Department of Human Services

SPE. 567.501.201810.Pickard

SPE 567.501: Trends in Educating Exceptional Children
Fall, 2018
Prerequisites: NONE

**LiveText**
This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. 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. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

**Instructor:** Tracy Pickard, M. Ed.
**Course Time & Location:** This is an online course, all information will be delivered online.
**Credits:** 3 semester hours, graduate credit
**Office Hours:** Mon.- Thurs. 6:00-7:30 p.m., Saturday by appointment
**Phone:** (936) 445-7552
**Email:** thru D2L or castillotracy@sfasu.edu

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.

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**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.

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

SPE 567.501 is a web-based distance learning course, designed for non-traditional students and those who are learning at a distance. Students MUST have a reliable computer and Internet connection as well as adequate computer skills. If computer or connectivity problems are experienced during the semester, students may need to drop the class. Check summer schedule or www.sfasu.edu for last day to drop without withdrawing from the University. It is important that if you are having technical difficulties that you contact the professor immediately. It is recommended that students have access to a printer to hard copy assignments and emails for reference purposes. Messages and items of interest related to course content are posted in D2L or emailed to students weekly by the instructor or course administrator. Students may post messages, comments or questions to the appropriate space on our class D2L site and it can be reviewed by everyone else enrolled in the course. Please check your D2L email daily for announcements or changes in the course schedule, exam release or close dates and other necessary adjustments. An IEP project will be completed during this course and will be accepted as a SPE 567 accountability assignment.

1. Intended Learning Outcomes/Goals/Objectives/Standards Addressed: This course is closely aligned with the mission of the Perkins College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary to obtain certification as a Special Education Teacher.

This course is also designed to enable you to begin preparing for the TExES. In parentheses at the end of each of the following goals you will find reference to specific TExES standards. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office. In addition study guides may be accessed at www.texas.nesinc.com.

Finally, this course is also aligned with the Council for Exceptional Children's Initial Preparation Standards. The initial special education teacher certification program at SFA is nationally recognized by the Council for Exceptional Children (CEC).

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.

1. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
2. 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
3. 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.

**THECB Core Objectives/Outcomes**
1. Critical Thinking Skills
   a. To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills
   a. To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical and Quantitative Skills
   a. To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Teamwork
   a. To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
5. Personal Responsibility
   a. To include the ability to connect choices, actions and consequences to ethical decision-making
6. Social Responsibility
   a. To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Standards Addressed:**

**CAEP … Council for the Accreditation of Educator Preparation**
- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

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

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

ISTE … International Society for Technology in Education
Standard 1: Facilitate and inspire student learning and creativity
Standard 2: Design and develop digital age learning experiences and assessments
Standard 3: Model digital age work and learning
Standard 4: Promote and model digital citizenship and responsibility
Standard 5: Engage in professional growth and leadership

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

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

Program Learning Outcomes: Council for Exceptional Children (CEC)
1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities (CEC 1.1, 1.2).

2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC 2.1, 2.2, 2.3).

3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC 3.3).

4. Use multiple methods of assessment and data-sources in making educational decisions (CEC 4.1, 4.2, 4.3, 4.4).

5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities (CEC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).

6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC 6.1, 6.2, 6.3, 6.4).

7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC 7.1, 7.2, 7.3).

The Accountability requirement for this course is the completion of an IEP project.

Course Objectives/Student Learning Outcomes:

TExES standard and competency learning numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser: tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

Specifically, this course will enable the student to:

1. Recognize and appreciate human diversity and examine his/her own beliefs and attitudes related to individuals with disabilities (CEC 2,5). TExES Standard 1.6k, 2.2k.
2. Identify the types, characteristics, and etiology of learners. (CEC 2, 5). TExES Standard 1.4k, 4.1k.
3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development (CEC 3,5). TExES Standard 4.3k.
4. Recognize and understand procedures for promoting the social skills and communication skills of students.
5. Identify major individuals and concepts in the development of special education (CEC 1) TExES Standard 1.3k.
6. Identify, understand, and comprehend the Individuals with Disabilities Education Act (IDEA) and other federal laws that affect persons with disabilities (CEC 1,2)
7. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities (CEC 5).
8. Develop a Standards-based Individual Educational Plan (IEP) based on a case study of a public school student with special needs. Candidate’s acquisition of these
Student Learning Objectives (SLOs) will be assessed by weekly assignments and by completing the Individualized Education Plan Project submitted in LiveText. TExES Standard 6.9k, 10.9k.

9. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. TExES Standard 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 10.5k.

**Educational Diagnostician Certificate Standards:**

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

1. The beginning educational diagnostician knows and understands:

   1. state and federal regulations relevant to the role of the educational diagnostician;
   2. laws and legal issues related to the assessment and evaluation of individuals with educational needs;
   3. models, theories, and philosophies that provide the basis for special education evaluations;
   4. issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and
   5. rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

1. The beginning educational diagnostician is able to:

   1. articulate the purpose of evaluation procedures and their relationship to educational programming; and 
   2. conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

**Standard II.** The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.
1. The beginning educational diagnostician knows and understands:

   1. ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
   2. ethical practices related to assessment and evaluation;
   3. qualifications necessary to administer and interpret various instruments and procedures; and
   4. organizations and publications relevant to the field of educational diagnosis.

1. The beginning educational diagnostician is able to:

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

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

1. The beginning educational diagnostician knows and understands:

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

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

1. The beginning educational diagnostician is able to:

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

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

1. The beginning educational diagnostician knows and understands:

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

1. The beginning educational diagnostician is able to:

   1. a. use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
b. interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
c. assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

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

1. The beginning educational diagnostician knows and understands:

   1. a. characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
b. educational implications of various disabilities; and
c. the variation in ability exhibited by individuals with particular types of disabilities.

1. The beginning educational diagnostician is able to:

   1. a. access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;
b. gather background information regarding the academic, medical, and family history of individuals with disabilities; and
c. use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.
Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

1. The beginning educational diagnostician knows and understands

   1. basic terminology used in assessment and evaluation;
   b. standards for test reliability;
   c. standards for test validity;
   d. procedures used in standardizing assessment instruments;
   e. possible sources of test error;
   f. the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
   g. uses and limitations of each type of assessment instrument;
   h. uses and limitations of various types of assessment data;
   i. procedures for screening, pre-referral, referral, and eligibility;
   j. the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
   k. the necessity of monitoring the progress of individuals with disabilities;
   l. methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and
   m. methods of motor skills assessment.

1. The beginning educational diagnostician is able to:

   1. collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
   b. select and use assessment and evaluation materials based on technical quality and individual student needs;
   c. score assessment and evaluation instruments accurately;
   d. create and maintain assessment reports;
   e. select or modify assessment procedures to ensure nonbiased results;
   f. use a variety of observation techniques;
   g. assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
   h. determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
   i. determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
   j. make recommendations based on assessment and evaluation results;
k. prepare assessment reports; and
l. use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.

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

1. The beginning educational diagnostician knows and understands:
   1. issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
   2. characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;
   3. issues related to the representation in special education of populations that are culturally and linguistically diverse;
   4. ways in which diversity may affect evaluation; and
   5. strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

1. The beginning educational diagnostician is able to:
   1. apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
   2. recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

**Standard VIII.** The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.
1. The beginning educational diagnostician knows and understands:

   1. time-management strategies and systems appropriate for various educational situations and environments;
   2. legal and regulatory timelines, schedules, deadlines, and reporting requirements; and
   3. methods for organizing, maintaining, accessing, and storing records and information.

1. The beginning educational diagnostician is able to:

   1. select, adapt, or design forms to facilitate planning, scheduling, and time management;
   2. maintain eligibility folders; and
   3. use technology appropriately to organize information and schedules.

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

1. The beginning educational diagnostician knows and understands:

   1. requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;
   2. applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;
   3. ethical considerations inherent in behavior interventions;
   4. teacher attitudes and behaviors that influence the behavior of individuals with disabilities;
   5. social skills needed for school, home, community, and work environments;
   6. strategies for crisis prevention, intervention, and management;
   7. strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and
   8. key concepts in behavior intervention (e.g., least intrusive accommodations/ modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).
1. The beginning educational diagnostician is able to:

   1. conduct functional behavioral assessments;
   2. assist in the development of behavioral intervention plans; and
   3. participate in manifestation determination review.

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

1. The beginning educational diagnostician knows and understands:

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

1. The beginning educational diagnostician is able to:

   1. interpret and use assessment and evaluation data for instructional planning; and

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

**Course Objectives/Student Learning Outcomes:**
Specifically, this course will enable the student to:

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

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

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

Course Activities, Assignments, Instructional Strategies, use of Technology: In order to get the most out of this class, each student is expected to complete all basic requirements for the online course … read and study a chapter in the textbook when scheduled, read and study lecture notes and web sites for each chapter and complete assignments as required. The discussion board is your virtual classroom and your space to interact with your peers. Please maintain active participation in this space. Assessment of course content will be conducted via graded assignments and/or discussions as well as scheduled online quizzes and exams. Exams will cover content in the assigned textbook readings, learning module lecture notes, power points, and other resources as indicated by the professor. All assignments and exams MUST be completed and submitted by the due date and time indicated either in the proposed schedule below or in the proposed calendar. Late assignments WILL NOT count for a grade.

Getting started: This course is designed for students who are independent learners, well organized, motivated to stay on schedule and will complete all requirements online through D2L. Students MUST have access to a reliable computer and Internet connection as well as adequate computer skills. If computer or connectivity problems are experienced during the semester, you may need to drop the class - check the SFA calendar for the last day to drop without withdrawing from the University. In order to be successful in this class, each student is expected to:
1. You are beginning your course of study by reading this syllabus and course proposed calendar. You are encouraged to save the calendar to your desktop in a folder for this class or print it out for quick review.

   a. If you are a first time online student, complete the Online Orientation and Tips for Success provided by the Office of Instructional Technology located in the “Getting Started” module.

2. Required readings: Complete readings in the text, lecture notes, and website articles according to the scheduled proposed calendar. Some assignments will require outside readings, typically from a website.

3. Emails:
   
   a. Check D2L email frequently during the week. Important messages and items of interest related to course content, assignments, and exams are posted in Announcements or emailed to students weekly. You don’t have to go into the course to see if you have mail; when you have a new mail message, you will see the mail icon just below the course in your D2L list of courses.
   
   b. You may email me either thru D2L or castillotracy@sfasu.edu. It is your responsibility to check your email on a daily basis, through our class website. If you email me, my goal is to respond to your email within 24 hours Monday – Thursday. Messages received during the weekend may be answered then but expect a response no later than the Monday after the weekend. Thanks.

4. Learning Modules: This course has been designed utilizing Learning Modules (LM). Each LM is organized into 1-2 chapters of study, which correspond to the same chapters in the textbook. Each LM will typically have a section of power points for each chapter, a section of brief lecture notes, assignment section, a discussion board, and an exam for that LM. Each LM follows the same format, but content, number of assignments or exams will vary according to content. Typically a LM is two weeks in duration, but adjustments in schedule are made if taking this course in the summer. The instructor may change the schedule to account for extended holidays, difficulties due to weather (hurricanes!), etc….

   a. Plan to spend a minimum of 9 hours per week working on this course. This is a typical time period.
   
   b. Read chapter assignments prior to completing learning modules. Read ALL content pages and websites in each module as well as chapters in the textbook as assigned each week. This information will be covered in the online exams. Additional time each week will be spent on assignments project activities.

5. Complete weekly assignments. An assignment is embedded within each learning module/units. Some are individual assignments, while others are discussions. Discussions and peer responses MUST be completed by the due date assigned! A grading form is used and points for each assignment will be awarded based on accuracy, spelling/grammar, content, completeness, and thoughtfulness of the response. Quizzes
may be taken up to 3 times as practice for the exams. When grades are posted in the gradebook you will be able to view them in myGrades. NO ASSIGNMENTS will be accepted late. If you fall behind, you may need to drop the class.

6. **Complete online exams.** There will be three exams (100 points each) that will be accessed through the Unit learning modules. Exams will be posted online and responses submitted online. Exams are timed and must be submitted during the availability period.

7. **Submit a course/instructor evaluation** in MySFA near the end of the semester. You will receive an email from the university telling you when this evaluation will be available.

8. **Complete and Submit your IEP Project to Livetext.** Make sure you have your required College of Education Livetext account and activate it if you have not already done so.

**Assignments:**

1. **Quizzes …** This course will involve a Course Responsibilities Quiz and a practice quiz for each chapter assigned in order to prepare you for the 3 exams. Each quiz should be completed prior to the appropriate exam. (PLO-I,II,III,IV; SLO-1-7,8-12; CEC 1,2,3,4,5,6,7; CEC Diag., 1,3,5,7)

2. **Discussions and Special Case Assignments …** (PLO-I,II,III,IV; SLO-1-7,8-12; CEC 1,2,3,4,5,6,7; CEC Diag., 1,3,5,7)
   a. “**Effective Partnerships with Families**” … Select one of the three cases at the beginning of Chapter 1 (Elizabeth, Everett, or Daniel). Carefully read, discuss, connect, and share additional possibilities for improvement for your selected case.
   b. “**Collaboration in Special Education: Discussion**” … Choose a barrier that may prevent collaborating with parents and families and discuss. Further, develop a plan or activity to promote positive parental involvement.
   c. “**Collaboration in Special Education: Issues**” … Brainstorm your ideas for the following issues … working with paraeducators, time for collaboration, and effectiveness of collaboration.
   d. “**Case Study Discussion**” … You will take a case study and determine whether or not the individual qualifies as a child with learning disorder.
   e. “**ADHD Discussion**” … You will discuss individuals you know or have known who have ADHD or demonstrate characteristics.
   f. “**E/BD Discussion**” … You will discuss a student with problematic behavior you have known or observed.
   g. “**Functional Skills for Adrienne**” … Referring back to our case study of Adrienne, you will discuss skills that she should learn in order to become more functional and independent in the school environment.
   h. “**Speech and Language Discussion**” … You will discuss the academic, social, and behavioral characteristics of students with speech and language disorders.
   i. “**Inclusion for Cody**” … You will respond to questions about the inclusive process for Cody.
j. **“Challenges for Teachers”** … You will respond to questions concerning low incidence disabilities.

3. **IEP Project** … The goal of this Learning Project is to provide you the opportunity to learn about Standards-Based Individual Educational Plans for students receiving special education services and apply your knowledge to a case study. There are several steps that you must complete in sequential order (PLO- IV, V VI; SLO- 5,6,7; CEC 1,2,4,5,6).

4. **Course Evaluation** … Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
   a. Course and program improvement, planning, and accreditation;
   b. Instruction evaluation purposes; and
   c. 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.**

**Evaluation and Assessment (Grading):**

- Course Responsibilities/Syllabus Quiz: 15 points
- Assignments (Dropbox & Discussion): 480 points
- Exams (3 at 100 points each): 300 points
- IEP Project: 200 points
- Course/instructor evaluation: 15 points

**Total points possible: 965 points**

*(total points may vary as assignments, quizzes, tests, and discussions may change at the instructor’s discretion)*

**Grading Scale**

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

**There will be no “extra credit” assignments**
Exams: There are three exams (100 points each). Exams will be posted online and responses submitted to the instructor by scheduled dates. The exams are multiple choice, true/false, and short answer. Exams are always available but it is recommended that student attempt after the related units are covered and practice quizzes attempted. (PLO-I,II,III,IV; SLO-1-7,8-12; CEC 1,2,3,4,5,6,7; CEC Diag., 1,3,5,7).

All exams must be completed and received by the posted deadline. Exams submitted past this deadline will not receive credit and will result in “0” for that exam grade. If a medical or other emergency occurs that prohibits completion of an exam, you must provide written documentation from a physician, emergency room, etc. in order to make up the exam. It is your responsibility to contact me when a situation such as this arrives and I will provide you with an alternate exam or assignments. Contact should be made right away … not right before the end of the semester.

Please do not wait until the last minute to begin the exam, allow plenty of time for computer problems, power outages, and other interruptions that prohibit you from completing the required exam. Remember, you can access D2L from any computer. In the event of technical difficulties, utilize your resources, such as the campus or public library to access your tests.

Exam Policy
Online exams must be taken during a designated time period, as indicated on the course timeline. Typically, you will have a span of several days in which to log in and complete the exam. The exams are timed, with approximately one minute to read and answer each question, and you are expected to know the material and not rely on your book or notes during the exam. Failure to complete an online exam during the designated period may result in a zero grade. Forgetting to take an exam is NOT a valid excuse.

If you experience technical difficulty while taking an exam, notify me immediately (not the following week), as it may be possible for me to reset your attempt if it is still within the availability period. If a medical emergency occurs that prohibits completion of an exam, you must provide written documentation from a physician, emergency room or hospital in order to make up the exam (fax to 469). The right to take a makeup exam is subject to instructor approval.

Tentative Course Timeline/Proposed Calendar:

IMPORTANT: for this class, our “week” always starts on Monday. The course timeline is a weekly schedule of chapters, modules, and assignments that will be due at the end of the week – Sunday at 11:59pm.

<table>
<thead>
<tr>
<th>FALL 2018 TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Get Started</strong> Aug 27-Sept 2</td>
</tr>
<tr>
<td><strong>“Getting Started”</strong></td>
</tr>
<tr>
<td>Obtain textbook and review Syllabus</td>
</tr>
<tr>
<td>Complete GETTING STARTED Module, including Peer Introduction, Student Information for Professor, and Course Responsibilities Quiz.</td>
</tr>
<tr>
<td><strong>“IEP PROJECT”</strong></td>
</tr>
<tr>
<td>Read the IEP Project Module (Standards-Based IEPs, FIEs,</td>
</tr>
</tbody>
</table>
Resources for Project, & Livetext information. You should be thinking about your IEP Project and which student (under FIEs) in the project module you may choose for your project.

**Post your personal Bio in Discussions**

All assignments for Week 1 must be turned in by 11:59 pm on Sept. 2nd.

### Weeks 2-3
**Sept. 3-16**

#### UNIT 1: FOUNDATIONS

**Learning Module (LM) 1:**
- Chapter 1 … “Understanding Special Education”
- Special Case Assignment “Effective Partnerships with Families”
- Chapter 1 Quiz

**LM 2:** Chapter 2 … “Personnel and Procedures”
- Chapter 2 quiz

Now Go back to IEP Project Module and take the Region 20 Education Service Center iLearning course. The directions are in the IEP module. Submit your certification of completion to Dropbox.

All assignments for LMs 1-2 must be turned in by 11:59 pm on Sept. 16th.

### Weeks 4-5
**Sept. 17-30**

**LM 3:** Chapter 3 … “Multicultural/Bilingual Perspectives”
- Discussion posting … You will also respond to 2 peers’ postings.
- Chapter 3 Quiz

**LM 4:** Chapter 4 … “Collaboration in Special Education”
- Submit IRIS Module Questions to Dropbox
- Chapter 4 Quiz

**LM 5:** Chapter 5 … “Students with Learning Disabilities”
- Discussion posting … You will also respond to 2 peers’ postings.
- Chapter 5 Quiz

All assignments for LMs 1-5 must be turned in by 11:59 pm on Sept. 30th

### Week 6
**Oct. 1-7**

**COMPLETE EXAM #1** by Oct 7th @ 11:59 pm

### Week 7-10
**Oct. 8-Nov. 4**

#### Unit 2: High Incidence Disabilities

**LM 6:** Chapter 6 … “Students with ADHD”
- Discussion posting … You will also respond to 2 peers’ postings.
- Chapter 6 Quiz

**LM 7:** Chapter 7…“Students with Emotional/Behavior Disorders”
- Discussion posting…You will also respond to 2 peers’ postings
Chapter 7 Quiz

LM 8: Chapter 8 … “Students with Intellectual/Developmental Disabilities”
Discussion posting … You will also respond to 2 peers’ postings.
Chapter 8 Quiz

LM 9: Chapter 9 … “Students with Speech/Language Disorders”
Discussion posting … You will also respond to 2 peers’ postings.
Chapter 9 Quiz

All assignments must be turned in by 11:59 pm on Nov. 4th

YOU MAY BEGIN TURNING IN YOUR PROJECTS WHEN FINISHED.

Week 11
Nov. 5-11

COMPLETE EXAM #2 Due Nov 11th @11:59 pm
YOU MAY BEGIN TURNING IN YOUR PROJECTS WHEN FINISHED.

Weeks 12-15
Nov. 12- Dec. 9th

YOU MAY BEGIN TURNING IN YOUR PROJECTS WHEN FINISHED.

LM 10: Chapter 10 … “Students with Autism Spectrum Disorders”
Discussion posting … You will also respond to 2 peers’ postings.
Chapter 10 Quiz

LM 11: Chapter 11 … “Students with Sensory Disabilities (DHH)”
Chapter 11 Quiz

LM 12: Chapter 12 … “Students with Visual Impairments”
Chapter 12 Quiz

LM 13: Chapter 13 … “Students with Physical/Health Disabilities”
Chapter 13 Quiz

LM 14: Chapter 14 … “Students with Severe and Multiple Disabilities”
Chapter 14 Quiz

All assignments must be turned in by 11:59 pm on Dec. 12th.

Week 16
Dec. 10-12

COMPLETE and SUBMIT the IEP Project to Dropbox AND LiveText!
This IEP Project is due by 11:59pm on Dec 12th. This project is worth 150 points. You will lose 75 points if you do not submit it to both your Dropbox and LiveText

COMPLETE EXAM #3

Exam and all remaining assignments (IEP, iLearning certificate) due by Dec 12, 11:59pm
Do not contact the Course Instructor asking for a list of assignments you are missing, or for extended time to turn in assignments. As a Graduate Student, you are responsible for keeping up with your assignments and their due dates. Grades will be posted by noon on Dec. 19th.

Grades will be posted by noon on Dec. 19th

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

Readings


Additional Reading: A book of choice. This book can be purchased or checked out from a library.


This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account.

NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid. If you are purchasing LiveText for the first time this semester, you need to complete the My Cultural Awareness Profile (MCAP) found within your LiveText account within the first month of the semester.

Course Evaluations:

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

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

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

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

**Student Ethics and Other Policy Information:**

**Attendance**
Students are expected to log in and participate in class activities and assignments each week during the semester. Traditional absences do not occur in an online learning module assignment. However, work for each learning module and for quizzes and exams is due by the date stated in the timeline/syllabus and/or in D2L. Activities requiring group participation and/or Discussion Board postings must be submitted within the designated time frame for each module. Students are required to attend all scheduled CHATS. If a student must miss a CHAT, he or she must contact the instructor, reschedule the missed CHAT, and/or complete other assignments in order to receive credit for the CHAT.

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

**Academic Integrity**
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 polity 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 Academic Integrity Policy.

**Withheld Grades Policy**
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 an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average (see Course Grades Policy A-54).

Acceptable Student Behavior

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 (see Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at TExES Registration. 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.

LiveText

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase and the account will be used throughout your program of study. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.
Other Relevant Course Information: Grade Appeals
If you believe there is an error in your final grade, contact the instructor immediately so that your concern can be resolved in a timely manner. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in D2L. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus or course requirements need to be addressed by students when the syllabus is received.