Department of Education Studies  
SPED 5361.502: Educating Individuals with Low Incidence Disabilities  
Summer Session 1 - 2024  
Instructor: L. Kathleen Sheriff, Ed.D.

Course Time/Location: Online within Desire 2 Learn - D2L

Credits: 3 semester hours, graduate credit

Office Phone: 936-468-1194

Office Hours: Virtual only in summer. Schedule phone meetings, or virtual ZOOM appointments for meetings with me via your D2L email within this course. You may also use the Send CHAT function in D2L to speak with me anytime that you notice I’m available online.

E-mail: Please use D2L course e-mail for all course communication purposes. Emails from students will receive a response within 48 hours between Monday – Friday

Office Mailing Address: Stephen F. Austin State University – Dr. L. Kathleen Sheriff, P.O. Box 13017, Nacogdoches, Texas 75962 OR physical address: ECRC Bldg., Office 201J, 2428 Raguet, Nacogdoches, Texas, 75962

Course Fee: Administration of Field Experience/Practicum and ARD paperwork

Course Description:

SPED 5361 Educating Individuals with Low Incidence Disabilities (3 credits; fully online) spans approximately 16 semester weeks (approximately 5 weeks in Summer Sessions). This graduate course contains extensive written content that requires students to engage in the online modules for approximately three hours per day during a summer school session. Primary source readings are woven into the content to support key concepts regarding the etiology and characteristics of students with physical, health, and medically fragile disabilities with emphasis on team approach strategies and interventions in both inclusive and self-contained environments. In addition, students are required to read website and text material, complete quizzes/exams over the course content, and complete multiple discussion/reflective writing assignments that evaluate their abilities to work collaboratively and professionally as team members. For every hour a student spends engaging with the module content, he/she spends at least two hours completing associated activities and assessments regarding students with disabilities.

Intended Learning Outcomes:

This course is closely aligned with the mission of the Perkins College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course is aligned with the Perkins College of Education Conceptual Framework as follows:
1. Field experience assignments align with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance.

2. Reflective discussions align with the College of Education's value of academic excellence through critical and reflective thinking.

3. Technology requirements align with the College of Education's goal of academic excellence. Specifically, through the current and appropriate use of instructional technologies and applications that positively impact student learning for all students.

4. Emphasis on assessing students with exceptional learning needs aligns with the College of Education's philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices.

5. The course further emphasizes the College of Education's belief that assessment drives instructional decisions and practices.

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

**THECB Core Objectives/Outcomes**

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

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

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

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

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

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

CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions

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

Provider Responsibilities

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

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

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

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

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation

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

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

Clinical Experiences

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability

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

Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.
Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection At Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

4.1 Using multiple measures, the provider documents that all program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.
Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

CEC Advanced Preparation Standards

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


InTASC … Interstate Teacher Assessment and Support Consortium

Standard 1: Learner Development
Standard 2: Learning Differences
Standard 3: Learning Environments
Standard 4: Content Knowledge
Standard 5: Application of Content
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies
Standard 9: Professional Learning and Ethical Practice
Standard 10: Leadership and Collaboration

**ISTE … International Society for Technology in Education**

Standard 1: Facilitate and inspire student learning and creativity

a. Promote, support, and model creative and innovative thinking and inventiveness
b. Engage students in … digital tools and resources
c. Promote student reflection using collaborative tools …
d. Model collaborative knowledge construction by engaging … students

Standard 2: Design and develop digital age learning experiences and assessments

a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
b. Develop technology-enriched learning environments …
c. Customize and personalize learning activities to address students’ diverse learning styles …
d. Provide students with multiple and varied formative and summative assessments

Standard 3: Model digital age work and learning

a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
b. Collaborate … using digital tools …
c. Communicate … using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools

Standard 4: Promote and model digital citizenship and responsibility

a. Advocate … use of digital information and technology …
b. Address diverse need of all learners … using digital tools and resources
c. Promote and model digital etiquette and responsible social interactions …
d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

Standard 5: Engage in professional growth and leadership

a. Participate in local and global learning … explore creative applications of technology
b. Exhibit leadership by demonstrating a vision of technology infusion …
c. Evaluate and reflect on current research and professional practice …
d. Contribute to … teaching profession … school and community
Course Coordination with the Special Education EC-12 TExES Domains and Competencies

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

Program Learning Outcomes:

Candidates will demonstrate content and professional knowledge in each of the four domains measured by TExES #153 Educational Diagnostician certification exam:

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

Student Learning Outcomes / Objectives:

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

   a. Define terminology related to severe disabilities and know laws, regulations, and policies related to the educational setting.
   b. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with disabilities. Texas Standards PBIC 2.3S
   c. Respect the culture, gender, and personal beliefs of individual students and families. Texas Standards PBIC 2.4S
   d. Exercise objective professional judgment in the practice of the profession. Texas Standards PBIC 2.5S
   e. Describe the etiology and characteristics of various physical and health disabilities including knowing and understanding characteristics of children with disabilities including those with different levels of severity and with multiple disabilities and the effects that one or more disabilities may have on a student’s life (Texas Standards PBIC 4.6K, 4.10K, 4.12K, Texas Standards Diag V1A)
   f. Describe secondary health care issues that accompany specific physical and health disabilities. (Texas Standards PBIC 1.10K)
   g. Describe instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of individuals with severe disabilities. (Texas Standards PBIC 4.4K, 4.8K, 4.9K)
h. Describe roles and responsibilities of school and community-based medical and related service personnel including use of collaborative strategies in working with students with disabilities, parents/guardians, and school and community personnel in various learning environments (Texas Standards PBIC 4.15K, 3.4S)

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

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

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

Course Activities, Assignments, Instructional Strategies, use of Technology

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

Evaluation and Assessments (Grading):

Grading: Grades determined using the following 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 than) of all possible points

Evaluation and Assessment (Grading)

Dropbox Assignments/Exams/Projects (400 points)
Discussion Board Assignments (100 points)
Total Points: 500 points

Potential Additional Bonus Point Assignments (50 points)
Assignments:

1. **Quizzes:** This course includes an exam for each unit. Each exam will need to be completed as scheduled in the syllabus course timeline.

2. **Discussion Assignments:** Individual student postings that include responding to other students postings.

3. **Dropbox Assignments:** Will be a combination of written and video recorded assignments. (Also includes two projects: Teacher Interview & Professional Development Presentation)

4. **Dropbox Bonus Final Reflection Paper:** This assignment will be a two page (double-spaced) paper of personal reflection upon what you have learned in this class related to students with severe (medically Fragile) disabilities. Use the APA writing styles 7th edition to help you write in APA format. Your Bonus Final Reflection paper may include: 1) the most important things you learned, 2) how this information might help you as a teacher or diagnostician, 3) your thoughts regarding what else you would like to know about your chosen topic(s) and plans you have to do so in the future. (CEC 5,6). Write this paper in APA format: double-spaced, Times New Roman 12-point font, 1” margins all around, cite any references you use in your writing and then have a Reference page to include any references cited. Make a cover page for your paper, but it does not have to have a running head on it.

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

**Proposed Timeline Calendar:**

**Note:** We are moving quickly in this summer session. This is a best plan for course completion. Please stay in contact with me if you need support. **Summer I session begins on Monday, 6/3/24 and ends on Friday 7/5/24 at 5:00pm.**

<table>
<thead>
<tr>
<th>Course Timeline: Summer Session 1 - 2024</th>
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<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td><strong>6/3/24-6/9/24</strong></td>
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<tr>
<td>Obtain textbook and review Syllabus.</td>
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| Week 1 | Post Discussion: Bio Introduction (You may record a video if you choose to do so)  
| Begin Teacher Interview Project: Find a teacher (ASAP) (one who teaches in self-contained life skills or vocational academics programs) who agrees to be interviewed by you. Read directions for Teacher Interview in Module Pages |
| Continue Week 1: | Part 1: Important Considerations Prior to Teaching Persons with Severe Disabilities |
| Continue Week 1: Students with Severe Disabilities: Descriptions, Characteristics, and Possibilities  
| Read Chapter 1  
| Dropbox Assignment Due 6/9/24: SpEd Legal Framework |
| Continue Week 1: | Philosoptries and Practices for Teaching Students with Severe Disabilities |
| Continue Week 1: | Read Chapter 2 |
| Continue Week 1: | Collaboration Among Educators, Professionals, and Families |
| Continue Week 1: | Discussion Post: Article Analysis Due by 6/9/24  
| | Read Chapter 3 (Pages 42-53) |
| Complete Week 1 | Partnering with Parents, Culturally Competent Services/Supports, & Teacher Roles in Collaboration with Families  
| | Read Chapter 3 (Pages 53-65)  
| | Dropbox Assignment Due by 6/9/24: Unit 1 Reflection |
| End of Unit 1 |
| Week 2: | Unit 2: General Instructional Procedures  
<p>| 6/10/24-6/16/24 | Determining Instructional Goals for Students with Severe Disabilities: Formal Planning documents/IEPs/Transition Plans/IFSP Plans |
| Continue Week 2: | Read Chapter 4 (Pages 86-92) |</p>
<table>
<thead>
<tr>
<th><strong>Unit 2</strong></th>
<th>Discussion: Working with Families in the School Setting (Due 6/16/24)</th>
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<tbody>
<tr>
<td></td>
<td>Dropbox: Submit Student PLAAFP Statement (Due 6/16/24)</td>
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<tr>
<td></td>
<td>Dropbox: Submit Student Goals (Academic &amp; Functional) (Due 6/16/24)</td>
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**End of Unit 2**

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<tr>
<th><strong>Unit 3: Instructional Procedures for Skills, Generalization, Maintenance, &amp; Evaluation</strong></th>
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<tbody>
<tr>
<td><strong>Continue Week 2:</strong> Teaching Students to Learn</td>
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<tr>
<td>Read Chapter 5 (Pages 94-109)</td>
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<tr>
<td>Read Introduction &amp; AFIRM Directions Content Page and set up a free account</td>
</tr>
<tr>
<td>Dropbox Assignment: Complete AFIRM Evidence-Based Instructional Prompts Training and Submit Certificate of Completion (Due 6/16/24)</td>
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**Continue Week 2:** Teaching Students to Generalize and Maintain Skills

Dropbox Assignment: Complete AFIRM Evidence-Based Reinforcement Training and Submit Certificate of Completion (Due 6/16/24)

Read Chapter 5 (Pages 110-115)

**Week 3:**

**6/17/24-6/23/2024**

Evaluating Student Progress

Read Chapter 6

Dropbox: Evaluating Student Progress (Due 6/23/24)

Optional Bonus Discussion Post: STAAR ALT Due (6/23/24)

**Continue Week 3:** Supporting Inclusive Education

Read Chapter 7

Dropbox: Annual ARD Schedule of Services (Due 6/23/24)

**End of Unit 3**
## Continue Week 3:
### Unit 4: Specific Instructional and Management Procedures
- Providing Support for Health and Medical Needs

- Read Chapter 8 (This chapter is for you to glean some important information regarding issues for students with medical fragility)

- Assessment and Instruction of Communication Skills

- Read Chapter 9

- Read Chapter 15 (Pages 336 – 337) under the heading of Communication

## Week 4:
### Project Work Week

**6/24/24-6/30/2024**

- **Note:** Read ahead to Module Chapter 12 assignments to help with material you may want to include in your Professional Development Presentation Project.

## Continue Week 4

- Submit to Course Dropbox both of the following assignments completed:
  - Special Education Teacher Interview and Evaluation Documents
  - Professional Development Presentation MP4 file and video web-link or ZOOM recording. Record and submit your presentation in whatever way you feel most comfortable using your technology.

  **NOTE:** Both of these assignments should be submitted to Dropboxes by 11:59pm 6/30/24

## Short Week: Ends Friday at 5:00pm

## Week 5:
### Providing Behavior Support

- Complete and submit any missing assignments

- Dropbox: Submit AFIRM PECS Training Certificate of Completion (Due 7/5/24)

- Dropbox: Submit AFIRM Functional Communication Training Certificate of Completion (Due 7/5/24)

- Read Chapter 12

**Unit 4 Ends** Course ends at 5:00pm on 7/5/24.
Ill. Readings

Required Textbook:


**Highly Recommended Textbook:** APA Writing Manual:


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In the James I. Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. Bonus points will be awarded for your participation in the evaluation survey process for this course.

**Student Ethics and Other Policy Information: Class Attendance and Excused Absence Policy 6.7**

Traditional absences do not occur for course weeks that have an online learning module assignment. Therefore, during these weeks, absence is not a reason for failure to fully participate. Work for each learning module and the Exams are due by the due date stated in the syllabus. Late work will not be accepted. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled Collaborate sessions. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in the required reports and in determining the final grades. Students may be excused be excused from attendance for reasons such as health, family emergencies, or student participation in approved
university-sponsored events. However, students are responsible for notifying instructors in advance, when possible, for excusable absences.

**Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

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

**Definition of Academic Dishonesty: Policy 4.1:**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in the Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F[except as allowed through university policy (i.e., Active Military Service 6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

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


To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. 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:

   a. You enrolled or planning to enroll in an educator preparation program or
   b. You are planning to take a certification exam for initial educator certification, and
   c. 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. Additional information can be found at
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. 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 (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Other Relevant Course Information

Late Submission Policy and Make-up Exams:

All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked up to 10 points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in the Announcement section of the course or by course email. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.