The SFA Way ...“Striving for personal excellence in everything we do.”

At Stephen F. Austin State University, 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, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.
The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.
The Principle of Responsibility … Lumberjacks do what is right.
The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.
The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: L. Kathleen Sheriff, Ed.D.

Course Time & Location: Online via D2L; Students seeking initial teacher certification will complete a 30-hour field experience in a public school special education classroom. Note: If you are already certified as a teacher you will NOT participate in this field experience requirement. Also, if you are not seeking teacher certification with your M.Ed., you will NOT participate in this field experience requirement.

Credits: 3 graduate hours

Pre-requisite: None

Office: Human Services Building (HSTC), Room 303

Mailing Address: L. Kathleen Sheriff, Ed.D.
P.O. Box 13019, SFA Station
Nacogdoches, TX 75962-3019

Office Hours: Tuesday mornings: 8:30am-10:30am and Wednesday mornings: 9am – 12pm. Please e-mail me within the course D2L e-mail and make an appointment to talk by phone or ZOOM.

D2L Email: Please use D2L e-mail within the course with SPE 561 in the subject line to identify your course when you email me. Use D2L for course communication with me.

Phone: 936-468-1194
Fax: 936-468-5837

Course Description:

SPE 561.501: Medical and Educational Aspects of Sensory and Motor Disabilities. The development of basic sensory discrimination and perceptual processes and abnormalities manifested by exceptional children.

The purpose of this course is two-fold:
1. First, candidates will learn about the etiology and characteristics of students with physical, health, and medically fragile disabilities with an emphasis on a team approach to medical and educational interventions. The information you learn in this course will be assessed at the application level on the #161 All-Level Special Education state exam for students seeking initial certification. Also, the information you learn in this course will also be assessed at the application level on the #153 Educational Diagnostician TExES certification exam for students seeking Ed. Diagnostician certification.

2. Secondly, the course will enable initial teacher candidates to apply academic knowledge and experiences in a supervised 30-hour field experience instructional setting prior to the student teaching experience. ***Note: If you have already achieved a teacher certification previously in your career, you will disregard the 30-hour field experience requirement for this course. This course discusses the development of basic sensory discrimination and perceptual processes and abnormalities manifested by children with exceptionalities.

Commitment to Diversity …
The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

   a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
   b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society
   c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

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 experiences align with the College of Education’s goal of collaborating with external partners (accredited schools) to enhance candidates’ knowledge and skills, and to provide opportunities for the ongoing exchange of ideas for mutual benefit.
2. 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.
3. Reflective discussions align with the College of Education’s value of academic excellence through critical and reflective thinking.
4. 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.
5. 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.

6. 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:

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

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

[Board amendment adopted February 13, 2015] CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for “a reliable, valid model that uses admissions criteria other than those stated in this standard”) will be approved only under special circumstances. The CAEP staff will report to the Board and the public annually on actions taken under this provision. In all cases, EPPs must demonstrate the quality of the admitted candidates.

**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 … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

Key Elements

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

**Key Elements**

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers.

**Key Elements**

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**InTASC … Interstate Teacher Assessment and Support Consortium**

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

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

- Standard 1: Facilitate and inspire student learning and creativity
  - a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in … digital tools and resources
  - c. Promote student reflection using collaborative tools …
  - d. Model collaborative knowledge construction by engaging … students
- Standard 2: Design and develop digital age learning experiences and assessments
a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
b. Develop technology-enriched learning environments …
c. Customize and personalize learning activities to address students’ diverse learning styles …
d. Provide students with multiple and varied formative and summative assessments …

Standard 3: Model digital age work and learning
a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
b. Collaborate … using digital tools …
c. Communicate … using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools

Standard 4: Promote and model digital citizenship and responsibility
a. Advocate … use of digital information and technology …
b. Address diverse need of all learners … using digital tools and resources
c. Promote and model digital etiquette and responsible social interactions …
d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

Standard 5: Engage in professional growth and leadership
a. Participate in local and global learning … explore creative applications of technology
b. Exhibit leadership by demonstrating a vision of technology infusion …
c. Evaluate and reflect on current research and professional practice …
d. Contribute to … teaching profession … school and community

SBEC/TExES … State Board of Educator Certification and Texas
Domain I … Understanding Individuals with Disabilities and Evaluating their Needs
Domain II … Promoting Student Learning and Development
Domain III … Promoting Student Achievement in English Language Arts/Reading/Math
Domain IV … Foundations and Professional Roles and Responsibilities

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

Program Learning Outcomes:

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

- Domain I: Understanding Individuals with Disabilities and Evaluating their Needs
- Domain II: Promoting Student Learning and Development
- Domain III. Promoting Student Achievement in English Language Arts, Reading, and Mathematics, Foundations
- Domain IV: Professional Roles and Responsibilities
Student Learning Outcomes / Objectives:

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

   a. Define medical terminology related to physical and health disabilities and know laws, regulations, and policies related to the provision of specialized health care in the educational setting. (Texas Standards PBIC 1.5K, 4.15K)
   
   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. Know strategies for supporting students with medical complications including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (Texas Standards PBIC 4.14K)
   
   f. 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)
   
   g. Know and understand the educational implications of various disabilities: and the variation in ability exhibited by children with particular types of disabilities. (Texas Standards Diag V1B, V1C)
   
   h. Describe secondary health care issues that accompany specific physical and health disabilities. (Texas Standards PBIC 1.10K)
   
   i. Describe instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of individuals with physical and health disabilities. (Texas Standards PBIC 4.4K, 4.8K, 4.9K)
   
   j. Describe adaptations, techniques for accommodating and/or modifying instructional methods and materials for children with disabilities including educational environments necessary to accommodate individuals with physical and health disabilities. (Texas Standards PBIC 4.14K, Texas Diag X1D)
   
   k. 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)
   
   l. Identify specialized materials, equipment, adaptations and assistive technology to provide individuals with physical and health disabilities full participation and access to the general education curriculum. (Texas Standards PBIC 5.11S, Texas Diag VI2L)
   
   m. Adapt lessons to maximize the physical abilities of students with specialized health care needs including design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs – in Field Experience Placement. (Texas Standards PBIC 10.13S, 10.15S)
   
   n. 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)
   
   o. 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).

p. 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).

q. 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)

r. Know, define and utilize law and responsibility regarding safeguarding confidentiality by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants – in Field Experience (Texas Standards PBIC 2.9S, 3.6K).

s. To delineate a family systems theoretical orientation for conceptualizing family-professional partnerships including encouraging and assisting parents/guardians to be active participants in their children’s education. Texas Standards PBIC 1.2K, 3.2K, 3.6S, Texas Diag III1E)

t. Review research that identifies strengths, preferences, and needs faced by families and implications for family-professional partnerships. Texas Standards PBIC 3.2K, Texas Diag III1E)

u. Provide students with historical and organizational foundations related to family roles and school reform.

v. Demonstrate an understanding of the seven partnership principles for collaborating with families and other professionals. (Texas Standards PBIC 3.4S, Texas Diag III1A)

w. Recognize the importance of trust as the keystone to family-professional partnerships including encouragement of active participation of parents in their children’s educations. (Texas Standards PBIC 3.6S)

x. Develop an understanding of a" culture of acceptance" for all students and their families including addressing common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities. (Texas Standards PBIC 6.8K)

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

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

I. 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 (if necessary). Assessment of course content will be conducted via scheduled online quizzes and exams. To be successful in this course, the typical student should plan to spend at least 15-20 hours per week working on this course which includes field-experience hours for initial teacher certification seeking students.

NOTE: If you are an Educational Diagnostician candidate and are not certified in special education, please let me know and I will order TExES #161 CertifyTeacher software so that you can prepare to add this teaching certificate. The #161 All-Level Special Education TExES must be passed before taking your #153 Educational Diagnostician TExES.
II. 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)

Quizzes 350 (18 Quizzes)
Dropbox Assignments 300 (8 assignments with varying points each)
Discussions 300 (10 at 30 points each)
Course evaluation 25 points
Total points possible = 975

Assignments:

1. **Quizzes**: This course includes a syllabus quiz and a quiz for each textbook chapter reading assignment. Each quiz will need to be completed as scheduled in the proposed syllabus Timeline calendar for the course. You may take each quiz twice and the highest grade will be recorded.

2. **Discussion Assignments**: This course includes ten online group discussions.

3. **Dropbox Assignments**: This course includes seven module dropbox assignments.

4. **Dropbox Final Reflection Paper**: This assignment will be a three page (double-spaced) paper of personal reflection upon what you have learned in this class related to students with physical and/or health disabilities. For this assignment, you will choose ONE of the following units:
   #1 Implications of Physical, Health, and Multiple Disabilities
   #2 Neuro-motor Impairments
   #3 Orthopedic and Musculoskeletal Disorders
   #4 Degenerative and Terminal Diseases
   #5 Major Health Impairments
   Your Final Reflection paper will include: 1) why you chose that particular unit for reflection, 2) the most important things you learned, 3) how this information might help you as a teacher or diagnostician, 4) 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.

5. **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.

INITIAL CERTIFICATION STUDENTS (only if you are seeking initial certification!) – Additional Module Assignments include the following:

6. **Lesson Plan Project Module**
7. **Special Education Field Experience Module** - This learning module will guide you through the process of completing the required paperwork for your field experience hours which will be recorded in LiveText FEM. Standards for SFA’s Educator Certification Program combined with public school district guidelines may require that you have training and/or documentation in certain areas before beginning your field experience. Some of the required topics may include blood borne pathogen training, confidentiality assurance, insurance, and a TB test. You will submit field experience logs and mentor teacher field experience evaluation documentation in both hard copy to the course Dropboxes and within the Field Experience Module (FEM LiveText).

**Proposed Timeline Calendar**

Assignments are due on the due dates below unless otherwise determined by the professor of this course.
No late work will be accepted this summer. Remember to stay on track and in communication with me via D2L email for support so that you will successfully complete this summer course.

****NOTE: Please check your D2L SPE 561 Course News Announcement page and your email daily for announcements or changes in the course timeline schedule, upcoming due dates and/or any other necessary adjustments that may be made during the course. Please log in daily to the course so that you are kept up to date with information and so that you successfully complete this course on time. Assignments for each week will be due on or before the Sunday night at 11:59pm. The exception to this is for Week 16 (Finals Week) which ends on a Friday. Week 16 assignments and discussions will be due on Friday of that final week of the semester.

<table>
<thead>
<tr>
<th><strong>Timeline: Fall 2018</strong></th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> August 27 – September 2, 2018</td>
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<tr>
<td>Obtain textbook and review Syllabus.</td>
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<tr>
<td>Complete GETTING STARTED Module</td>
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<td>Discussion: Introduction to Peers</td>
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<tr>
<td>Dropbox Assignment: Student Information for Professor</td>
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<tr>
<td>Take Syllabus/Course Responsibilities Quiz</td>
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<td>All assignments due by 11:59pm 9/2/18</td>
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<tr>
<td><strong>Learning Modules Unit 1: Implications of Physical, Health &amp; Multiple Disabilities</strong></td>
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<td><strong>Week 2:</strong> September 3 – 9, 2018</td>
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<tr>
<td>Read Chapter 1 - Understanding Disabilities and Effective Teaming</td>
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<tr>
<td>Dropbox Assignment: Team Modules Comparison</td>
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<td>Take Chapter 1 Quiz</td>
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| Week 3: September 10 – 16, 2018 | **Read Chapter 2** - Learning and Behavioral Characteristics of Students with Physical, Health, or Multiple Disabilities  
Take Chapter 2 Quiz  
Chapter 2 Discussion – *Impact of Factors*  
All assignments due by 11:59pm 9/16/18  
(PLOs: 3, 4; SLOs: 1-5, 12; CEC Initial certification: 1.2; 7.1; CEC Diagnostician certification: Standards 1, 3, 7,10) |
|---|---|
| Week 4: September 17 – 23, 2018 | **Read Chapter 3** - Learning and Behavioral Characteristics of Students with Significant Intellectual Disabilities  
Take Chapter 3 Quiz  
Chapter 3 Discussion - *I'm Determined*  
All assignments due by 11:59pm 9/23/18  
(PLOs: 3, 4; SLOs: 1-5, 12; CEC Initial certification: Standard 3; ACSI3 K2 - ACC2 K2) |
| Week 5: September 24 – 30, 2018 | **Read Chapter 4** - Motor Development: Characteristics and Interventions  
Dropbox Assignment: Jessica’s Motor Development  
Take Chapter 4 Quiz  
Chapter 4 Discussion - *Treatment Approaches*  
All assignments due by 11:59pm 9/30/18  
(PLOs: 3, 4; SLOs: 1-7, 12; CEC Initial certification: 1.2; CEC Diagnostician certification: Standard 1: ACSI1 KS - ACC4 K2)  
**Unit 2: Neuro-motor Impairments** |
| Week 6: October 1 – 7, 2018 | **Read Chapter 5** - Cerebral Palsy  
Take Chapter 5 Quiz  
Chapter 5 Discussion – *Cerebral Palsy*  
All assignments due by 11:59pm 10/7/18  
(PLOs: 3, 4; SLOs: 1-7, 10-12; CEC Initial certification: 1.2; 2.1, 2.2; 5.1, 5.2, 5.3; CEC Diagnostician certification: Standard 1: ACSI1 KS - ACC4 K2) |
Take Chapter 6 Quiz  
Chapter 6 Discussion - *Spina Bifida Reflection*  
All assignments due by 11:59pm 10/14/18  
(PLOs: 3,4; SLOs: 1-7, 10-12; CEC Initial certification: 1.2; 2.1, 2.2; 5.1, 5.2, 5.3; CEC Diagnostician certification: Standard 1: ACSI1 KS - ACC4 K2) |
| Week 8: October 15 – 21, 2018 | **Read Chapter 7** - Traumatic Brain Injury  
Take Chapter 7 Quiz  
Chapter 7 Discussion- *Traumatic Brain Injury Reflection*  
All assignments due by 11:59pm 10/21/18  
(PLOs: 3, 4; SLOs: 5, 7, 9; CEC Initial certification: 1.2; 2.1, 2.2; 5.1, 5.2, 5.3; CEC Diagnostician certification: Standards 1 & 3) |
| Week 9: October 22 – 28, 2018 | **Read Chapter 8** - Assistive Technology  
Take Chapter 8 Quiz  
Dropbox Assignment: *AT Overview Assessment*  
All assignments due by 11:59pm 10/28/18  
(PLOs: 1, 2, 4; SLOs: 1-7, 10-11; CEC Initial certification: 1.1; 2.1; 3.3; 4.3; 5.1, 5.2, 5.3; Diagnostician certification: Standards 1 & 3) |
| Week 10: October 29 – November 4, 2018 | **Read Chapter 9** - Neuromuscular Scoliosis and Hip Displacement  
Take Chapter 9 Quiz  
Chapter 9 Discussion - *Scoliosis and Marfan Syndrome*  
**Unit 3: Orthopedic, Musculoskeletal & Sensory Disorders** |
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<th>Week 11: November 5 – 11, 2018</th>
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<tr>
<td><strong>All assignments due by 11:59pm 11/4/18</strong></td>
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<td>(PLOs: 1, 2, 4; ASLOs: 1-7, 10-11; CEC Initial certification: 1.2; 2.1, 2.2; Diagnostician certification: Standards 1 &amp; 3)</td>
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<tr>
<td><strong>Read Chapter 10</strong> - Juvenile Rheumatoid Arthritis, Arthrogryposis, and Osteogenesis Imperfecta</td>
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<td><strong>Take Chapter 10 Quiz</strong></td>
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<tr>
<td><strong>Chapter 10 Discussion - Juvenile Rheumatoid Arthritis, Arthrogryposis, and Osteogenesis Imperfecta Reflection</strong></td>
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<td><strong>All assignments due by 11:59pm 11/11/18</strong></td>
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<td>(PLOs: 1, 2, 4; SLOs: 1-6, 8-10; CEC Initial certification: 1.2; 2.1, 2.2; 5.1, 5.2, 5.3; Diagnostician certification: Standards 1 &amp; 3)</td>
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<th>Week 12: November 12 – 18, 2018</th>
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<tr>
<td><strong>Unit 4: Degenerative &amp; Terminal Diseases</strong></td>
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<tr>
<td><strong>Read Chapter 13</strong> - Muscular Dystrophies</td>
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<td><strong>Take Chapter 13 Quiz</strong></td>
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<td><strong>Read Chapter 14</strong> – Spinal Muscular Atrophies</td>
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<td><strong>Take Chapter 14 Quiz</strong></td>
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<td><strong>Dropbox Assignment: SMA Article Analysis</strong></td>
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<td><strong>All assignments due by 11:59pm 11/18/18</strong></td>
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<td>(PLOs: 1, 2, 4; SLOs: 1-6, 8-10, 12; CEC Initial certification: 1.2; 2.1; 2.2; 5.1; 5.2; 5.3; Diagnostician certification: Standards 1 &amp; 3)</td>
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<th>Week 13: November 19 – 25, 2018</th>
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<td>Happy Thanksgiving!</td>
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<th>Week 14: November 26 – December 2, 2018</th>
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<tr>
<td><strong>Read Chapter 15</strong> - Cystic Fibrosis</td>
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<td><strong>Take Chapter 15 Quiz</strong></td>
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<td><strong>Dropbox Assignment: Cystic Fibrosis Reflection</strong></td>
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<td><strong>Read Chapter 16</strong> - Coping with Degenerative and Terminal Illness</td>
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<td><strong>Take Chapter 16 Quiz</strong></td>
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<td><strong>Dropbox Assignment: Hospice for Kids</strong></td>
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<td><strong>All assignments due by 11:59pm 12/2/18</strong></td>
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<td>(PLOs: 1, 2, 4; SLOs: 1-6, 8-10, 12; CEC Initial certification: 1.2; 2.1, 2.2; 6.3; 7.3; Diagnostician certification: Standards 3 &amp; 7)</td>
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<th>Week 15: December 3 – December 9, 2018</th>
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<td><strong>Unit 5: Major Health Impairments</strong></td>
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<tr>
<td><strong>Read Chapter 17</strong> - Seizures and Epilepsy</td>
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<td><strong>Chapter 17 Discussion – Seizures</strong></td>
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<td><strong>Take Chapter 17 Quiz</strong></td>
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<td><strong>Read Chapter 19</strong> – Diabetes</td>
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<td><strong>Take Chapter 19 Quiz</strong></td>
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<td><strong>Participate in Course Evaluation Survey</strong></td>
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<td><strong>All assignments due by 11:59pm 12/9/18</strong></td>
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<tr>
<td><em>LiveText submission for initial special education certification candidates required in this course and must be submitted this week.</em></td>
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<td>(PLOs: 1, 2, 4; SLOs: 1-6, 8-10, 12; CEC Initial certification: 1.2; 2.1, 2.2; 7.3; Diagnostician certification: Standards 3 &amp; 7)</td>
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<th>Short Week – Ends on Friday Week 16: December 10 – 14, 2018</th>
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<tr>
<td><strong>Unit 6: Infectious Diseases</strong></td>
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<tr>
<td><strong>Read Chapter 23</strong> - Universal Precautions</td>
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<td><strong>Take Chapter 23 Quiz</strong></td>
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<tr>
<td><strong>Dropbox Assignment: Final Reflection Paper</strong></td>
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<td><strong>All assignments due by FRIDAY 11:59pm 12/14/18</strong></td>
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### Course Ends and Closes

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<th>Course Ends and Closes on Friday December 14, 2018 at 11:59pm</th>
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<tr>
<td>NO FINAL EXAMINATION!</td>
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<td>(PLOs: 1, 2, 4; SLOs: 1-6, 8-10, 12; CEC Initial certification: 1.2; 2.1, 2.2; 7.3; Diagnostician certification: Standards 3 &amp; 7)</td>
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**III. Readings**  ... Required Course Textbook


**Recommended Textbook:** APA Writing Manual:


**Required:**

**FEM Statement:**

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching (if you are an initial certification-seeking candidate). Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

**LiveText Statement:**

This course uses the LiveText 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. Failure to submit your Lesson Plan Project and Field Experience documents into LiveText and FEM will result in failure for the project and field experience requirements in this course for students who are seeking initial certification.

**Note:** You have a major project assignment in this course that is submitted into LiveText and Field Experience Module (FEM) if you are an initial special education certification candidate.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**Access to a computer that has the following components:** Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word. You will also need to have access to a digital camera and have video recording capabilities (e.g., Webcam, digital-video camera, or an iPhone).

**VII. Course Evaluations:**
Possible statement to use:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

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

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

Student Ethics and Other Policy Information … found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation 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, 936-468-3004 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their
instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission 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 Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, 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 an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
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.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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:

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

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/](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 [www.texes.ets.org/registrationBulletin](http://www.texes.ets.org/registrationBulletin)). 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 concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.**

**Other Relevant Course Information:**
Late Submission Policy and Make-up Exams: ALL assignments must be turned in on or before the due dates in the syllabus Timeline to receive credit. Late assignments WILL NOT earn credit. Course ends: Friday December 14th, 2018, at 11:59pm.

**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 on Desire 2 Learn (D2L) News page. 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.

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### L. K. Sheriff – 2018 – Department of Human Services - SFASU

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INTASC Standards

The Learner Development

Content Knowledge

Professional Responsibility

CEC Prep. Standards

Standard 1

Standard 2

CEI Standards

Standard 1

Standard 2

National Board Standards

Standard 1

Standard 2

TEXES Standards

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II

III

IV

V

VI

VII

VIII

IX

X

XI

XII