

# **Stephen F. Austin State University**

## **Undergraduate Special Education Program Handbook 2018-2019**

**Accredited, Accessible, Affordable**



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# Undergraduate Special Education Program Handbook

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## VISION

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

## MISSION

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.

- Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.

- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.

- Maintain resources and facilities that allow each program to meet its expected outcomes.

- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.

- Engage in outreach services.

- To address specific needs in the broader community.

- To enhance student learning.

- To instill commitment to service, and To promote the reputation of the University.

- To Conduct research to advance knowledge and to contribute to the common good.

## CORE VALUES

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking

- Life-long learning

- Collaboration and shared decision-making

- Openness to new ideas, to culturally diverse people, and to innovation and change

- Integrity, responsibility, diligence, and ethical behavior

- Service that enriches the community

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## PROGRAM OVERVIEW

The Special Education Program at SFA is housed in the Human Services/Telecommunications Building (HSTC). Faculty offices are on the third floor. Some courses are offered online through D2L Learning System, while others are offered face-to-face with internet enhancements. Numerous school districts in the area cooperate with the program in placing special education teaching candidates for field experiences. A Special Education Advisory Board provides input and feedback to the faculty from practitioners in the field including special education directors, educational diagnosticians, and teachers. The Special Education program at SFA is closely aligned with the mission, goals and values of the Perkins College of Education. Special education programs at SFA are aligned with national standards for beginning special educators and state standards for special education teachers. A performance based assessment system is used in which candidate performance is rated on key assessments in various classes in order to provide data for accreditation and for program improvement.

Students who want to teach Special Education major in Interdisciplinary Studies with a concentration in Special Education. The degree awarded upon completion of the program is a Bachelor of Science in Interdisciplinary Studies (BSIS). The undergraduate program is designed to prepare students for certification as an EC-12 Special Education teacher, meaning the individual can teach all grade levels from Early Childhood through the 12<sup>th</sup> grade.

## PROGRAM ACCREDITATIONS

The College of Education (COE) is fully accredited by the [National Council on Accreditation of Teacher Education](#), and Special Education Program is nationally recognized by the [Council for Exceptional Children](#). All educator preparation programs in the COE are accredited by the State of Texas.

## PROFESSIONAL STANDARDS

The term “standard” is used to describe what a teacher must know and be able to do. The special education program at SFA is aligned with both national and state standards for special education teachers. There are two sets of standards that form the foundation of our program. First, are the national standards set forth by the [Council for Exceptional Children](#) (CEC), the national professional association for special educators. Second, is the Texas State Board for Educator Certification (SBEC) Standards. The SBEC and CEC standards are complimentary to each other and serve to guide the program. Our curriculum has been directly aligned with these standards and we share accountability with our candidates for their performance on the Texas Examination of Educator Standards (TEXES) certification exams in the Accountability System for Educator Preparation (ASEP). Based on an outstanding pass rate, our program is fully accredited by the State.

## CEC STANDARDS FOR BEGINNING SPECIAL EDUCATORS

From: [www.cec.sped.org/Standards](http://www.cec.sped.org/Standards)

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## **Standard 1: Learner Development and Individual Learning Difference**

*Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*

## **Standard 2: Learning Environments**

*Beginning special education professionals 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.*

## **Standard 3: Curricular Content Knowledge**

*Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.*

## **Standard 4: Assessment**

*Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.*

## **Standard 5: Instructional Planning and Strategies**

*Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.*

## **Standard 6: Professional Learning and Ethical Practice**

*Beginning special education professionals 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.*

## **Standard 7: Collaboration**

*Beginning special education professionals 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.*

## **STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR SPECIAL EDUCATION TEACHERS**

**Standard I.** The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

**Standard II.** The special education teacher applies knowledge of professional roles and

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responsibilities and adheres to legal and ethical requirements of the profession.

**Standard III.** The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

**Standard IV.** The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

**Standard V.** The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

**Standard VI.** The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

**Standard VII.** The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

**Standard VIII.** The special education teacher understands assistive technology as defined by state and federal regulations.

**Standard IX.** The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

**Standard X.** The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

**Standard XI.** The special education teacher promotes students' performance in English language arts and reading.

**Standard XII.** The special education teacher promotes students' performance in mathematics.

### SPECIAL EDUCATION PROFESSIONAL ETHICAL PRINCIPLES

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

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- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

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## ADMISSION REQUIREMENTS

Students at SFA are required to apply for admission to the Educator Certification Program when they have filed a degree plan and completed approximately 66 hours. A 2.75 cumulative grade point average (GPA) is required, as well as a 2.75 GPA in Special Education classes. This GPA must be maintained throughout the program. Finally, in order to receive clear admission to the program, students must present acceptable scores on the SAT (1070 total), ACT (23 composite), or another standardized test that indicates mastery of basic skills in Reading, Writing and Mathematics. A criminal background check is also required upon application to the program. Convicted felons are not eligible for admission to the program.

Students interested in the [Special Education Online Degree Completion Program](#) please refer to the Admission Policy and complete the application found on the program website.

## PROGRAM COSTS

Tuition for a typical 12-hour semester in this program will cost approximately \$3600.00 (\$3791.00 for fully online students), excluding textbooks and course fees. Your exact cost may be higher or lower. Stephen F. Austin State University reserves the right to change tuition and fees in keeping with acts of the Texas Legislature or the University Board of Regents. For the most current information regarding tuition and fees, use the [SFA Tuition Calculator](#).

\* Amounts quoted are for Texas residents, 2015 fall semester

## DEGREE REQUIREMENTS

A minimum of 120 hours of specified coursework is required for the BSIS in Special Education degree. Up to 66 semester hours may be transferred from regionally accredited institution on a course-by-course basis as determined by the [Office of Admissions](#). Forty-two (42) semester hours must be taken from SFA, of which 36 hours must be advanced work (300-400 level).

### Core Curriculum (42 hours)

- A. Communication (6 hours)
  - 1. Six hours from: ENGL 1301, SPCH 1315
- B. Mathematics (3 hours)
  - 1. Three hours from: MATH 1350 (more hours are required in another area)
- C. Life & Physical Sciences (6 hours count in core) (2 hours from labs count in major)
  - 1. Six hours from: BIOL 1308, CHEM 1305, GEOL 1303, PHYS 1105, ENVR 1301  
Need to take sciences from different subject areas
- D. Language, Philosophy, and Culture (3 hours)
  - 1. Three hours from: ENGL 2342, 2309, 2332, 2333, 2322, 2327, or 2328
- E. Creative Arts (3 hours)
  - 1. Three hours from: ARTS 1301, 1303, 1304; MUSI 1306; DRAM 1310, 3360; DANC 2303, 3341

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F. American History (6 hours)

1. Six hours from HIST 1301, HIST 1302

G. Government/Political Science (6 hours)

1. Six hours from GOVT 2301, GOVT 2302

H. Social/Behavioral Science (3 hours)

1. Three hours from GEOL 1303

I. Component Area (6 hours)

1. Three hours from ENGL 1302; Three hours from a Foreign Language; SGNL 1301; BUSI 2304; or ENGL 2311

### Support/Pre Major (12 hours)

A. Math and Science

1. Three hours from MATH 1351 and three hours from MATH 1352 or higher
2. Four hours from PHYS 4410; GEOL 4406; or CHEM 3402
3. Two hours from Science labs hours from Core

### Major Requirements for All-Level Special Education Students certified to teach Grades Pre-K through 12th Grade Special Education

Core Curriculum (42 hours): See above

Academic Studies Major (48 hours)

1. Thirty hours from: SPED 4332, 4334, 4338, 4339, 4360, 4361, 4364, 4365, 4366; HDFS 2302
2. Six hours from: READ 3320 and 3330
3. Twelve hours from Support/Premajor: See above

Pre-professional Teacher Education (9 hours): Three hours from SPED 3329; Six hours from ELED 4310, 3330 and 4320

Professional Teacher Education: (18 hours): Twelve hours from SEED 3370, 3372, 4343 and 4250/4250L; six hours from SPED 4242

### Electives

Additional hours to equal **120 hours total**

Degree plans are obtained in the Perkins College of Education [Student Services and Advising Center](#).

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| <b>RECOMMENDED PROGRAM PLAN AND SEQUENCE<br/>FOR SPECIAL EDUCATION MAJORS AND MINORS</b> |   |  |   |
|--|---|--|---|
| <b>YEAR</b>  | <b>FALL</b>   | <b>SPRING</b>  | <b>SUMMER</b>   |
| <b>1</b>   | Advisor Recommended Core Courses  | Advisor Recommended Core Courses   | Advisor Recommended Course Courses  |
| <b>2</b>   | Advisor Recommended Core Courses and/or Support/Premajor Courses<br><br>SPED 3329 Survey of Exceptionalities<br><br>HDFS 2302 Human Growth and Development<br><br>READ 3320 Language and Literacy I   | Advisor Recommended Core and/or Support/Pre Major Courses<br><br>SPED 4366 Assistive Technology for Individuals with Disabilities<br><br>READ 3330 Language and Literacy II<br><br>SEED 3370 Intro to Pedagogy<br><br><b>File degree plan at 45 hours</b><br><br><b>Apply for Educator Certification Program: McKibben 118</b> | SPED 3329 Survey of Exceptionalities<br><br>SPED 4339 Applied Behavior Analysis   |
| <b>3</b>   | SEED 3372 Intro to Pedagogy & Active Learning<br><br>(Must be accepted into Teacher Educator Certification Program)<br><br>SPED 4339 Applied Behavior Analysis<br><br>SPED 4332 Educational Appraisal of Exceptional Children<br><br>SPED 4334 Functional Living Skills for Persons with Disabilities<br><br>SPED 4338 Academic Instruction for Persons with Disability | SEED 3372 Reading & Info Literacy in Secondary Schools<br><br>SPED 4360 Children with Behavioral Disorders<br><br>SPED 4364 Early Childhood Special Education<br><br>SPED 4365 Educational Programming for Students with Autism<br><br><b>File Final Degree Plan</b>   | SPED 4363 Consulting with Parents and Professionals<br><br>SPED 4366 Assistive Technology for Individuals with Disabilities<br><br>Session 1: ELED 3240, 3230, 3250 (6 hours) |
| <b>4</b>   | SEED 4250/4250 Lab Classroom Mgmt & Professional Expectations<br><br>SPED 4361 Practicum in Special Education<br><br><b>Must Pass EC-12 Special Ed TExES Exam</b>   | SPED 4242 Student Teaching in Special Education<br><br>SEED 4343 Synthesis Seminar<br><br><b>Take PPR TExES Exam Graduation</b>  |   |

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|                            |  |  |
|----------------------------|--|--|
| Apply for Student Teaching |  |  |
|----------------------------|--|--|

## MINOR IN SPECIAL EDUCATION REQUIREMENTS

### Option 1: Minor in Special Education - Nonteaching

An 18-hour minor is available for those seeking additional training in working with special populations, but who are not seeking teacher certification. This minor is appropriate for students in programs such as psychology, orientation & mobility, kinesiology, rehabilitation, social work, and those seeking the Bachelors of Applied Arts and Sciences (BAAS) degree. Required courses are: HSRV 1320 and SPED 329, 432, 460, 463, and 464.

### Option 2: Minor in Early Intervention

An 18-hour minor has been developed for students majoring in rehabilitation, speech language pathology, psychology or other related fields who are interested in becoming an [Early Intervention Specialist](#) (EIS) working with infants and toddlers with special needs and their families. Required courses are: SPE 3329, 4363, 4364; TECA 1354; HDFS 3343, 4315. For students majoring in Human Sciences, the minor includes: SPED 3329, 4439, 4334, 4363, 4364, 4365.

## CERTIFICATION REQUIREMENTS

**In order to become a certified Special Education teacher in Texas, an individual must:**

- have earned a bachelor's degree
- demonstrate competency in the basic skills of reading, writing, and mathematics
- completed an approved educator certification program
- complete a field experience
- pass 3 state certification examinations: Content area - #161 EC-12 Special Education TExES, Pedagogy - #160 All-Level Professional Roles and Responsibilities, and an additional content area based on candidate's coursework/interests identified and developed with the program advisor.
- apply to the Texas Education Agency State Board for Educator Certification and be recommended by the certification program or entity.

## TECHNOLOGY REQUIREMENTS

All students in the Educator Certification Program are required to have two **LiveText** accounts. One account supports all required activities in courses and one account will be used for Field Experience/Student Teaching activities. Further information about LiveText will be included in each course syllabus.

Most Special Education courses require that you have access to a reliable computer, smart tablet, and internet connection as well as the following components: webcam/microphone, Microsoft Office software (available at a minimal cost through SFA's [Barnes & Noble Bookstore](#), and a digital camera

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and/or smart phone with video recording capabilities. You will be using recording technology to capture and/or record selected assignments.

### ADMISSION TO EDUCATOR CERTIFICATION PROGRAM

#### Criteria for Admission\*

1. A degree plan with approximately 66 semester hours completed including at least 12 at SFASU. (A degree plan can be filed after completing 45 hours.)
2. An overall GPA and teaching field GPA of at least 2.75 from SFASU is required for admission into the program. The GPAs must be maintained throughout the certification program.
3. A Basic Skills score in reading, written communication, and mathematics must be achieved from one of the following tests or combination thereof:
  - a. THEA
    - i. Reading Score: 245
    - ii. Writing Score: 220
    - iii. Math Score: 230
  - b. Accuplacer
    - i. Reading Score: 83
    - ii. Written Score of 6. Or a score of 5 is acceptable with a minimum sentence score of 80.
    - iii. Math Score: 63
  - c. ACT
    - i. Composite Score: 23
  - d. SAT
    - i. Composite Score: 1070
4. The state mandated criminal background check must be successfully completed.\*\*
5. The policies and procedures listed in the undergraduate initial certification handbook must be read and abided to by students.
6. Students must adhere to the state code of ethics.
7. A one time, non-refundable application fee of \$100 will be charged to the student's my SFA student account.

\*Subject to change by action of the State Board for Educator Certification or by the SFASU Teacher Education Council.

\*\*Students should be aware that the commissioner of education might refuse to issue a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime directly relating to the candidate's duties and responsibilities in the teaching profession.

See [Instructions for Applying to the Educator Certification Program](#)

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## FIELD EXPERIENCES

Students must be admitted to the Educator Certification Program at SFA before enrolling in professional education and field experience courses. The first field experience class is SPED 4361 – **Practicum in Special Education** during the semester prior to student teaching after they have completed all other required Special Education courses. This course requires 45 clock hours in a public school special education classroom. During this experience, our candidates apply what they have learned in their special education classes with students who have exceptional learning needs. In this class candidates complete a data-based instruction project that includes planning and implementing instructional strategies, measuring student learning, and making instructional decisions for students with disabilities.

In the final semester before graduation, candidates are enrolled in SPED 4242 - **Clinical Teaching in Special Education**, which requires 12 weeks of full-time teaching in a partner school district (450 clock hours). Since teachers in Texas are certified to teach at all levels (EC-12), this 12-week experience is split into two assignments – one at the elementary level, and the other at the secondary level. Candidates are directly supervised on-site by a district mentor who is a certified special education teacher with at least 3 years of teaching experience. University mentors communicate frequently with candidates and conduct on-site visits/observations at least 5 times during the semester. Candidates are placed in a variety of settings with special education students who have mild, moderate, or severe disabilities. During the student teaching experience, candidates gradually take responsibility for planning and teaching and have full responsibility for all aspects of the classroom for one to two weeks.

For more information see the [Secondary and All-Level Internship and Student Teaching Handbook](#).

## CERTIFICATION TESTING

After successfully completing requirements, to be eligible for special education certification, candidates must pass the following Texas Examination of Educator Standards (TExES) exams:

- 161 Special Education EC-12
- 160 Pedagogy and Professional Responsibilities (PPR) EC-12

In order to meet the No Child Left Behind “highly qualified” guidelines, candidates must also pass a “content” exam (for example, 191 EC-6 Generalist).

More information is available from the [Office of Assessment and Accountability](#).

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## UNIVERSITY AND PROGRAM POLICIES

### Students with Disabilities

To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify me and outline the accommodation and/or auxiliary aids to be provided. You will then need to schedule a time to meet with me, discuss your accommodations, and I will sign the Special Accommodation Request Form. For more information, visit [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 policy on penalties for cheating and plagiarism.

### Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) 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 Semester Grades Policy (A-54)

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.

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## Grade Appeals

If you believe there is an error in your final grade, contact me 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](#).

## ADVISING POLICIES AND PRACTICES

The Perkins College of Education [Student Services and Advising Center](#) Offers the following functions:

- Tentative Degree Plans- to be filed after 45 hours
- Final Degree Plans - to be filed 2 semester prior to graduation
- Petitions or changes to degree plans
- Change of Majors/Minors
- Filing for Graduation
- Course Substitutions

And houses the following offices:

- Student Teaching
- Assessment and Accountability (TExES)

**Ms. Stephanie Strahl** is the Academic Advisor for Special Education majors. Students must be advised prior to registration each semester. To make an appointment go online to [Make an appointment with your advisor](#). You can also reach her by email: [strahlsn@sfasu.edu](mailto:strahlsn@sfasu.edu)

## PROFESSIONAL ORGANIZATION FOR SPECIAL EDUCATORS

The Student Council for Exceptional Children (SCEC) is a way for interested students to become more involved here at SFA, serving and learning about individuals with exceptionalities as well as the professional field of special education. Students in SCEC engage in a variety of social and professional activities, but most of all they have fun! SCEC is a division of the international organization of THE [Council for Exceptional Children](#) (CEC). CEC, a nonprofit association, accomplishes its mission, which is carried out in support of special education professionals and others working on behalf of individuals with exceptionalities, by advocating for appropriate governmental policies; by setting professional standards; by providing continuing professional development; by advocating for newly and historically under served individuals with exceptionalities; and by helping professionals achieve the conditions and resources necessary for effective professional practice.

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## SPECIAL EDUCATION COURSE DESCRIPTIONS

- **HSRV 1320 Introduction to Human Services.** An introductory course providing an overview of the following programs: deaf and hard of hearing, communication disorders, rehabilitation services, orientation and mobility, visual impairment and special education.
- **SPED 3329 Survey of Exceptionalities.** Introductory course covering the conditions and psychological characteristics of exceptional children.
- **SPED 4332 Educational Appraisal of Exceptional Children.** Fundamental concepts in measurement with emphasis upon the utility of various test and assessment procedures.
- **SPED 4334 Functional Living Skills for Persons with Disabilities.** Addresses issues and procedures in teaching independent living skills to students with disabilities, such as mental retardation, behavior disorders, learning disabilities, physical disabilities and multiple disabilities. Prerequisites: SPED 3329, 4339
- **SPED 4338 Academic Instruction for Persons with Disabilities.** Addresses effective instructional approaches to help students with disabilities such as mental retardation, behavior disorders, and learning disabilities achieve academic goals. Prerequisites: SPED 3329, 4339
- **SPED 4339 Introduction to Applied Behavior Analysis.** Principles of behavior management for classroom and community use with students with disabilities. Prerequisites: SPED 3329
- **SPED 4242 Clinical Teaching in Special Education.** 3-6 semester hours, Senior standing and admission to the Educator Certification Program.
- **SPED 4360 Children with Behavioral Disorders.** Etiology, characteristics and remediation of behavior disorders of children. Capstone course for Special Education. Required of all majors and minors. Prerequisites: SPED 3329
- **SPED 4361 Practicum in Special Education.** Enables the student to apply academic experiences in an instructional setting with supervision prior to the student teaching experience. Students must complete 45 contact hours working with children with special needs. (Capstone course and should be taken the semester prior to student teaching.) Prerequisites: SPED 3329, 4339, 4332, 4334, 4338 and admission to Educator Certification Program.

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- **SPED 4363 Consulting with Parents and Professionals.** Study of family involvement and ways in which a special education teacher can interact positively with the family and collaborate/consult with other concerned professionals. Prerequisites: Admission to Educator Certification Program (except for non-education majors).
- **SPED 4364 Early Childhood Special Education.** Comprehensive overview of the field, including medical aspects of serving children with disabilities, methods, technology, transition and interagency coordination. Prerequisites: SPED 3329.
- **SPED 4365 Educational Programming for Students with Autism.** Overview of etiology, research, characteristics, and program components related to children and youth with autism. Discussion of traditional and current causations with subsequent implications drawn for providing appropriate educational interventions. Prerequisite: SPED 3329.
- **SPED 4366 Assistive Technology for Individuals with Disabilities.** Instruction in the use of technology that enhances learning, functioning and independent living for individuals with disabilities. Focus on both “low-tech” and “high-tech” devices with an emphasis on new technologies.

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## FINANCIAL AID

The [Office of Student Financial Assistance](#) is committed to helping students meet their financial needs. SFA provides graduate students traditional financial assistance in the form of state grants, work-study programs and student loans. To be considered for these funds, an applicant must complete a Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

For priority consideration, applications should be received by the Office of Student Financial Assistance by April 1; however, applications received after this date will be accepted and processed. Once this information is received, graduates will be evaluated for all available funds. Electronic notification of awards will be made within two weeks after receipt of all required documentation. Typically, graduate students qualify for grant funding through the state TPEG and institutional Lumberjack Grant programs, and benefit from elevated federal loan eligibility. For more information or to speak with a counselor, contact the Office of Student Financial Assistance at (936) 468-2403 or e-mail at [www.sfasu.edu/faid](http://www.sfasu.edu/faid).

Dropping courses may result in a reduction of financial aid funds for the current term. In order to receive financial assistance for future terms, you must make Satisfactory Academic Progress and dropping courses will affect your Satisfactory Academic Progress standing. For information concerning this policy, visit the office's Web site above.

[Pell Grants](#)

[Stafford Loans](#)

[Teacher Loan Forgiveness Program](#)

[Community College Transfer Scholarship](#)

[TEACH Grant](#) - Receive up to \$4,000 per year (full time) with a total of \$16,000 for undergraduate study. This grant is available to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

## Undergraduate Special Education Program Handbook

### STEEN LIBRARY

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The library is a member of TexShare, a Texas State College and University Library Consortium. As a member, the library provides students with free in-house and remote electronic searching of almost 100 databases of full-text articles and more than 27,000 e-books. Students can request a TexShare library card, which gives them borrowing privileges when they visit other TexShare participating Texas state college and university libraries.

Steen Library also offers [Distance Education Support](#) for online students.

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### Important Contact Information - SFA Campus Offices

| Office  | Phone         | Fax           | Contact Person & email   | Web address and Physical Address  |
|---|---------------|---------------|--|---|
| <b>Admissions</b>   | (936)468-2504 | (936)468-3849 | Nancy Miller<br><a href="mailto:millernd@sfasu.edu">millernd@sfasu.edu</a>   | <a href="http://www.sfasu.edu/admissions/">www.sfasu.edu/admissions/</a><br>Rusk Bldg.206                                   |
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| <b>Business Office</b>  | (936)468-1000 | (936)468-7213 | <a href="mailto:businessoffice@sfasu.edu">businessoffice@sfasu.edu</a>   | <a href="http://www.sfasu.edu/controller/business_office/">www.sfasu.edu/controller/business_office/</a><br>Austin Bldg 204 |
| <b>Coordinator Undergraduate Special Education</b>  | (936)468-5837 | (936)468-1194 | L. Kathleen Sheriff<br><a href="mailto:specialed@sfasu.edu">specialed@sfasu.edu</a>  | <a href="http://sfaonline.sfasu.edu/specialed/">sfaonline.sfasu.edu/specialed/</a><br>HSTC 303                              |
| <b>Dean, College of Education,</b><br><b>Dr. Judy Abbott</b>                                | (936)468-2901 | (936)468-1457 | Heather Hawkins<br><a href="mailto:hawkinshd@sfasu.edu">hawkinshd@sfasu.edu</a>  | <a href="http://www.education.sfasu.edu">www.education.sfasu.edu</a><br>McKibben 213  |
| <b>Director of Student Advising (for DEGREE PLANS)</b><br><b>BSIS in Special Ed Advisor</b> | (936)468-1741 | (936)468-1577 | Lisa Stone<br><a href="mailto:lstone@sfasu.edu">lstone@sfasu.edu</a><br><br>Stephanie Strahl<br><a href="mailto:strahlsn@sfasu.edu">strahlsn@sfasu.edu</a> | <a href="http://www.sfasu.edu/education/advising">www.sfasu.edu/education/advising</a><br>McKibben 118                      |
| <b>Education Studies Dept., Dr. Brandon Fox, Chair</b>                                      | (936)468-2904 | (936)468-1701 | Nikkie Strahan,<br>Administrative Assistant<br><a href="mailto:strahanns@sfasu.edu">strahanns@sfasu.edu</a>  | <a href="http://www.sfasu.edu/edstudies/">www.sfasu.edu/edstudies/</a><br>ECRC 209  |
| <b>Financial Aid Office</b>   | (936)468-2403 |               |  | <a href="http://www.sfasu.edu/aid/">http://www.sfasu.edu/aid/</a> Austin Bldg 104   |

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| <b>Office of Instructional Technology (OIT)</b><br><b>D2L Support</b>  | (936)468-1919  | (936)468-1308  | <a href="mailto:d2l@sfasu.edu">d2l@sfasu.edu</a>  | Steen Library, 2 <sup>nd</sup> floor   |
| <b>Registrar's Office</b><br><b>Registration</b><br><b>Transcript Request</b><br><b>Graduation Application</b>   | (936)468-2501<br>(936)468-2132<br>(936)468-2501<br>(936)468-2455                             | (936)468-2261<br>(936)468-2261<br>(936)468-2261                | Main Number<br><a href="mailto:tamcmiller@sfasu.edu">tamcmiller@sfasu.edu</a>   | <a href="http://www.sfasu.edu/registrar/">www.sfasu.edu/registrar/</a> Rusk Bldg 204   |
| <b>Office of Educator Certification</b><br><b>Dr. Christina Sinclair,</b><br><b>Associate Dean</b><br><b>Apply for admission</b><br><b>Certification Officer</b><br><br><b>Student Teaching</b><br><b>Office</b> | (936)468-3964<br><br><br><br><br><br><br>(936)468-2903<br><br>(936)468-1740<br>(936)468-1575 | <br><br><br><br><br><br><br>(936)468-1577<br><br>(936)468-1577 | Dr. Christina Sinclair<br><a href="mailto:sinclaircd1@sfasu.edu">sinclaircd1@sfasu.edu</a><br><br><br><br>Kathleen Snyder<br><a href="mailto:snyderke1@sfasu.edu">snyderke1@sfasu.edu</a> | <a href="http://www.education.sfasu.edu/coe/EdCert/McKibben212B">www.education.sfasu.edu/coe/EdCert/McKibben212B</a><br><br><br><br><br><br><br><a href="http://www.sfasu.edu/education/departments/educatorcertification/undergraduatecertification">www.sfasu.edu/education/departments/educatorcertification/undergraduatecertification</a> |
| <b>Testing Services</b>  | (936)468-3958  | (936)468-6638  | Cathy Simkunas<br><a href="mailto:csimkunas@sfasu.edu">csimkunas@sfasu.edu</a>  | <a href="http://www.sfasu.edu/ccs/testing/">www.sfasu.edu/ccs/testing/</a><br>Rusk Bldg 328  |
| <b>TExES Information</b>   | (936)468-1607  | (936)468-1475  | Julie Stadler<br><a href="mailto:stadlerjd@sfasu.edu">stadlerjd@sfasu.edu</a>   | McKibben 212   |