
Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

The Principle of Unity
Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

The Principle of Integrity
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to ensure that this class (and all other courses in the visual impairment preparation program) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of our College are:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment.

This course also supports the mission of the Visual Impairment Program
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TSVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation, as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be


\[1\] See Appendix 1
more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

**External**

**This course supports the Core Objectives established by the Texas Higher Education Coordinating board:**
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are clearly addressed in this course:  
**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
FOR THIS COURSE- this is addressed through literature review and selection of research topic and method.  
**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE- this is addressed though the production of an empirical research paper and in participation in class activities  
**Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE- this is addressed though the production of an empirical research paper  
**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE- this is addressed through collaboratively assisting other candidates in the selection and refinement of topics and possibly through the participation in research teams  
**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE- this is addressed through extensive independent work to produce an empirical research  
**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. FOR THIS COURSE- this is addressed though the completion of IRB training, gaining IRB approval, and the production of an empirical research that ethically contributes to the literature in the field.

This course directly supports the standards of the Council for Exceptional Children. Topics that may be included in individual studies may specifically address any of the following;  
Standard 4: Assessment  
Standard 5: Instructional Planning and Strategies  
Standard 6: Professional Learning and Ethical Practice  
Standard 7: Collaboration

This course supports the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Curricular Standards for Orientation and Mobility Specialists –  
I. Medical Aspects of Blindness and Visual Impairment  
II. Sensory Motor Functioning  
III. Psycho-Social Aspects of Blindness and Visual Impairments  
IV. Human Growth and Development over the Lifespan  
V. Concept Development  
VI. Multiple Disabilities  
VII. Systems of Orientation and Mobility  
VIII. Orientation and Mobility Skills and Techniques  
IX. Instructional Methods, Strategies and Assessment  
X. History and Philosophy of Orientation and Mobility  
XI. Professional Information  
XII. Development, Administration, and Supervision of O&M Program  
XIII. Clinical Practice Competencies

Depending on the style and type of research conducted by the candidate any of the above standards may be addressed. It is certain that this course will address at a minimum standard XI.


1 See Appendix 1
This course supports the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) guidelines for certification. ACVREP states that to be eligible to sit for the certifying examination, applicants must provide:

- Proof of a minimum of a bachelor’s degree from an accredited university or college in any field of study and proof of completion of an Orientation and Mobility certification preparation program from an accredited university or college that meets the following 13 core domain areas:
  - Domain 1. Know Professional Information
  - Domain 2. Understanding Relevant Medical Information
  - Domain 3. Understand and Apply Learning Theories to O&M
  - Domain 4. Plan and Conduct O&M Assessment
  - Domain 5. Plan O&M Programs
  - Domain 6. Teach O&M Related Concepts
  - Domain 7. Teach Orientation Strategies and Skills
  - Domain 8. Teach Mobility Skills
  - Domain 9. Teach Use of Senses
  - Domain 10. Teach Consumers who have Additional Disabilities
  - Domain 11. Teach Diverse Consumers
  - Domain 12. Analyze and Modify Environment
  - Domain 13. Know the Psychosocial Implications of Blindness and Visual Impairment

Depending on the style and type of research conducted by the candidate any of the above standards may be addressed. It is certain that this course will address at a minimum Domain 1.

This course supports Tracdat objectives that have been developed for the program, specifically:

SLO – V - The Master’s candidate will demonstrate advanced knowledge and understanding in the field of visual impairment.

The Master's candidate will:
- develop, conduct, and present advanced research in the field of visual impairment commensurate with and meeting the requirements of the M.Ed. degree.
- plan, craft, and articulate clear, insightful, organized, and supported responses to multifaceted comprehensive questions.

This course supports the development of competencies that are accepted across professions in Visual Impairment. Topics that may be included in individual studies may specifically address any of the following:

- Domain I - Understanding students with visual impairment.
  - Competency 1 - Knowledge of the visual system
  - Competency 2 - Effects of visual impairments on development and learning
  - Competency 4 - Effects of factors other than disabilities.

- Domain II - Assessment of students with visual impairments.
  - Competency 5 -- Selecting, adapting, and administering assessments.
  - Competency 6 -- Interpreting and communicating assessment results.
  - Competency 7 -- IEP and IFSP development.

- Domain III - Fostering student learning and development
  - Competency 8 -- Organizing the learning environment
  - Competency 9 -- Communication and literacy.
  - Competency 11 -- Sensory efficiency.
  - Competency 12 -- Social interaction and recreation and leisure skills.
  - Competency 13 -- Independent living and orientation and mobility.

- Domain IV - Professional Knowledge
  - Competency 16 -- Working collaboratively with families.
  - Competency 17 -- Legal and ethical foundations and professionalism.

The following outcomes are linked directly to this course
- The student will demonstrate applied knowledge of the characteristics of students with visual impairments.

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1 See Appendix 1
• The student will demonstrate understanding and applied knowledge of formal and informal assessments designed to address and measure the unique needs of students with visual impairments.
• The student will model and demonstrate applied knowledge of strategies that improve access to curriculum and promote the development of learners with visual impairments.
• The student will document and express knowledge, ideals, skills, and standards associated with professional practice in the field of visual impairment.
• For additional information on meaningful and measurable learning outcomes see the assessment resource page https://www.sfasu.edu/oie

IV. Course Assignments, Activities, Instructional Strategies, use of Technology: Instructional Strategies and Technology:
This class is designed to provide the candidate with help and support in completing their final project. It heavily emphasizes student/instructor collaboration toward completing the student’s individually developed topic. Classes will meet synchronously using web conferencing (ZOOM) to deliver presentations, promote discussion, and explore concepts. Instruction will be supported through other material to be presented online in Brightspace/D2L. The ZOOM meetings will happen once a week for the entire 15 weeks of the semester. Other instruction and one-on-one support will be provided through individual or small group meetings conducted via phone, ZOOM, or face-to-face, when possible.

Graded Assignments

Class participation:
This class is designed to provide the candidate with help and support in completing their final project. It heavily emphasizes student/instructor collaboration toward completing the student’s individually developed topic.

It is a seminar class, which means that it is based heavily upon class discussion and peer support. The class will meet on a specific topic (e.g., developing a topic) and discuss the specific needs of individual candidates (e.g., each candidate will explain his or her proposed topic and it will be discussed by the class). After each specific class it is expected that the candidate will complete the section of the project that had been discussed and email it to the instructor for feedback. The instructor will make comments on the candidate's work and return it via email. At the end of the semester, the candidate will have walked through the entire process of completing a research project. The basic approach to the entire research study process is based on research completed by Steward, Breland, Neil, and Miller, 1999. ²

Students will choose one of two optional routes to complete their project. Both options have similar steps for completion with a timeline. A third option (a research/development project) may be considered in special circumstance. ALL options will require the submission of a fully developed and researcher paper. See the attached document for the timelines.¹

Option 1 – Individually complete the research project.
Option 2 – Complete a typical research project with one or more coauthors (ONLY WITH INSTRUCTOR APPROVAL). **For information see footer below on research teams.
Option 3 – Development of a specific tool or strategy to meet an identified, documented, and supported need in the field based on research and implement with students with visual impairment.

Regardless of the option selected, the student should be prepared to meet with the instructor by phone, using the Zoom net meeting system, or via phone every week. Each step in the process must be individually approved before by the instructor before the next step is begun.

1 See Appendix 1
This class is designed to be a cooperative exercise between the student and the instructor. **THIS PROJECT MUST BE COMPLETED STEP BY STEP. YOU WILL NOT BE ALLOWED TO CONTINUE TO THE NEXT PHASE OF YOUR PROJECT UNTIL THE PREVIOUS ONE HAS BEEN APPROVED BY THE INSTRUCTOR.**

**Submission of assignments:**
Students will be required to submit portions of their final papers at different times over the course of the semester. If the student does not submit assignments on time, they will be very unlikely to finish their project in the allotted time frame. You will be expected to finish all requirements of this class in one semester. This can be very challenging. **BE ADVISED THAT THE UNIVERSITY HAS SPECIFIC DEADLINES AND IF THESE DEADLINES ARE NOT MET, THE STUDENT WILL NOT BE ABLE TO GRADUATE DURING THAT SEMESTER.**

**IRB Approval**
All projects must be approved by the SFASU Institutional Review Board (IRB) and deemed appropriate and ethical research. This approval must be attained BEFORE any data can be collected on your project. You may (and should) complete your literature review of the topic without IRB approval. Specific IRB criteria must be met. The process may take some time so be prepared to edit and resubmit if needed.

**Comprehensive Examination**
During your first or second semester of the SPED 5370 class you will be expected to schedule and successfully complete your comprehensive examination (COMPS) over training as a TSVI, COMS, or dually certified professional. The process explaining COMPS is detailed in the Program Handbook. By university policy your COMPS must be successfully completed during a semester you are registered. You will need to complete 4 out of 6 questions provided, making sure to answer each part of each multifaceted question. Use APA format and cite references and include a reference page for each question. You may use resources and the internet BUT DO NOT cut and paste. Your submission will be processed with Turn-it-in. Make sure and answer each part of the question you choose fully and support your answers with citations in the text. Write an intro, give your response, and then a conclusion for each question. Plan your answers. I also recommend that you edit your answers for grammar and punctuation (you can get help on editing but NOT on content). You should aim to write about three to five pages on each question is about what is needed to be comprehensive. You do not need a title page or abstract for your question responses. You do need both in text citations AND a reference page for each question. ONE QUESTION WILL BE TAILORED ON YOUR SPECIFIC RESEARCH. This will be uploaded to Qclassroom.

**CITI Training**
The Collaborative Institutional Training Initiative (CITI Program) is a leading provider of research education content. SFASU is a subscriber to the CITI program and training is free to SFA students. The stated mission of the CITI programs is: "To promote the public's trust in the research enterprise by providing high quality, peer reviewed, web based, research education materials to enhance the integrity and professionalism of investigators and staff conducting research."

Students will be required to complete Human Subjects Research (HSR) Humanities Responsible Conduct of Research – RCR portions of the CITI training. Additional training may be required as needed based on the topic and population being researched. **A completion certificate of the CITI training must be provided prior to submission to the SFASU IRB.**

**Writing Assignments:**

**Final Paper** – The final paper is a fully formatted research study that includes the following steps:

- Identify the topic
- Review the literature
- Develop the hypothesis
- Complete the Research Design
- Implement the Design

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1 See Appendix 1
• Gather the Data
• Organize the data
• Analyze the data
• Report the data and the analysis
• Discuss the meaning of the results
• State conclusions
• Suggest future directions for research

ALL submissions must be in APA format and include title page, reference page, abstract, in-text citations, proper headings, properly cited quotations, and follow APA rules. At some point, AND at final submission all papers will be submitted to Turnitin to evaluate the academic integrity of the paper. Your final paper will be uploaded to Qclassroom after we have reviewed and modified.

Evaluation and Assessments (Grading):

Your paper must meet a standard of proficiency before you will be given a grade for the course. Once that standard is met you will receive a letter grade on your product. You will be asked to revise and resubmit throughout the process until you meet the established standard.

To earn full credit for your final assignment and comprehensive exam you will be required to submit both through Qclassroom

• QClassroom Statement: (only add if you have QClassroom assignments or TimeLog Hours) 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.

V. Tentative Course Outline/Calendar:

SPED 5370
TENTATIVE Fall 23 COURSE CALENDAR
8/31, 9/7, 9/14, 9/21, 9/28, 10/5, 10/12, 10/19, 10/26, 11/2,
11/9, 11/16, 11/30, 12/7
with one–on-one meetings as needed
Classes 1 & 2 – Syllabus Overview and Introductions
Classes 3 & 4 - Requirements, Resources, and Quality Research
Classes 5 & 6 - Types of Research and Research Methods
Classes 7 & 8 - Selecting Topics and Literature Review
Classes 9 & 10 – Research Purpose, Research Questions, & Research Design
Classes 11 & 12 – Ethical Research and APA Formatting
Class 13 & 14 – Data Analysis and Report Writing
Class 15 & 16 – Preparation for Next Steps
Note – Comprehensive exams must be scheduled by the student and will not be accepted after November 30, 2023

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
Required text:


Articles:
Various readings and/or articles will be linked or posted on the class website


1 See Appendix 1
Reading assignments from texts and additional materials will be posted on the website.

QClassroom Statement: (only add if you have QClassroom assignments or TimeLog Hours) 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:
You will be given an opportunity to participate in a formal evaluation at the end of the semester. This is required. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA and must be submitted before finals are given. We do receive a list of students who have not submitted an evaluation. 100% participation is needed in the evaluation process.

Evaluation data is used for a variety of purposes, including:
- Course and program improvement, planning, and accreditation;
- Instruction evaluation purposes; and
- Making decisions on faculty tenure, promotion, pay, and retention.
- As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

I encourage you to contact me during my office hours or otherwise in order to discuss your thoughts about this course or ways to improve it. I am dedicated to providing you all with a high-quality learning experience that is supportive as well as instructive. Do not wait until the evaluation is due-- let me know immediately if you need assistance or clarification on anything, or if you have concerns, so we can work together to resolve the issue or get you what you need. Although I 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 me (the instructor) until after final grades are posted.

Student Ethics and Other Policy Information:
Class
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:

1 See Appendix 1
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.

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1 See Appendix 1
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](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - [dos@sfasu.edu](mailto:dos@sfasu.edu)
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - 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](http://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

VIII. Additional Information:

- **Code of Ethics for the Texas Educator:**
  - The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
  - Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](http://www.sfasu.edu/thehub).

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

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1 See Appendix 1
Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

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

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

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

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

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.

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.

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

IX. Other Relevant Course Information:

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

APPENDIX 1

SPED 5370

Activities and Requirements for SPED 5370

_________ Draft of topic submitted to advisor.

_________ Final topic due.

_________ All resources identified and correctly reported.

_________ Preliminary outline for the Review of the Literature.

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1 See Appendix 1
Final outline for the Review of the Literature.

Part I of the first draft of the Review of the Literature.

Part II of the first draft of the Review of the Literature.

Completed first draft of the Review of the Literature.

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1 See Appendix 1
Final draft of the Review of the Literature.

Research Design worksheet completed with advisor.

Preliminary draft of the Research Design.

Final draft of the Research Design.

Consent forms or IRB process completed.

Data collection completed.

Organized data report.

Data analysis planned with advisor.

Data analysis completed.

First draft of the Analysis of Data section.

Final draft of the Analysis of Data section.

Preliminary outline of Conclusions.

Final outline of Conclusions.

First draft of Conclusions.

Final draft of Conclusions.

Final draft of paper including bibliography.

Option 3

Preliminary topic determined.

Needs assessment instrument outline submitted.

Needs assessment draft submitted.

Needs assessment administration completed.

Organization of data.

Draft of conclusions on whether or not the project is relevant.

Final draft on relevance of the project section.

All resources identified and correctly reported.

Completed first draft of the Review of the Literature.

Establishment of project objectives.

Completed Project Planning worksheet.

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1 See Appendix 1
Materials developed.

Implementation of the project.

Development of Post Assessment instrument.

Implementation of Post Assessment.

Presentation of Data.

Analysis of Post Assessment data.

Implement Modification of Project

Complete Distribution of Project plan worksheet

Submit completed Project Report paper
### Empirical Research Study Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Inadequate</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence of Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s candidate has demonstrated evidence of extensive research in the general topic area. Sources include current peer reviewed articles when available.</td>
<td>Master’s candidate has demonstrated evidence of adequate research in the general topic area. Sources include current peer reviewed articles when available.</td>
<td>Master’s candidate has demonstrated evidence of limited research in the general topic area. Sources did not include current or peer reviewed articles when available.</td>
<td>Master’s candidate’s research did not effectively research topic area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development of Topic of Study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s candidate has demonstrated evidence of rigorous refinement of the general topic area into a manageable area of study. Candidate has completed quality review of literature.</td>
<td>Master’s candidate has demonstrated evidence of refinement of the general topic area into a manageable area of study. Candidate has completed adequate review of literature.</td>
<td>Master’s candidate has not demonstrated evidence of refinement of the general topic area into a manageable area of study. Candidate has not completed adequate review of literature.</td>
<td>Master’s candidate’s did not develop or review topic area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Design of Research</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Master’s candidate demonstrates thorough understanding of the relationship between selected topic and appropriate methodology necessary for the development of meaningful research.</td>
<td>Master’s candidate demonstrates adequate understanding of the relationship between selected topic and appropriate methodology necessary for the development of meaningful research.</td>
<td>Master’s candidate demonstrates minimal understanding of the relationship between selected topic and appropriate methodology necessary for the development of meaningful research.</td>
<td>Master’s candidate does not demonstrate understanding of the appropriate methodology necessary for research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data collection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s candidate has collected an abundance of data that is accurate, meaningful, and comprehensive.</td>
<td>Master’s candidate has collected an adequate amount of accurate and meaningful data.</td>
<td>Master’s candidate has collected a limited amount of accurate and/or meaningful data.</td>
<td>Master’s candidate has not collected an adequate amount of accurate and/or meaningful data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data analysis</strong></td>
<td>The Master’s candidate carefully attends to statistical concepts and applies appropriate statistical procedures in order to derive accurate conclusions and meaning from data.</td>
<td>The Master’s candidate attends to basic statistical concepts and applies basic statistical procedures in order to derive conclusions from data.</td>
<td>The Master’s candidate uses statistical concepts and procedures but derives inaccurate and or unsubstantiated conclusions and meaning from data.</td>
<td>Master’s candidate fails to utilize statistical concepts and procedures in the presentation of data.</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Conclusions</strong></td>
<td>The Master’s candidate draws well thought out conclusions that are reflective, organized, and directly attributable to data presented in the study.</td>
<td>The Master’s candidate draws conclusions that are organized and somewhat attributable to data presented in the study.</td>
<td>The Master’s candidate draws conclusions that are poorly organized or not directly attributable to data presented in the study.</td>
<td>The Master’s candidate fails to draw meaningful conclusions from data.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of APA Style</strong></td>
<td>Master’s candidate utilizes conventions of APA style. Candidate has fewer than 3 errors in utilizing APA style.</td>
<td>Master’s candidate utilizes conventions of APA style. Candidate has fewer than 5 errors in utilizing APA style.</td>
<td>Master’s candidate does not consistently utilize conventions of APA style. Candidate has fewer than 10 errors in utilizing APA style.</td>
<td>Master’s candidate fails to utilize conventions of APA style. Candidate has more than 10 errors in utilizing APA style.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Quality of Presentation of Findings</strong></td>
<td>Master’s candidate presents a clear, concise, and readable empirical study that logically and meaningfully addresses selected area of study.</td>
<td>Master’s candidate presents a manageable empirical study that logically and effectively addresses selected area of study.</td>
<td>Master’s candidate presents an empirical study that is difficult to follow, unclear, or illogical.</td>
<td>Master’s candidate presents a seriously flawed empirical study that does not addresses selected area of study.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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1 See Appendix 1
### APPENDIX 3 – Comprehensive Examination Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Not Attempted</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness of Response</strong></td>
<td>Student response adroitly addresses all aspects and facets of the questions.</td>
<td>Student response adequately addresses each facet of the question.</td>
<td>Student response fails to address facets of the question.</td>
<td>0</td>
<td>Q1</td>
</tr>
<tr>
<td><strong>Quality of Content</strong></td>
<td>Student response clearly relates to the questions; is scholarly, accurate and meaningful. Student includes key elements and relevant examples.</td>
<td>Student response relates to the questions and is correct and coherent. Key elements are present. Scholarship is evident. Student has included adequate examples.</td>
<td>Student response is not relevant to the questions presented or presents minimal discernment of key elements. Student fails to offer examples. Study is not presented in a professional manner.</td>
<td>0</td>
<td>Q2</td>
</tr>
<tr>
<td><strong>Critical and Reflective Thinking</strong></td>
<td>Student response shows insight, critical and reflective thinking. Student includes extensive application of general concepts.</td>
<td>Student response shows some critical and reflective thinking. Student includes application of general concepts.</td>
<td>Student response is limited to factual interpretation. Student fails to apply general concepts.</td>
<td>0</td>
<td>Q3</td>
</tr>
<tr>
<td><strong>Evidence of Research Based Support</strong></td>
<td>Student response shows extensive knowledge and understanding of current research. Student details supportive arguments and cites sources.</td>
<td>Student response shows evidence of knowledge and understanding of some current research. Student provides some supportive arguments and cites some sources.</td>
<td>Student response fails to show evidence of knowledge and understanding of current research. Student fails to provide supportive arguments or cite sources.</td>
<td>0</td>
<td>Q4</td>
</tr>
<tr>
<td><strong>Written Communication Skills</strong></td>
<td>Student responses are presented in a well-constructed and logical way. Acceptable style and grammar are used with no errors.</td>
<td>Student responses are presented in an organized way. Acceptable style and grammar are used with 1-3 errors.</td>
<td>Student responses are disorganized or unclear. Candidate fails to use acceptable style and grammar with more than 3 errors.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

Was the student able to successfully complete at least 3 of the 4 submitted responses? Yes [ ] No [ ]

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1 See Appendix 1