At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.

The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility … Lumberjacks do what is right.

The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>L. Kathleen Sheriff, Ed.D.</th>
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<tbody>
<tr>
<td>Course Time &amp; Location:</td>
<td>DesireToLearn, D2L</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Office Hours: By appointment or Virtual appointment on Tuesday 9:00am – 11am. and Wednesday mornings from 9:00am to 12:00pm noon. Send me an email within d2l of this course to schedule an appointment. You may also use the CHAT tool to speak with me anytime that you notice I’m available online.</td>
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<td>Credits:</td>
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<td>Mailing Address:</td>
<td>Stephen F. Austin State University, Department of Human Services - Kathleen Sheriff, P.O. Box 13019, Nacogdoches, Texas 75962</td>
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</table>
I. Course Description:

This course is designed to provide knowledge and skills to pre-service and in-service teachers, educational diagnosticians, and other school personnel in understanding, planning and implementation of scientifically-validated instruction procedures with students with disabilities. This course is also designed in coordination with the EC-12 Special Education TExES Domains and Competencies. The primary focus will be on the implementation of effective instructional strategies based on scientifically-validated principles. Also, current issues such as specific learning disabilities, inclusion, response to intervention, collaborative consultation, and differing instructional theories will be studied and discussed.

II. Intended Learning Outcomes and its Relationship to the College of Education

This course reflects the following core values of the College of Education:

- 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

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the 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. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Human Services Department.

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

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

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

THECB Core Objectives/Outcomes

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

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

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

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

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

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

Standards Addressed:

CAEP ... Council for the Accreditation of Educator Preparation
Standard 1: Content and Pedagogical Knowledge
Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice

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

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

**Clinical Experiences**

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

**Standard 3: Candidate Quality, Recruitment, and Selectivity**

**Plan for Recruitment of Diverse Candidates who Meet Employment Needs**

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

**Admission Standards Indicate That Candidates Have High Academic Achievement And Ability**

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

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

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.
Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

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

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

Additional Selectivity Factors

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

Selectivity During Preparation

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

Selection At Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

Satisfaction of Employers

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

Satisfaction of Completers

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

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation

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

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

Continuous Improvement

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

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

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

**CEC … Council for Exceptional Children**

**Standard 1: Learner Development & Individual Learning Differences**

**Key Elements**

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

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

**Standard 2: Learning Environments**

**Key Elements**

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

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

**Standard 3: Curricular Content Knowledge**

**Key Elements**

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

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

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

**Standard 4: Assessment**

**Key Elements**

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

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

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

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

**Standard 5: Instructional Planning & Strategies**

**Key Elements**

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

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

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

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

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

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

**Standard 6: Professional Learning & Ethical Practice**

**Key Elements**

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

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

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

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

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

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

**Standard 7: Collaboration**

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

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

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

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

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

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

- Standard 1: Facilitate and inspire student learning and creativity
  a. Promote, support, and model creative and innovative thinking and inventiveness
  b. Engage students in … digital tools and resources
  c. Promote student reflection using collaborative tools …
  d. Model collaborative knowledge construction by engaging … students
- Standard 2: Design and develop digital age learning experiences and assessments
  a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
  b. Develop technology-enriched learning environments …
  c. Customize and personalize learning activities to address students’ diverse learning styles …
  d. Provide students with multiple and varied formative and summative assessments …
- Standard 3: Model digital age work and learning
  a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
  b. Collaborate … using digital tools …
  c. Communicate … using a variety of digital age media and formats
  d. Model and facilitate effective use of current and emerging digital tools
- Standard 4: Promote and model digital citizenship and responsibility
  a. Advocate … use of digital information and technology …
b. Address diverse need of all learners … using digital tools and resources
c. Promote and model digital etiquette and responsible social interactions …
d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

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

SBEC/TExES … State Board of Educator Certification (TExES 161 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 AND READING AND IN MATHEMATICS

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

SPECIAL EDUCATION EC-12 STANDARD I (DOMAIN IV): The special education teacher understands and applies knowledge of the philosophical, historical and legal foundations of special education.

SPECIAL EDUCATION EC-12 STANDARD II (DOMAIN IV): The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

SPECIAL EDUCATION EC-12 STANDARD III (DOMAIN IV): The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

SPECIAL EDUCATION EC-12 STANDARD IV (DOMAIN I): The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

SPECIAL EDUCATION EC-12 STANDARD V (DOMAIN I): The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
SPECIAL EDUCATION EC-12 STANDARD VI (DOMAIN II):
The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

SPECIAL EDUCATION EC-12 STANDARD VII (DOMAIN II):
The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

SPECIAL EDUCATION EC-12 STANDARD VIII (DOMAIN II):
The special education teacher understands assistive technology as defined by state and federal regulations.

SPECIAL EDUCATION EC-12 STANDARD IX (DOMAIN II):
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

SPECIAL EDUCATION EC-12 STANDARD X (DOMAIN II):
The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

SPECIAL EDUCATION EC-12 STANDARD XI (DOMAIN III):
The special education teacher promotes students’ performance in English language arts and reading.

SPECIAL EDUCATION EC-12 STANDARD XII (DOMAIN III):
The special education teacher promotes students’ performance in mathematics.

OUTCOMES:

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).

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 and the Educational Diagnostician Certificate Standards coincide 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.

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:

(A) state and federal regulations relevant to the role of the educational diagnostician;

(B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;

(C) models, theories, and philosophies that provide the basis for special education evaluations;

(D) issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and

(E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The beginning educational diagnostician is able to:

(A) articulate the purpose of evaluation procedures and their relationship to educational programming; and

(B) 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:

(A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;

(B) ethical practices related to assessment and evaluation;

(C) qualifications necessary to administer and interpret various instruments and procedures; and

(D) organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:

(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;

(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;

(C) promote and maintain a high level of competence and integrity in the practice of the profession;

(D) exercise objective professional judgment in the practice of the profession;

(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;

(F) comply with local, state, and federal monitoring and evaluation requirements;

(G) use copyrighted educational materials in an ethical manner; and

(H) 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:

(A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally
responsive manner;

(B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;

(C) 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.

(2) The beginning educational diagnostician is able to:

(A) 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:

(A) 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.

(2) The beginning educational diagnostician is able to:

(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:

(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.

(2) The beginning educational diagnostician is able to:
(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:

(A) 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.

(2) The beginning educational diagnostician is able to:

(A) collaborate with families and other professionals in the assessment and
(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:

(A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

(B) 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;

(C) issues related to the representation in special education of populations that are
culturally and linguistically diverse;

(D) ways in which diversity may affect evaluation; and

(E) strategies that are responsive to the diverse backgrounds and particular
disabilities of individuals in relation to evaluation, programming, and placement.

(2) The beginning educational diagnostician is able to:

(A) apply knowledge of cultural and linguistic factors to make appropriate evaluation
decisions and instructional recommendations for individuals with disabilities; and

(B) 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:

(A) time-management strategies and systems appropriate for various educational
situations and environments;

(B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and

(C) methods for organizing, maintaining, accessing, and storing records and information.

(2) The beginning educational diagnostician is able to:

(A) select, adapt, or design forms to facilitate planning, scheduling, and time
management;

(B) maintain eligibility folders; and

(C) 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:

(A) requirements and procedures for functional behavioral assessment, manifestation
determination review, and behavioral intervention plans;
(B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;

(C) ethical considerations inherent in behavior interventions;

(D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;

(E) social skills needed for school, home, community, and work environments;

(F) strategies for crisis prevention, intervention, and management;

(G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and

(H) 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).

(2) The beginning educational diagnostician is able to:

(A) conduct functional behavioral assessments;

(B) assist in the development of behavioral intervention plans; and

(C) 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:

(A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;

(B) varied learning styles of individuals with disabilities;

(C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;

(D) techniques for modifying instructional methods and materials for individuals with disabilities;

(E) functional skills instruction relevant to transitioning across environments (e.g.,
preschool to elementary school, school to work); 

(F) supports needed for integration into various program placements; and

(G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

(2) The beginning educational diagnostician is able to:

(A) interpret and use assessment and evaluation data for instructional planning; and

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

**Student Learning Outcomes:**

Upon completion of this course students will be able to:
Develop an appropriate curriculum based assessment project that includes a plan for appropriate instruction, progress monitoring, and potential instructional decisions.

**Note:** There is a LiveText Submission Assignment in this course.

**SPE 562 Accountability and Accreditation Assignment (LiveText submission assignment):** Curriculum-Based Assessment Project.

**Student Learning Objectives:**

1. Know and understand learning environments that are responsive to the strengths and needs of learners with disabilities and that enhance their transition readiness. (Texas Standards PBIC 6.2K)

2. Know curricula and instruction that fosters student learning, achievement, and competence in current and future environments. (Texas Standards PBIC 10.1K)

3. Understand and know the role of assessment information in making recommendations about educational programming that responds to learners including those from culturally and/or linguistically diverse backgrounds identified needs enhancing their educational functioning in appropriate placement with appropriate intervention strategies. (Texas Standards PBIC 5.5S, 5.10S, 10.3K; Diag IV2A)

4. Know and use methods of classroom assessment and use various types to enhance instruction including: observational, curriculum based, criterion-based, and norm-referenced. Also, discuss how to use both formal and informal assessment data results
and interpretations of scores to enhance knowledge about instruction and monitor daily progress for students with disabilities. (Texas Standards PBIC 5.6S, 5.10S, 5.8K; Diag IV2B)

5. Understand the importance of data-based instruction and how it is used to promote student learning and teacher effectiveness by sequencing, implementing, evaluating, measuring student progress toward individual learning goals. (Texas Standards PBIC 10.1S)

6. Identify factors that influence techniques for modifying instructional methods and materials based on differing learning styles, instructional, compensatory, and remedial methods, techniques, and maintenance of learned skills. (Texas Standards PBIC 10.1K, 10.3K, 10.7S)

7. When given a variety of classroom situations which include academic and social difficulties, students will analyze and prescribe use of effective, research-based strategies and practices to meet the needs of individual students. (Texas Standards PBIC 10.2S)

8. Know and define component elements (stages of literacy development in various contexts, word analysis skills, reading fluency and comprehension importance) used to promote academic performance in reading/language arts. (Texas Standards PBIC 11.4K, 11.5K, 11.6K, 11.7K, 11.5S).

9. Know how children learn and develop mathematical skills, procedures, and concepts, define component elements, mathematical methods and strategies appropriate for teaching reasoning, solving problems, generalize math connections, and math communication used to promote academic performance in math (Texas Standard PBIC 12.1K, 12.2K).

10. Identify appropriate instructional materials appropriate for the instruction of reading/language arts and mathematics including how to interpret, analyze, evaluate, and provide visual images and messages in various media and technologies for students with disabilities. (Texas Standard PBIC 11.9K).

11. Know and understand individualized assessment strategies such as authentic, contextual and curriculum-based assessment for instruction and interpret and use assessment and evaluation data for instructional planning for individual student needs (Texas Standards Diag X1G and X2A).

For additional information on meaningful and measurable learning outcomes see the assessment resource page: http://www.sfasu.edu/assessment/index.asp

III. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments and deadlines, video recording of some assignments, offline reading assignments and projects, online reading and participation in using web pages, e-mail, discussion boards, and/or Collaborate sessions.
**Quizzes:** These will consist of essays, multiple-choice, true/false, and short answer items. You may want to make sure you take quizzes from a computer with high-speed access. Quizzes will be available for several days and will open at 6:00 am for each weekly module and stay available until 11:59 pm on last day of module availability for your convenience.

**Discussions:** You will participate in discussions throughout the semester. You will be graded on the quality of your thoughtful contributions and responses within each discussion. You are to respond to at least 2 peer posts in each discussion.

**Activities:** You will complete 3 major video-recorded activity assignments over the course of the semester. Activity assignments will be worth 100 points. Each assignment will be graded on the quality of your work. These activities will require individuals to have access to video recording capabilities such as an iPhone or Pocket Camera which creates an mpeg.file that easily transfers to your computer's hard drive. If you already possess a high-quality video camera, then you may use this device to capture your testing sessions. The MacIntosh Netbook software is called IMovie and the Windows software is called Windows Movie Maker. The directions for these "movie" programs are pretty easy to follow. MPEG, CD-R, or DVD-R recordings will be accepted for credit. Be sure that your testing session recorded and saved appropriately before you submit your assessment for grading. You will upload your video files to the course Dropbox. If your video will not play in the course Dropbox for the professor, then you will be required to mail your saved videos on a jumpdrive or DVD-R. The address for mailing these videos is at the beginning of the course syllabus.

**Projects:**

**NOTE: Major Curriculum Based Assessment (CBM) Project with required LiveText submission!**

IV. Evaluations and Assessments (Grading):

Quizzes: (8 @ 25 points) 200 points

Module Discussion Board Postings: (8 @ 25 points) 200 points

Bio Discussion Posting: (1 @ 25 points) 25 points

3 Video Activities: (1 reading and 2 math @ 100 points each) 300 points. These Note: Failure to submit the Curriculum-Based Assessment assignment in LiveText will result in a point loss (60 points) for this assignment.

DropBox: STAAR Mathematics Tests: (2 @ 25 points each) 50 points

Course Evaluation Survey Participation: 25 points

**Total Points Possible: 800 points**

Grading scale (% of total scored items):

A = 89.5% +
Dr. Sheriff: SPE 562.501 Course Timeline

Spring 2018

The *best plan* Timeline below shows the semester assignments outlined by weeks. Plan your time wisely in order to follow this best plan for course completion.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>CEC PLOs</th>
<th>PCOE SLOs</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week 1: 1/16-1/21/18 (Short Week: Begins Tuesday)** | ISTE: 4.c, 4.d | | **Getting Started Module**
Read Content Pages
Take D2L Tutorials if you need support with our online D2L system. You will find support on your home page in D2L once you log in.
Post Your Bio Introduction Discussion
Make sure to let me know what CertifyTeacher software to order for you this semester.
Read Syllabus particularly paying attention to the Timeline for assignments.
Make sure your LiveText account is active. You will need to submit some LiveText assignments to it this semester.
Take Syllabus Quiz
**All Module 1 Assignments Due Sunday 1/21/18** |
| Week 2: 1/22-1/28/18 | CEC 1,3 | ISTE: 1  
| | | INTASC: 7 & 8  
| | | SBEC: Standard  
| | | I Dom: IV  
| | | Diag: I, IX, X  
| | | **Module 2**  
| | | Read all Content pages Module 2  
| | | Foundations of Effective Instruction: Read Chapter 2 of Polloway text.  
| | | Read Chapters 1 & 2 of Essentials text.  
| | | Post Discussion  
| | | Take Module 2 Quiz  
| | | **All Module 2 Assignments Due by 1/28/18 at 11:59PM**  
| Week 3: 1/29-2/4/18 | CEC 1,3 | ISTE: 1  
| | | INTASC: 4 & 5 & 9  
| | | SBEC: Dom: III  
| | | Standard XI  
| | | Diag: V, VI, IX, X  
| | | **Module 3**  
| | | Read all Content Pages  
| | | Spoken Language: Read Chapter 5 of Polloway text.  
| | | Read Chapter 3 of Essentials text  
| | | Post Discussion  
| | | Take Quiz over Module 3  
| | | **All Module 3 Assignments Due by 2/4/18 at 11:59PM**  
| Week 4: 2/5-2/11/18 | CEC 1,3 | ISTE: 1  
| | | INTASC: 4 & 5 & 9  
| | | SBEC: Dom: III  
| | | Standard XI  
| | | Diag: V, VI, IX, X  
| | | **Module 4**  
| | | Read all Content Pages  
| | | Reading: Word Recognition: Read Chapter 6 of Polloway text.  
| | | Read Chapter 4 of Essentials text  
| | | Take Module 4 Quiz  
| | | Post Discussion  
| | | **All Module 4 Assignments due by 2/11/18 at 11:59PM**  
| Week 5: 2/12-2/18/18 | CEC 1,3 | ISTE: 1  
| | | INTASC: 4 & 5 & 9  
| | | SBEC: Dom III, Standard XI  
| | | Diag: V, VI, IX, X  
| | | **Module 5**  
| | | Read all Content Pages  
| | | Reading: Comprehension: Read Chapter 7 of Polloway text.  
| | | Read Chapter 5 of Essentials text  
| | | Post Discussion  
| | | Module 5 Quiz  
| | | **All Module 5 Assignments Due by 2/18/18 at 11:59PM**  


<table>
<thead>
<tr>
<th>Week 6:</th>
<th>CEC 4 &amp; 5</th>
<th>ISTE: 2 &amp; 3</th>
<th>Module 6</th>
</tr>
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<tbody>
<tr>
<td>2/19-2/25/18</td>
<td></td>
<td>INTASC: 6 &amp; 7</td>
<td>Read all Content Pages</td>
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<tr>
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<td>SBEC: Standard Dom I</td>
<td>Curriculum Based Measurement</td>
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<td>Diag: IV, V, VI, X</td>
<td>Follow Directions for LiveText CBM Project</td>
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<td>This project includes a video-recorded piece to the assignment</td>
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<tr>
<th>Week 7:</th>
<th>Module 6 Continued</th>
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<tbody>
<tr>
<td>2/26-3/4/18</td>
<td>All Module 6 Assignments Due Next Week by 3/11/18 at 11:59PM</td>
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<thead>
<tr>
<th>Week 8:</th>
<th>Module 6 Continued &amp; Completed!!</th>
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<tbody>
<tr>
<td>3/5-3/11/18</td>
<td>Follow Submission Directions in Content Pages for CBM Project</td>
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<td>Submit also to LiveText! This is required!</td>
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<td>NOTE: Project will not be graded in the course until it has been submitted to LiveText!</td>
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<td>NOTE: Failure to submit to LiveText will result in a zero for this assignment!</td>
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<td>Project Due to both course and LiveText by 3/11/18 at 11:59pm</td>
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<tr>
<th>Week 9:</th>
<th>Spring Break!</th>
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<tr>
<td>3/13-3/19/18</td>
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<tr>
<th>Week 10:</th>
<th>CEC 1, 3, 4, 5</th>
<th>ISTE: 1</th>
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<tr>
<td></td>
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<td>SBEC: Dom: III Standard XI</td>
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<td>Diag: V, VI, IX, X</td>
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<tr>
<td></td>
<td>Module 7</td>
<td>Read all Content Pages</td>
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<td>Written Language: Read Chapter 8 in Polloway text</td>
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<td>Read Chapters 8 &amp; 9 in Essentials text</td>
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<td>Post Discussion</td>
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<td>Take Quiz over Module 7</td>
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<tr>
<th>Week 11:</th>
<th>Module 7 Continued &amp; Completed</th>
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<tbody>
<tr>
<td>3/26-4/1/18</td>
<td>All Module 7 assignments are due 4/1/18 by 11:59pm</td>
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<tr>
<th>Week 12:</th>
<th>ISTE: 1-3</th>
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<tr>
<td>Date</td>
<td>CEC</td>
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<td>4/2-4/8/18</td>
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<td>Week 13:</td>
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<td>4/9-4/15/18</td>
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<td>Week 14:</td>
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<td>Week 15:</td>
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<td>4/23-4/29/18</td>
<td>6 &amp; 7</td>
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<td>Week 16</td>
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<td>4/30-5/6/18</td>
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**VI. Readings**

Required readings will be provided within modules and/or on the course homepage.
Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word. You will also need to have access to a digital camera and have video recording capabilities (e.g., Webcam, digital-video camera, or a smart phone) and access to an iPad or Android tablet or smart phone to view AT apps.

Two Required Textbooks:


Recommended Text for Graduate Writing: APA Writing Manual:


LiveText Information: If you have any questions about obtaining or registerig your LiveText account for courses requiring LiveText submissions, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within Live Text account, may result in course failure. If you have already purchased LiveText, you will use that account and do not need to buy it again. NOTE: There is a Livetext submission requirement for assignments in this course this semester.

VII. 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. You will receive a participation grade for participating in the course evaluation survey.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and excused Absence: Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

Academic Accommodation for Students with Disabilities: Policy 6.1 & 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, (936) 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Academic Integrity

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

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assignment; 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 one’s own. Examples of plagiarism include, but are not limited to:

(1) Submitting an assignment as if it were one’s own work when it is at least partly the work of another person
(2) Submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or,
(3) Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

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

Student Appeals

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

Withheld Grades: Policy 5.5

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

Student code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the 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 iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at: (936)-468-2703

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 www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
4. For further information concerning this matter, contact Katie Martin at 936-468-1740 or: snyderke1@sfasu.edu.

IX. Other Relevant Course Information

Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances
so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in d2l as a News page item for the course. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.
At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

**The Principle of Respect** … Lumberjacks command respect and treat others with respect.

**The Principle of Caring** … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

**The Principle of Responsibility** … Lumberjacks do what is right.

**The Principle of Unity** … Lumberjacks are loyal to their friends, family, university, state and country.

**The Principle of Integrity** … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

### Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>L. Kathleen Sheriff, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Time &amp; Location:</td>
<td>DesireToLearn, D2L</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Office Hours: By appointment or Virtual appointment on Tuesday &amp; Wednesday mornings from 9am – 12:00pm. Send me an email within d2l of this course to schedule an appointment. You may also use the CHAT tool to speak with me anytime that you notice I’m available online.</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>(936) 468-1194</td>
</tr>
<tr>
<td>Credits:</td>
<td>3 semester hours, graduate credit</td>
</tr>
<tr>
<td>Fax:</td>
<td>(936) 468-5837 Attn: Kathleen Sheriff, Ed.D.</td>
</tr>
<tr>
<td>E-mail:</td>
<td>Please use D2L course e-mail for all course communication purposes.</td>
</tr>
<tr>
<td>Mailing Address</td>
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<td>Prerequisites:</td>
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Sheriff, L.K.
SPE 564.501-201720
Spring 2017

I. Course Description:

This course is for instruction in the use of technology that enhances learning, functioning and independent living for individuals with disabilities. Focus is on both low-tech and high-tech supports with an emphasis on new technologies.

II. Intended Learning Outcomes and its Relationship to the College of Education

This course reflects the following core values of the College of Education:

• 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

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the 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. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Human Services Department.

**Commitment to Diversity** …

The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.
c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

THECB Core Objectives/Outcomes

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

Standards Addressed:

CAEP … Council for the Accreditation of Educator Preparation
Standard 1: Content and Pedagogical Knowledge

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

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

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

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

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

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation

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

Clinical Educators

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

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

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

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

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

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.
The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

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

Additional Selectivity Factors

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

Selectivity During Preparation

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

Selection At Completion

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

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.
Standard 4: Program Impact

**Impact on P-12 Student Learning and Development**

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

**Indicators of Teaching Effectiveness**

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

**Satisfaction of Employers**

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

**Satisfaction of Completers**

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

Standard 5: Provider Quality Assurance and Continuous Improvement

**Quality and Strategic Evaluation**

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

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

**Continuous Improvement**

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

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

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

CEC … Council for Exceptional Children
Standard 1: Learner Development & Individual Learning Differences

Key Elements
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

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

Standard 3: Curricular Content Knowledge

Key Elements
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

Key Elements
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

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

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

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

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

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

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning & Ethical Practice

Key Elements

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

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

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

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

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

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration

Key Elements

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

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

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

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

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

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

- Standard 1: Facilitate and inspire student learning and creativity
  - a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in … digital tools and resources
  - c. Promote student reflection using collaborative tools …
  - d. Model collaborative knowledge construction by engaging … students
- Standard 2: Design and develop digital age learning experiences and assessments
  - a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
  - b. Develop technology-enriched learning environments …
  - c. Customize and personalize learning activities to address students’ diverse learning styles …
  - d. Provide students with multiple and varied formative and summative assessments …
- Standard 3: Model digital age work and learning
  - a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
  - b. Collaborate … using digital tools …
  - c. Communicate … using a variety of digital age media and formats
  - d. Model and facilitate effective use of current and emerging digital tools
- Standard 4: Promote and model digital citizenship and responsibility
  - a. Advocate … use of digital information and technology …
  - b. Address diverse need of all learners … using digital tools and resources
  - c. Promote and model digital etiquette and responsible social interactions …
  - d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools
- Standard 5: Engage in professional growth and leadership
a. Participate in local and global learning … explore creative applications of technology …  
b. Exhibit leadership by demonstrating a vision of technology infusion …  
c. Evaluate and reflect on current research and professional practice …  
d. Contribute to … teaching profession … school and community

SBEC/TExES … State Board of Educator Certification (TExES 161 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 AND READING AND IN MATHEMATICS

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

SPECIAL EDUCATION EC-12 STANDARD I (DOMAIN IV): The special education teacher understands and applies knowledge of the philosophical, historical and legal foundations of special education.

SPECIAL EDUCATION EC-12 STANDARD II (DOMAIN IV): The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

SPECIAL EDUCATION EC-12 STANDARD III (DOMAIN IV): The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

SPECIAL EDUCATION EC-12 STANDARD IV (DOMAIN I): The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

SPECIAL EDUCATION EC-12 STANDARD V (DOMAIN I): The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

SPECIAL EDUCATION EC-12 STANDARD VI (DOMAIN II): The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

SPECIAL EDUCATION EC-12 STANDARD VII (DOMAIN II): The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
SPECIAL EDUCATION EC-12 STANDARD VIII (DOMAIN II):
The special education teacher understands assistive technology as defined by state and federal regulations.

SPECIAL EDUCATION EC-12 STANDARD IX (DOMAIN II):
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

SPECIAL EDUCATION EC-12 STANDARD X (DOMAIN II):
The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

SPECIAL EDUCATION EC-12 STANDARD XI (DOMAIN III):
The special education teacher promotes students’ performance in English language arts and reading.

SPECIAL EDUCATION EC-12 STANDARD XII (DOMAIN III):
The special education teacher promotes students’ performance in mathematics.

OUTCOMES:

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).
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 and the Educational Diagnostician Certificate Standards coincide 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.

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:

(A) state and federal regulations relevant to the role of the educational diagnostician;

(B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;

(C) models, theories, and philosophies that provide the basis for special education evaluations;

(D) issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and

(E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The beginning educational diagnostician is able to:

(A) articulate the purpose of evaluation procedures and their relationship to educational programming; and

(B) 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:

(A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
(B) ethical practices related to assessment and evaluation;

(C) qualifications necessary to administer and interpret various instruments and procedures; and

(D) organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:

(A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;

(B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;

(C) promote and maintain a high level of competence and integrity in the practice of the profession;

(D) exercise objective professional judgment in the practice of the profession;

(E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;

(F) comply with local, state, and federal monitoring and evaluation requirements;

(G) use copyrighted educational materials in an ethical manner; and

(H) 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:

(A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;

(B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;

(C) 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.

(2) The beginning educational diagnostician is able to:

(A) 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:

(A) 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.

(2) The beginning educational diagnostician is able to:

(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:

(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.

(2) The beginning educational diagnostician is able to:

(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:

(A) 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.

(2) The beginning educational diagnostician is able to:

(A) 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:

(A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

(B) 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;

(C) issues related to the representation in special education of populations that are culturally and linguistically diverse;

(D) ways in which diversity may affect evaluation; and

(E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The beginning educational diagnostician is able to:
(A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and

(B) 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:

(A) time-management strategies and systems appropriate for various educational situations and environments;

(B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and

(C) methods for organizing, maintaining, accessing, and storing records and information.

(2) The beginning educational diagnostician is able to:

(A) select, adapt, or design forms to facilitate planning, scheduling, and time management;

(B) maintain eligibility folders; and

(C) 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:

(A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;

(B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;

(C) ethical considerations inherent in behavior interventions;

(D) teacher attitudes and behaviors that influence the behavior of individuals with
(E) social skills needed for school, home, community, and work environments;

(F) strategies for crisis prevention, intervention, and management;

(G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and

(H) 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).

(2) The beginning educational diagnostician is able to:

(A) conduct functional behavioral assessments;

(B) assist in the development of behavioral intervention plans; and

(C) 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:

(A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;

(B) varied learning styles of individuals with disabilities;

(C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;

(D) techniques for modifying instructional methods and materials for individuals with disabilities;

(E) functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);

(F) supports needed for integration into various program placements; and

(G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

(2) The beginning educational diagnostician is able to:
(A) interpret and use assessment and evaluation data for instructional planning; and

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

**Student Learning Outcomes:**

Upon completion of this course students will be able to:

1. Know the rationale for early intervention and is able to explain the importance of early intervention, state and federal regulations relevant to the role of the diagnostician, laws and legalities related to assessment and evaluation, issues, assurances, due process rights related to evaluation, eligibility and placement in the least restrictive environment within a continuum of services. (ISTE: 2c, 4b, 5a, 5b; INTASC: 6,7; SBEC: Domain I-Standard V; CEC: 4.1; Texas Standards Diag I1A, I1B, I1D)

2. Know and understand models, theories, and philosophies that provide the basis for special education evaluations such as play-based, motor, sensory, speech, and early intervention and their relationship to educational programming. (Texas Standards Diag I1C, I2A)

3. Understand the similarities and differences between statewide Early Childhood Intervention programming and Pre-school Programs for Children with Disabilities in public schools. (ISTE: 2a,2c,2d, 4a,5c,5d; INTASC: 9,10; SBEC: Domain II-Standard VIII; CEC: 6.1,6.2; Texas Standards PBIC 9.2K)

4. Recognize the effects of developmental impairments on a child’s ability to interact with others and the environment. (ISTE: 1c,3b,5a,5b,5c,5d; INTASC: 10; CEC: 7.1,7.2,7.3, Texas Standards PBIC 4.2K)

5. Understand the importance of sensory integration for children with disabilities. ISTE: 2a,2c,2d, INTASC: 9,10; CEC: 6.1,.6.2,6.3,6.4)

6. Become familiar with a variety of procedures and instruments to assess within the requirements of laws, rules, and regulations, and local district policies and procedures in the evaluations of functional levels, strengths, and needs of young children (including play based assessment). ISTE: 2a,2b,2c,2d,4b, INTASC: 3,6, SBEC: Domain I-Standard IV, CEC: 1.1,1.2,4.1,4.2,4.3,4.4; Texas Standards Diag I2B, V2C)

7. Use various types of screening, prereferral, RTI referral, eligibility assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need including participation in Child Find activities (Texas Standards Diag V1C, V1I)

8. Know and identify curricula for the development of motor, cognitive, academic, social, language, affective, functional skills and supports needed for integration into various program placements for children with disabilities (Texas Standards Diag X1C, X1F)
9. Use assessment and evaluation information to plan individualized programs, establish measurable annual goals and objectives, and make instructional decisions that result in appropriate services for children with disabilities, including those from culturally and/or linguistically diverse backgrounds. (Texas Standards Diag IV2A)

10. Understand the concept of family centered practices with respect to families' values, language, and culture. Know how to identify strengths and coping strategies in families. Know approaches and strategies for working with families with young children with disabilities and strategies to help parents/guardians address their concerns. (ISTE: 1c,3d,4b,4d, INTASC: 10, SBEC: Domain II-Standard VI, CEC: 4.1; Texas Standards Diag III1B; Texas Standards PBIC 4.11K)

11. Know the purpose, importance, and limitations of early identification, referral, and screening for young children with disabilities. (ISTE: 1a,1c,1b,2b,5c, INTASC: 1,2,4,5,8,9, SBEC: Domain II-Standards XI & XII; CEC: 1.1, 5.1,5.2,5.3,5.4,5.5,5.6,5.7, 7.1,7.2; Texas Standards PBIC 1.7K, 5.7K, Texas Diag VI1I)

12. Be familiar with current models of inclusion and its impact on young children with disabilities. (ISTE: 1c,1d,2a,3b, 5a,5b,5d; INTASC: 6,7,8; SBEC: Domain II-Standard IX; CEC: 1.1,1.2,2.1,2.2; Texas Standards Diag X1F)

13. Know the required content and elements of Individualized Family Service Plans (IFSP) and how to integrate information identified by families about a child’s functioning, strengths, needs, and outcomes. Know the required content of Individualized Education Plans (IEPS’s) for children ages 3-5. (ISTE: 1a,2a,3a,3b,3c,3d,4b,4d; INTASC: 1,4,5,6,8; SBEC: Domain I-Standard V, Domain III-Standard XI; CEC: 3.3, 4.1,4.2; Texas Standards PBIC 9.2K)

14. Become familiar with interdisciplinary teamwork and the roles of ECI and PPCD team members. (Advanced Preparation CEC: 7.0,7.1,7.2,7.3) Texas Standards PBIC 3.4K, 3.5K, Texas Diag III2B)

15. Know Texas ECI requirements for procedural safeguards, policies on services in natural environments, service coordination requirements, and required procedures for transitioning children and families from ECI programs. (Advanced Preparation CEC 3.0, 3.1, 3.2, 3.3; Texas Standards 1.9K, Texas Diag I1B)

16. Be familiar with services offered and curricula used in ECI and PPCD programs. (Advanced Preparation CEC 2.0, 2.1, 2.2; Texas Standards 6.5K, Texas Diag X1C)

17. Know and be familiar with collaboration and team communication strategies for developing education programs for children with disabilities including roles of parents/guardians, school community professionals available to families of young children with disabilities. (Advanced Preparation CEC 7.0, 7.2, 7.3; Texas Standards PBIC 1.10K, 3.3K, Texas Diag III1B, III1C, III1D)

18. Understand applications of technology for young children with disabilities. (Advanced Preparation CEC 3.4; Texas Standards PBIC 8.6K)

19. Be familiar with behavioral strategies and compliance programs for young children with special needs. (Advanced Preparation CEC 5.0, 5.3, 5.4, 5.5; Texas Standards PBIC 4.11K)
20. Understand that culture and poverty impact the service provider/family & home relationship. (Advanced Preparation CEC 3.0, 3.2, 5.0, 5.2)
21. Know the types of information generally available from parents/guardians, school officials, the legal system, and community service agencies (Texas Standards PBIC 3.4K)
22. Know and understand the collaborative and/or consultative roles of special education teachers with administrators, paraprofessionals, related service providers and other school and community personnel in the integration of individuals with disabilities into general education settings (Texas Standards PBIC 3.5K)

III. Course Activities, Assignments, Instructional Strategies, use of Technology:

The format for this course includes scheduled online assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, and may include technology apps for smart phones, iPads, Androids, website software products, and Collaborate chat. Assessment of course content will be conducted via scheduled online quizzes, discussion postings, projects, writing assignments, and mastery exams for teacher certification students.

IV. Evaluation and Assessments (Grading):

Online Assignments, Quizzes, and Exams:

Module Chapter Quizzes (230 points)

Three Online Exams (300 points)

Two Online Discussions (60 points)

Dropbox Module Assignments (180 points)

Project: Early Childhood Environment Rating Scale (200 points)

Online Course Evaluation Survey (30 points)

Total Possible Points = 1000 points

Grades determined using the following scale:

A = 90% of all possible points
B = 80% of all possible points
C = 70% of all possible points
Quizzes: These will consist of essays, multiple-choice, true/false, and short answer items. You may want to make sure you take quizzes from a computer with high-speed access. Quizzes will be available for several days and will open at 6:00 am and stay available until 11:59 pm on last day of module availability for your convenience. Quizzes, Discussions, Project, and Assignments are listed in your course timeline.

V. Course Timeline

Dr. Sheriff: SPE 564.501 Course Timeline

Spring 2017

The best plan Timeline below shows the semester assignments outlined by weeks. Plan your time wisely in order to follow this best plan for course completion.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>CEC PLOs</th>
<th>PCOE SLOs</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 1/17-1/22/17</td>
<td>ISTE: 4.c, 4.d</td>
<td></td>
<td>Getting Started Module&lt;br&gt;Complete all the components of the Getting Started Module; Post your Bio in Discussions-&lt;br&gt;Respond to at least 2 peer postings; Read and print course syllabus and Timeline; Take syllabus quiz&lt;br&gt;All Module 1 Assignments Due by 1/22/17 at 11:59PM</td>
</tr>
<tr>
<td>Week 2: 1/23-1/29/17</td>
<td>6.1, 6.2</td>
<td>ISTE: 2.d, 4a, 5.c, 5.d&lt;br&gt;INTASC: 9&lt;br&gt;SBEC: Dom IV-II&lt;br&gt;Diag I &amp; II</td>
<td>UNIT 1 Begins&lt;br&gt;Module 1 Foundations of Early Childhood Special Education; origins &amp; development, compensatory programs&lt;br&gt;Read textbook Chapter 1; Take Chapter 1 Quiz&lt;br&gt;Texas Head Start Association Assignment&lt;br&gt;NAEYC website review&lt;br&gt;DEC in CEC website review&lt;br&gt;All Module 1 Assignments Due by 1/29/17 at 11:59PM</td>
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<tr>
<td>Week 3: 1/30-2/5/17</td>
<td>2.1, 2.2, 2.3</td>
<td>ISTE: 2c&lt;br&gt;INTASC: 2, 3, 4, 5</td>
<td>Module 2 Context of Early Childhood Special Education; terminology, definitions, litigation, ecological perspectives, importance of early</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>SBEC: Dom II-X Diag IV, VI</td>
<td>Intervention</td>
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<tr>
<td>All Module 2 Assignments Due by 2/5/17 at 11:59PM</td>
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<tr>
<td>Week 4: 2/6-2/12/17</td>
<td>7.1, 7.2, 7.3</td>
<td>ISTE: 1.c, 3.b, 5.a, 5.b, 5.c, 5.d INTASC: 6, 7 SBEC: Dom I-V Diag V, VI</td>
<td>Begin Module 3 Family-Based Early Childhood Services; Changing American Family, Family Systems Theory, Cultural Responsiveness, Effective Communication and Professionalism in Family Relationships</td>
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<tr>
<td>Week 5: 2/13-2/19/17</td>
<td>4.1</td>
<td>ISTE: 2.c, 4.b, 5.a, 5.b INTASC: 6, 7 SBEC: Dom I-V Diag V, VI</td>
<td>Module 3 Continued</td>
</tr>
<tr>
<td>Week 6: 2/20-2/26/17</td>
<td>6.1, 6.2, 6.3, 6.4</td>
<td>ISTE: 2.a, 2c, 2, d, INTASC: 9, 10 SBEC: Dom II-VIII Diag I</td>
<td>Unit 2 Begins Services in Texas Content Pages</td>
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<tr>
<td>Week 7: 2/27-3/5/17</td>
<td>3.3, 4.1, 4.2</td>
<td>ISTE: 3a, 3b, 3c, 3d INTASC: 1, 6, 7, 8 SBEC: Dom I-V Diag X</td>
<td>Module 5 Service Delivery &amp; Early Childhood Intervention for Young Children with Disabilities; Inclusion/Service Delivery Models/Teaming/Collaboration/Individualized Programming/Transition Services</td>
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<tr>
<td>Week 8:</td>
<td>3.3</td>
<td>ISTE:</td>
<td>Module 5 Continued</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignments and Activities</td>
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<td>9</td>
<td>3/13-3/19/17</td>
<td>Transition Planning Exam 2 (Chapters 4-5)</td>
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<td>All Module 5 Assignments Due by 3/12/17 at 11:59PM</td>
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<td>Assignment Classroom Transitions</td>
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<td>Have a Wonderful Spring Break!!!</td>
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<td>10</td>
<td>3/20-3/26/17</td>
<td>Unit 3 Begins</td>
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<td></td>
<td>Begin Module 6 Curriculum for Young Children with Disabilities (curriculum models)</td>
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<td>Read textbook Chapter 6; Take Chapter 6 Quiz</td>
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<tr>
<td>11</td>
<td>3/27-4/2/17</td>
<td>Module 6 Continued</td>
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<td>Assignment Pre-K Curricula</td>
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<td>National Early Childhood Outcomes &amp; Texas Pre-K Alignment Document</td>
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<td>All Module 6 Assignments Due by 4/2/17 at 11:59PM</td>
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<tr>
<td>12</td>
<td>4/3-4/9/17</td>
<td>Begin Module 7 Designing Learning Environments for Young Children with Disabilities</td>
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<td>Read textbook Chapter 7; Take Chapter 7 Quiz; Discussion Case Study</td>
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<td>Early Childhood Environment Rating Scale Project Begins</td>
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<td>All Module 7 Assignments Due by 4/9/17 at 11:59PM</td>
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<tr>
<td>13</td>
<td>4/10-4/16/17</td>
<td>Module 8 Adapting Learning Environments for Young Children with Disabilities;</td>
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<td>Read textbook Chapter 8; Take Chapter 8 Quiz, Assignment Adaptations for Young Children</td>
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<td>All Module 8 Assignments Due by 4/16/17 at 11:59 PM</td>
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<tr>
<td>Week 14: 4/17-4/23/17</td>
<td>1.1</td>
<td>1.2</td>
<td>ISTE: 1b,2c,3a, 4a, 4d</td>
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<td></td>
<td>5.1</td>
<td>5.2</td>
<td>INTASC: 7, 8 Diag V,VI, VII</td>
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<td></td>
<td>5.3</td>
<td>5.4</td>
<td>INTASC: 1,2 SBEC: Dom I-IV Diag: VI,X</td>
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<td>7.1</td>
<td>7.2</td>
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<tr>
<td>Week 15: 4/24-4/30/17</td>
<td>1.1</td>
<td>1.2</td>
<td>ISTE: 1c, 1d, 2a, 3b, 5b, 5d</td>
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<tr>
<td></td>
<td>2.1</td>
<td>2.2</td>
<td>INTASC: 6, 7, 8,9,10 SBEC: Dom II-IX Diag: II-X</td>
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<td>2.3</td>
<td>4.1</td>
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<td>Week 16: 5/1-5/7/17</td>
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**VI. Readings**

Some required readings will be provided within modules and/or on the course homepage.

**Required: Textbooks:**


Recommended: APA Writing Manual:


Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again. **There is NO Livetext submission requirement for any assignments in this course this semester.**

VII. 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.**

VIII. Student Ethics and Other Policy Information: Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

Class Attendance and excused Absence: Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be
considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

**Academic Accommodation for Students with Disabilities: Policy 6.1 & 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, (936) 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

**Academic Integrity**

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

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assignment; 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 one’s own. Examples of plagiarism include, but are not limited to:

1. Submitting an assignment as if it were one’s own work when it is at least partly the work of another person
2. Submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or,
3. Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

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

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

Withheld Grades: Policy 5.5

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

Student code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the 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 iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at: (936)-468-2703

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 www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal
documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

4. For further information concerning this matter, contact Katie Snyder at 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information

Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in d2l as a News page item for the course. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.
The SFA Way ... "...striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

**The Principle of Respect**  … Lumberjacks command respect and treat others with respect.

**The Principle of Caring**  … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

**The Principle of Responsibility**  … Lumberjacks do what is right.

**The Principle of Unity**  … Lumberjacks are loyal to their friends, family, university, state and country.

**The Principle of Integrity**  … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>L. Kathleen Sheriff, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Time &amp; Location:</strong></td>
<td>DesireToLearn (D2L), Online</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>Summer I Office Hours: By appointment or Virtual appointment on Wednesday mornings from 9-11am. Send me an email within d2l of this course to schedule an appointment. You may also use the CHAT tool to speak with me anytime that you notice I'm available online.</td>
</tr>
<tr>
<td><strong>Office Phone:</strong></td>
<td>(936) 468-1194</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
<td>3 semester hours, graduate credit</td>
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</tbody>
</table>
I. Course Description:

This course is for instruction in the use of technology that enhances learning, functioning and independent living for individuals with disabilities. Focus is on both low-tech and high-tech supports with an emphasis on new technologies.

II. Intended Learning Outcomes and its Relationship to the College of Education

This course reflects the following core values of the College of Education:

• 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

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the 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. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Human Services Department.
Commitment to Diversity …

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

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

THECB Core Objectives/Outcomes

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
Sheriff, L.K.
SPE 566.501-201830
Summer I 2018

Standards Addressed:

CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

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

Provider Responsibilities
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice

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

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

Clinical Experiences

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

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

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.
If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

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

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

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

Additional Selectivity Factors

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

Selectivity During Preparation

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

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

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

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

Satisfaction of Employers

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

Satisfaction of Completers

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

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation

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

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

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

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

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

CEC … Council for Exceptional Children

Key Elements

Standard 1: Learner Development & Individual Learning Differences

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

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

Standard 2: Learning Environments

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

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

Standard 3: Curricular Content Knowledge

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

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

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

Standard 4: Assessment
Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

Key Elements

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning & Ethical Practice

Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

**Key Elements**

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

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

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

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

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

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

- Standard 1: Facilitate and inspire student learning and creativity
  - a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in … digital tools and resources
  - c. Promote student reflection using collaborative tools …
  - d. Model collaborative knowledge construction by engaging … students

- Standard 2: Design and develop digital age learning experiences and assessments
  - a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
  - b. Develop technology-enriched learning environments …
  - c. Customize and personalize learning activities to address students’ diverse learning styles …
  - d. Provide students with multiple and varied formative and summative assessments …

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

**Standard 4: Promote and model digital citizenship and responsibility**

a. Advocate … use of digital information and technology …

b. Address diverse need of all learners … using digital tools and resources

c. Promote and model digital etiquette and responsible social interactions …

d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

**Standard 5: Engage in professional growth and leadership**

a. Participate in local and global learning … explore creative applications of technology …

b. Exhibit leadership by demonstrating a vision of technology infusion …

c. Evaluate and reflect on current research and professional practice …

d. Contribute to … teaching profession … school and community

**SBEC/TExES … State Board of Educator Certification (TExES 161 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 AND READING AND IN MATHEMATICS**

**DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES**

**SPECIAL EDUCATION EC-12 STANDARD I (DOMAIN IV):**
The special education teacher understands and applies knowledge of the philosophical, historical and legal foundations of special education.

**SPECIAL EDUCATION EC-12 STANDARD II (DOMAIN IV):**
The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**SPECIAL EDUCATION EC-12 STANDARD III (DOMAIN IV):**
The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

**SPECIAL EDUCATION EC-12 STANDARD IV (DOMAIN I):**
The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

SPECIAL EDUCATION EC-12 STANDARD V (DOMAIN I):
The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

SPECIAL EDUCATION EC-12 STANDARD VI (DOMAIN II):
The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

SPECIAL EDUCATION EC-12 STANDARD VII (DOMAIN II):
The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

SPECIAL EDUCATION EC-12 STANDARD VIII (DOMAIN II):
The special education teacher understands assistive technology as defined by state and federal regulations.

SPECIAL EDUCATION EC-12 STANDARD IX (DOMAIN II):
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

SPECIAL EDUCATION EC-12 STANDARD X (DOMAIN II):
The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

SPECIAL EDUCATION EC-12 STANDARD XI (DOMAIN III):
The special education teacher promotes students’ performance in English language arts and reading.

SPECIAL EDUCATION EC-12 STANDARD XII (DOMAIN III):
The special education teacher promotes students’ performance in mathematics.

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.

OUTCOMES:

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).

Student Learning Outcomes:

Upon completion of this course students will be able to:

1. Collaborate and consider Assistive Technology (AT) in the IEP process for making informed AT decisions for students with disabilities. (ISTE: 2c, 4b, 5a, 5b; INTASC: 6,7; SBEC: Domain I-Standard V; CEC: 4.1; Texas Standards PBIC 8.4K)
2. Develop understanding for professional responsibility in use of legal statues regarding provision of AT for students with disabilities as part of a free and appropriate public education (FAPE). (ISTE: 2a,2c,2d, 4a,5c,5d; INTASC: 9,10; SBEC: Domain II-Standard VIII; CEC: 6.1,6.2; Texas Standards PBIC 8.3K)
3. Discuss and collaborate on roles and responsibilities school administrators and teachers have in provision and use of AT devices for students with disabilities. (ISTE: 1c,3b,5a,5b,5c,5d; INTASC: 10; CEC: 7.1,7.2,7.3; Texas Standards PBIC 8.5K)
4. Read, compare, contrast AT in both federal state legal contexts including basic definitions of AT and examples of high-tech and low-tech devices. ISTE: 2a,2c,2d, INTASC: 9,10; CEC: 6.1,6.2,6.3,6.4; Texas Standards PBIC 8.1K)
5. Prepare and conduct AT evaluations for students with a disabilities including parental input and culturally appropriate responsive to the families of the students. ISTE: 2a,2b,2c,2d,4b, INTASC: 3,6, SBEC: Domain I-Standard IV, CEC: 1.1,1.2,4.1,4.2,4.3,4.4; Texas Standards PBIC 8.1S)
6. Know ways in which technology can assist with planning instruction and managing the teaching and learning environment and meeting the needs of individual students with disabilities (Texas Standards PBIC 6.4K)

7. Know appropriate strategies and staff including assistive technology team members within campus and district that can support keeping classroom assistive technology equipment in good working order (Texas Standards PBIC 6.3S)

8. Know and understand moral and legal importance of implementing assistive technology as directed by a student’s Individual Educational Plan (IEP) (Texas Standards PBIC 6.7S)

9. Evaluate the effectiveness of AT implementation plans for students with disabilities. (ISTE: 1c,3d,4b,4d, INTASC: 10, SBEC: Domain II-Standard VI, CEC: 4.1; Texas Standards PBIC 8.4S, 8.5S)

10. Research, locate, and discuss available AT devices for supporting students with disabilities in the academic areas of Reading, Writing, and Math within the concept of inclusive education. (ISTE: 1a,1c,1b,2b,5c, INTASC: 1,2,4,5,8,9, SBEC: Domain II-Standards XI & XII; CEC: 1.1, 5.1,5.2,5.3,5.4,5.5,5.6,5.7, 7.1,7.2; Texas Standards PBIC 8.6K, 8.2S)

11. Assess students with disabilities within the Transition Planning process and Post-secondary Transition process for AT skills and self-determination skills. (ISTE: 1c,1d,2a,3b, 5a,5b,5d; INTASC: 6,7,8; SBEC: Domain II-Standard IX; CEC: 1.1,1.2,2.1,2.2; Texas Standards PBIC 9.5K)

12. Design, model, and discuss research-based low-tech and high-tech devices for supporting communication skills for students with disabilities. ISTE: 1a,2a,3a,3b,3c,3d,4b,4d; INTASC: 1,4,5,6,8; SBEC: Domain I-Standard V, Domain III-Standard XI; CEC: 3.3, 4.1,4.2;Texas Standards PBIC 8.3S)

13. Know and understand how to access information on the cognitive, communicative, physical, social, and emotional characteristics of students with disabilities and the assistive technology needs of those students (Texas Standards Diag V1A)

14. Know and understand how to gather background information regarding the academic, medical, and family history of children with disabilities (Texas Standards Diag V2B)

15. Know, understand, and how to access methods of academic and nonacademic (e.g., transition, developmental, assistive technology, motor skills) assessment and evaluation (Texas Standards Diag VI1L, VILM)

16. Know and understand instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services (Texas Standards Diag X1A)

III. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, technology apps for smart phones, iPads, Androids, website software products, and Collaborate chat. Assessment of course content will be
conducted via scheduled online quizzes, discussion postings, projects, writing assignments, and mastery exams for teacher certification students.

IV. Evaluation and Assessments (Grading):

Course Requirements:

**Assignments & Assessments**

Module Quizzes (160 pts.)

Discussions (25 pts. X 6= 125 pts.)

Dropbox Assignments (540 pts.)

Course Evaluation (25 pts.)

**Total Possible Points = 850 points**

Grades determined using the following scale:

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

Quizzes: These will consist of essays, multiple-choice, true/false, and short answer items. You may want to make sure you take quizzes from a computer with high-speed access. Quizzes will be available for several days and will open at 6:00 am and stay available until 11:59 pm on last day of module availability for your convenience. Quizzes, Discussions, and Assignments are listed in your course timeline.

V. Course Timeline

**Dr. Sheriff: SPE 566.501 Course Timeline**

**Summer I 2018**

Please note that this is a Summer School course. We will move very quickly each week through the online modules. The best plan Timeline below shows the 5 weeks subdivided with multiple online modules and assignments due each week. Plan your time wisely in order to follow this best plan for course completion.

***NOTE: Week 5 is a short week and ends on Friday at 11:59 pm.***
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>CEC PLOs</th>
<th>PCOE SLOs</th>
<th>Assignments</th>
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| **Week 1:** 6/4/18-6/10/2018 | ISTE: 4.c, 4.d | Complete all the components of the Getting Started Module; Post your Bio in Discussions-Respond to peer postings; Read and print course syllabus and Timeline; Take syllabus quiz **Module 1**  
*All Module 1 Assignments Due by 6/10/18 at 11:59pm* |
| **Week 1:** 6/4/18-6/10/2018 | 6.1 ISTE: 2.d, 4a, 5.c, 5.d INTASC: 9 SBEC: Domain IV-Standard II | **Module 2**  
*All Module 2 Assignments Due by 6/10/18 at 11:59pm* |
| **Week 1:** 6/4/18-6/10/2018 | 2.1 ISTE: 2c INTASC: 2, 3, 4,5 SBEC: Domain II-Standard X | **Module 3**  
*All Module 3 Assignments Due by 6/10/18 at 11:59pm* |
| **Week 2:** 6/11/2018-6/17/18 | 7.1 ISTE: 1.c, 3.b, 5.a, 5.b, 5.c, 5.d INTASC: 10 | **Begin Module 4**  
Read textbook Chapter 3; Complete mini IRIS Module and take Quiz; Participate in RAAT Discussion; Interview of AT Specialist and submit to Dropbox |
| **Week 2:** 6/11/2018-6/17/18 | 4.1 ISTE: 2.c, 4.b, 5.a, 5.b INTASC: 6, 7 SBEC: Domain I-Standard V | **Module 4 Continued**  
Read Chapter 1 of the WATI; Complete WATI AT Consideration Assignment and submit to Dropbox **All Module 4 Assignments Due by 6/17/18 at 11:59pm** |
<p>| Week 2: 6/11/2018 - 6/17/18 | 6.1 | 6.2 | 6.3 | 6.4 | ISTE: 2.a, 2c, 2, d, INTASC: 9, 10 SBEC: Domain II-Standard VIII | <strong>Module 5</strong> Complete all activities within Module 5; NO textbook assignment this week; Complete Texas Legal Framework Assignment and submit to Dropbox; Complete TEA &amp; TATN Scavenger Hunt and submit to Dropbox <strong>All Module 5 Assignments Due by 6/17/18 at 11:59pm</strong> |
| Week 3: 6/18/2018-6/24/2018 | 3.3 | 4.1 | 4.2 | ISTE: 3a, 3b, 3c, 3d INTASC: 1, 6, 7, 8 SBEC: Domain I-Standard V | <strong>Module 6</strong> Review pages 53-57 of Chapter 3; Participate in Tablet App Research/Assessment for Young Children &amp; Discussion; Begin Becky’s IEP Project; <strong>Module 6 Continued</strong> Design Becky’s Communication Board and participate in Becky’s Board Discussion <strong>All Module 6 Assignments Due by 6/24/2018 at 11:59pm</strong> |
| Week 3: 6/18/2018-6/24/2018 | 3.3 | ISTE: 1a, 1b, 2,a, 4b, 4d INTASC: 4, 5, 8 SBEC: Domain III-Standard XI | <strong>Begin Module 7</strong> Read textbook Chapters 5 &amp; 7; Read 6 peer-reviewed research AT journal articles on access to core standards in academics; <strong>Module 7 Continued</strong> Utilize research protocol to write and complete 3 article analyses: Analysis for Writing, Analysis for Math, &amp; Analysis for Reading and Submit all 3 to appropriate Dropboxes <strong>All Module 7 Assignments Due by 7/1/2018 at 11:59pm</strong> |
| Week 4: 6/25/2018-7/1/2018 | 5.1 | 5.2 | 5.3 | 5.4 | ISTE: 5c INTASC: 4, 5, 9 | <strong>Begin Module 8</strong> Read textbook Chapters 6 &amp; 8; Research SETT Framework in Module pages, Participate in TEA AT Training within Module pages |</p>
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<tr>
<th>Week</th>
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<td>6/25/2018-</td>
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<td><strong>Module 8 Continued</strong> All Module 8 Assignments Due by 7/1/2018 at 11:59pm</td>
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<td>7/2/2018-</td>
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<td><strong>Module 9</strong> Review AAC in textbook pages 114-123 in Chapter 7; Review textbook</td>
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<td>Short Week:</td>
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<td><strong>Have a safe and happy July 4th!</strong></td>
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<td><strong>Module 9 Continued</strong> Take Quiz over Module 9; Participate in Discussion-AT</td>
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<td><strong>Module 10</strong> Read textbook Chapter 10; Read WATI Transition Document; Conduct AT</td>
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<td>Post-secondary Assessment Assignment with high school student (real or scenario</td>
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<td>Short Week:</td>
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<td>due to summer schedules for real students) with disability and submit to Dropbox</td>
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<td><strong>Complete Module 10</strong> Read and research RESNA web resources and take RESNA Quiz;</td>
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<td>Participate in Self-Determination &amp; Self-Advocacy Discussion</td>
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VI. Readings

Required readings will be provided within modules and/or on the course homepage.

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

**Required:**

Textbook:


You may also purchase the textbook in digital format as an eText directly from Pearson Publishing. This version allows you to access your textbook via computer, iPad, or Android tablet device. Go to the following website - [www.pearsonhighered.com/etextbooks](http://www.pearsonhighered.com/etextbooks) to read about purchasing your textbook in eText format if you desire your textbook in digital format.

**Recommended:**

APA Writing Manual:


Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again. Note: You do not have a LiveText submission for this course this semester.
VII. 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.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and excused Absence: Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.
Academic Accommodation for Students with Disabilities: Policy 6.1 & 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, (936) 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Academic Integrity

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

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assignment; 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 one’s own. Examples of plagiarism include, but are not limited to:

(1) Submitting an assignment as if it were one’s own work when it is at least partly the work of another person
(2) Submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or,
(3) Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

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

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Sheriff, L.K.  
SPE 566.501-201830  
Summer I 2018  

**Withheld Grades: Policy 5.5**

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

**Student code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the 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 iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at: (936)-468-2703

**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 [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

4. For further information concerning this matter, contact Katie Snyder at 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information

Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in d2l as a News page item for the course. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.
At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

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

Instructor:  L. Kathleen Sheriff, Ed. D.
Course Time & Location:  online; Students seeking initial teacher certification will complete a 30-hour field experience in a public school special education classroom. Note: If you are already certified as a teacher you will NOT participate in this field experience requirement. Also, if you are not seeking teacher certification with your M.Ed., you will NOT participate in this field experience requirement.
Credits:  3 graduate hours
Pre-requisite: None
Office:  Human Services Building (HSTC), Room 303
Mailing Address:  L. Kathleen Sheriff, Ed.D
P.O. Box 13019, SFA Station
Nacogdoches, TX 75962-3019
Office Hours:  Virtual for Summer I, 2018. You may email me and set an appointment time with me to talk with you by phone or skype. Summer Office hours: Wednesday mornings: 9am to 11am.
D2L Email:  Use D2L e-mail within the course with SPE 561 in the subject line to identify your course when you email me, please.
Phone:  936-468-1194
Fax:  936-468-5837
Course Description:
The purpose of this course is two-fold:
First, candidates will learn about the etiology and characteristics of students with physical and health disabilities with an emphasis on a team approach to medical and educational interventions. The information you learn in this course will be assessed at the application level on the #161 All-Level Special Education state exam for students seeking initial certification. The information you learn in this course will also be assessed at the application level on the #153 Educational Diagnostician TExES certification exam for students seeking Ed Diagnostician certification.
Secondly, the course will enable initial teacher candidates to apply academic knowledge and experiences in a supervised 30-hour field experience instructional setting prior to the student teaching experience. ***Note: If you have already achieved a teacher certification, you will disregard the 30-hour field experience requirement for this course. Further, this course discusses the development of basic sensory discrimination and perceptual processes and abnormalities manifested by exceptional children.

Very Important Information for non-certified students seeking initial certification: There is a critical assignment related to accreditation in this course for initial certification students that must be submitted in LiveText. There is data collected within this course from your LiveText assignment that you will submit regarding assessment on graduate students who are Perkins College of Education majors and majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via your SFA Jacks 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.

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

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

Intended Learning Outcomes:
This course is closely aligned with the mission of the Perkins College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course is aligned with the Perkins College of Education Conceptual Framework as follows:

1. Field experiences align with the College of Education's goal of collaborating with external partners (accredited schools) to enhance candidates' knowledge and skills, and to provide opportunities for the ongoing exchange of ideas for mutual benefit.
2. Field experience assignments align with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance.

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

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

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

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

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

THECB Core Objectives/Outcomes

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

Standards Addressed:

CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions

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

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

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

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

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

Standard 2: Clinical Partnerships and Practice

Partners for Clinical Preparation

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

Clinical Educators

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

Clinical Experiences

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

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

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

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

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

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

Additional Selectivity Factors

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

Selectivity During Preparation

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

Selection At Completion

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

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

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

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

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

Satisfaction of Employers

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

Satisfaction of Completers

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

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation

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

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

Continuous Improvement

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

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

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

CEC … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements

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

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

Standard 2: Learning Environments

Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

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

Standard 3: Curricular Content Knowledge

**Key Elements**

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

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

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

Standard 4: Assessment

**Key Elements**

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

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

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

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

Standard 5: Instructional Planning & Strategies

**Key Elements**

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

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

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

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

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

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning & Ethical Practice
Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

InTASC … Interstate Teacher Assessment and Support Consortium

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

ISTE … International Society for Technology in Education

Standard 1: Facilitate and inspire student learning and creativity
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in … digital tools and resources
   c. Promote student reflection using collaborative tools …
   d. Model collaborative knowledge construction by engaging … students

Standard 2: Design and develop digital age learning experiences and assessments
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
   b. Develop technology-enhanced learning environments …
   c. Customize and personalize learning activities to address students’ diverse learning styles …
d. Provide students with multiple and varied formative and summative assessments …

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

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

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

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

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

Program Learning Outcomes:
Initial teacher certification candidates will complete the 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

Student Learning Outcomes / Objectives:
1. Upon completion of this course students will be able to:
   a. Define medical terminology related to physical and health disabilities and know laws,
      regulations, and policies related to the provision of specialized health care in the educational
      setting. (Texas Standards PBIC 1.5K, 4.15K)
b. Know strategies for supporting students with medical complications including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (Texas Standards PBIC 4.14K)

c. Describe the etiology and characteristics of various physical and health disabilities including knowing and understanding characteristics of children with disabilities including those with different levels of severity and with multiple disabilities and the effects that one or more disabilities may have on a student’s life (Texas Standards PBIC 4.6K, 4.10K, 4.12K, Texas Standards Diag V1A)

d. Know and understand the educational implications of various disabilities: and the variation in ability exhibited by children with particular types of disabilities. (Texas Standards Diag V1B, V1C)

e. Describe secondary health care issues that accompany specific physical and health disabilities. (Texas Standards PBIC 1.10K)

f. Describe instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of individuals with physical and health disabilities. (Texas Standards PBIC 4.4K, 4.8K, 4.9K)

g. Describe adaptations, techniques for accommodating and/or modifying instructional methods and materials for children with disabilities including educational environments necessary to accommodate individuals with physical and health disabilities. (Texas Standards PBIC 4.14K, Texas Diag X1D)

h. Describe roles and responsibilities of school and community-based medical and related service personnel including use of collaborative strategies in working with students with disabilities, parents/guardians, and school and community personnel in various learning environments (Texas Standards PBIC 4.15K, 3.4S)

i. Identify specialized materials, equipment, adaptations and assistive technology to provide individuals with physical and health disabilities full participation and access to the general education curriculum. (Texas Standards PBIC 5.11S, Texas Diag V12L)

j. Adapt lessons to maximize the physical abilities of students with specialized health care needs including design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs – in Field Experience Placement. (Texas Standards PBIC 10.13S, 10.15S)

k. Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities - in Field Experience. (Texas Standards PBIC X10.14S)

l. Provide opportunities for understanding individuals with disabilities and evaluating their needs including knowing and understanding instructional strategies technology tools and applications, and curriculum materials for students with disabilities within the continuum of services including knowledge of supports needed for integration into various program placements. (Texas Standards Diag X1A, X1F)

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

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

o. Know, define and utilize law and responsibility regarding safeguarding confidentiality by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants – in Field Experience (Texas Standards PBIC 2.9S, 3.6K)
p. To delineate a family systems theoretical orientation for conceptualizing family-professional partnerships including encouraging and assisting parents/guardians to be active participants in their children’s education. Texas Standards PBIC 1.2K, 3.2K, 3.6S, Texas Diag III1E)

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

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

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

t. Recognize the importance of trust as the keystone to family-professional partnerships incuding encouragement of active participation of parents in their children’s educations. (Texas Standards PBIC 3.6S)

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

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

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

I. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, e-mail, discussion boards, and Collaborate web-conferencing. Assessment of course content will be conducted via scheduled online quizzes and exams. To be successful in this course, the typical student should plan to spend at least 8-10 hours per week working on this course which includes field-experience hours (4 hours per week) for initial teacher certification seeking students.

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

II. Evaluation and Assessments (Grading):

Grading: Grades determined using the following scale:
- A = 90% of all possible points
- B = 80% of all possible points
- C = 70% of all possible points
- D = 60% of all possible points
- F = 59% (or less than) of all possible points
Evaluation and Assessment (Grading)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Responsibilities Quiz</td>
<td>20 points</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>340 (17 at 20 points each)</td>
</tr>
<tr>
<td>Dropbox Assignments</td>
<td>315 (8 assignments with varying points each)</td>
</tr>
<tr>
<td>Discussions</td>
<td>300 (10 at 30 points each)</td>
</tr>
<tr>
<td>Course evaluation</td>
<td>25 points</td>
</tr>
<tr>
<td>Total points possible</td>
<td>= 1000</td>
</tr>
</tbody>
</table>

Assignments:

1. **Quizzes** … This course will involve a Course Responsibilities Quiz and a quiz for each chapter assigned. Each quiz will need to be completed as scheduled in the proposed timeline calendar for the course. You may take each quiz twice and the highest grade will be recorded.

2. **Chapter Group Assignments** …
   a. **Impact** … (PLO – III, IV; SLO – 1-5, 12; CEC 1, 7; CEC Diag., 1, 3, 7)
   b. **Self-Determination** … (PLO – III, IV; SLO – 1-5, 12; CEC 1; CEC Diag., 3)
   c. **Treatment Approaches** … (PLO – III, IV; SLO – 1-7, 12; CEC 1; CEC Diag., 1)
   d. **Traumatic Brain Injury (TBI)** … (PLO – III, IV; SLO – 1-7, 10-12; CEC 1, 2, 5; CEC Diag., 1, 3)
   e. **Juvenile Rheumatoid Arthritis (JRA) Arthrogyrosis, & Osteogenesis Imperfecta** … (PLO – I, II, IV; SLO – 1-6, 8-10; CEC 1, 2, 5; CEC Diag., 1, 3)
   f. **Assistive Technology overview** … (PLO – I, II, III, IV; SLO – 1-7, 8-12; CEC 1, 2, 4, 3, 5, 6, 7; CEC Diag., 1, 3)
   g. **Seizures and Epilepsy** … (PLO – I, II, IV; SLO – 1-6, 8-10, 12; CEC 1, 2, 7; CEC Diag., 3, 5)
   h. **Classroom Adaptations** … (PLO – I, II, III, IV; SLO – 1-7, 8-12; CEC 1, 2, 4, 3, 5, 6, 7; CEC Diag., 1, 3, 5, 7)
   i. **Cystic Fibrosis Reflection** … (PLO – I, II, IV; SLO – 1-6, 8-10, 12; CEC 1, 2, 6, 7; CEC Diag., 1, 3, 5, 7)
   j. **Spinal Muscular Atrophies Article Analysis** … (PLO – I, II, IV; SLO – 1-6, 8-10, 12; CEC 1, 2, 5; CEC Diag., 1, 3)

3. **Discussion** … Topics to include Scoliosis & Marfan Syndrome Reflection, Cerebral Palsy, Spina Bifida (PLO – I, II, III, IV; SLO – 1-7, 8-12; CEC 1, 2, 4, 3, 5, 6, 7; CEC Diag., 1, 3, 5, 7)

4. **Dropbox** … Topics include team models, AAIDD Scavenger Hunt, Hospice Care, Cystic Fibrosis

5. **Final Reflection Paper** … This assignment will be a personal reflection upon what you have learned in this class related to students with physical and/or health disabilities. For this assignment, you will choose ONE of the following units (#1 Implications of Physical, Health, and Multiple Disabilities, #2 Neuromotor Impairments, #3 Orthopedic and Musculoskeletal Disorders, #4 Degenerative and Terminal Diseases, or #5 Major Health Impairments) and write a reflective description that will include: 1) why you chose that particular unit, 2) the most important things you learned, and 3) how this information might help you as a teacher or diagnostician. Your completed document should have multiple paragraphs … the reflection of your chosen topic, any other topics you found interesting about which you want to continue learning, and how you will pursue that interest. REMEMBER … be specific and thorough in expressing your thoughts. No length requirement is required but short makes eyebrows raise, but sometimes longer is not better. (CEC 5, 6; ). Write this paper in APA format: double-spaced, Times New Roman 12 point font, 1” margins all around, cite any references you use in your writing and then have a Reference page to include any references cited. Make a cover page for your paper, but it does not have to have a running head on it.

6. **Course Evaluation (Participation is Required and will receive a participation grade)** … 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.

INITIAL CERTIFICATION STUDENTS (only if you are seeking initial certification!)

7. Lesson Plan Project …
8. Special Education Field Experience … This learning module will guide you through the process of completing the required paperwork for your field experience. Standards for SFA’s Educator Certification Program combined with public school district guidelines require that you have training and/or documentation in certain areas before beginning your field experience. Some of the required topics include blood borne pathogen training, confidentiality assurance, insurance, and a TB test.
   a. Field Experience Log …
   b. Field Experience Evaluation …

Tentative Course Timeline
Sequence of Topics (tentative):
Tentative Course Timeline (Program Learning Outcomes = PLO’s, Student Learning Outcomes = SLO’s, Council for Exceptional Children = CEC)

Note: The course timeline is a multi-day calendar schedule of chapters, modules, and assignments. Each week this summer begins on Monday morning and ends on Sunday night of that week.

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

*****Please check your D2L News blast page and email daily during this summer course for announcements or changes in the course timeline schedule, upcoming due dates and/or any other necessary adjustments that may be made during the course. Summer courses often take about three hours a day to complete over the semester since we are moving at a quick pace in order to achieve a full semester of information in a short summer session. Please log in daily to the course so that you are kept up to date with information and so that you successfully complete this summer school course on time. Each week below represents a Monday through Thursday summer week. Assignments for each week will be due on or before the Sunday night at 11:59pm to accommodate for those of you who choose to work on weekends. The exception to this is for Week 5 which ends on a Friday. Week 5 assignments and discussions will be due on Friday of that final week of the semester. Below is a plan to help you stay on track with the possible 3 hours per day it may take you to complete the course this summer.
| Week 1: June 4-11, 2018 | Obtain textbook and review Syllabus.  
Day 1 | Complete GETTING STARTED Module  
Discussion: Introduction to Peers  
Dropbox Assignment: Student Information for Professor  
Take Syllabus/ Course Responsibilities Quiz |
|---|---|---|
| Begin Unit 1 | **Unit 1: Implications of Physical, Health & Multiple Disabilities**  
Day 2 | **Chapter 1** - Understanding Disabilities and Effective Teaming  
Dropbox Assignment: Team Modules Comparison  
**Chapter 2** - Learning and Behavioral Characteristics of Students with Physical, Health, or Multiple Disabilities.  
Take quizzes for Chapters 1 & 2  
**Chapter 2 Discussion – Impact of Factors**  
(PLOs: 3, 4; SLOs: 1-5, 12; CEC Initial certification: 1.2; 7.1; CEC Diagnostician certification: Standards 1, 3 & 7) |
| Day 3 | **Chapter 3** - Learning and Behavioral Characteristics of Students with Significant Intellectual Disabilities.  
Take quiz for Chapter 3  
**Chapter 3 Discussion - I'm Determined**  
(PLOs: 3, 4; SLOs: 1-5, 12; CEC Initial certification: 1.2; CEC Diagnostician certification: Standard 3: ACSI3 K2 - ACC2 K2) |
| Day 4 | **Chapter 4** - Motor Development: Characteristics and Interventions.  
Dropbox Assignment: Jessica’s Motor Development  
Take quiz for Chapter 4  
**Chapter 4 Discussion - Treatment Approaches**  
(PLOs: 3, 4; SLOs: 1-7, 12; CEC Initial certification: 1.2; CEC Diagnostician certification: Standard 1: SEDS1 K10 - ED4 K10l Standard 3: ACSI3 K2 - ACC2 K2) |
| All Unit 1 Assignments/Discussions Due by 11:59 pm June 10th, 2018 | **Week 2: June 11 – 17, 2018**  
Begin Unit 2 | **Unit 2: Neuromotor Impairments**  
Days 1 & 2 | **Chapter 5** - Cerebral Palsy.  
Take quiz for Chapter 5  
**Chapter 5 Discussion – Cerebral Palsy** |
| | | | **Chapter 6** - Traumatic Spinal Cord Injury and Spina Bifida.  
Take quiz for Chapter 6  
**Chapter 6 Discussion - Spina Bifida Reflection**  
(PLOs: 3,4; SLOs: 1-7, 10-12; CEC Initial certification: 1.2; 2.1, 2.2; 5.1, 5.2, 5.3; CEC Diagnostician certification: Standard 1: ACSII KS - ACC4 K2) |
| Day 3 | **Chapter 7** - Traumatic Brain Injury.  
Take quiz for Chapter 7  
**Chapter 7 Discussion- Traumatic Brain Injury Reflection**  
(PLOs: 3, 4; SLOs: 5, 7, 9; CEC Initial certification: 1.2; 2.1, 2.2; 5.1, 5.2, 5.3; CEC Diagnostician certification: Standards 1 & 3) |
| Day 4 | **Chapter 8** - Assistive Technology.  
Take quiz for Chapter 8 |
<table>
<thead>
<tr>
<th>Week 3: June 18 – 24, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin Unit 3 Day 1</td>
</tr>
<tr>
<td><strong>All Unit 3 Assignments/Discussions</strong> Due by 11:59 pm June 17th, 2018</td>
</tr>
<tr>
<td><strong>Unit 3: Orthopedic, Musculoskeletal &amp; Sensory Disorders</strong> (Chapters 11-12 Not Included for Summer 2017 VI/DHH Professionals can support you on your campuses with this information)</td>
</tr>
<tr>
<td><strong>Chapter 9</strong> - Neuromuscular Scoliosis and Hip Displacement. Take quiz for Chapter 9</td>
</tr>
<tr>
<td><strong>Chapter 9 Discussion - Scoliosis and Marfan Syndrome Reflection</strong> (PLOs: 1, 2, 4; ASLOs: 1-7, 10-11; CEC Initial certification: 1.2; 2.1, 2.2; Diagnostician certification: Standards 1 &amp; 3)</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
</tr>
<tr>
<td>All Unit 3 Assignments/Discussions due by 11:59 pm June 24th, 2018</td>
</tr>
<tr>
<td><strong>Chapter 10</strong> - Juvenile Rheumatoid Arthritis, Arthrogryposis, and Osteogenesis Imperfecta. Take quiz for Chapter 10</td>
</tr>
<tr>
<td><strong>Chapter 10 Discussion - Juvenile Rheumatoid Arthritis, Arthrogryposis, and Osteogenesis Imperfecta Reflection</strong> (PLOs: 1, 2, 4; SLOs: 1-6, 8-10; CEC Initial certification: 1.2; 2.1, 2.2; 5.1, 5.2, 5.3; Diagnostician certification: Standards 1 &amp; 3)</td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
</tr>
<tr>
<td>Begin Unit 4</td>
</tr>
<tr>
<td><strong>Chapter 13</strong> - Muscular Dystrophies Take quiz for Chapter 13</td>
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<tr>
<td>(PLOs: 1, 2, 4; SLOs: 1-6, 8-10; CEC Initial certification: 1.2; 2.1, 2.2; 5.1, 5.2, 5.3; Diagnostician certification: Standards 1 &amp; 3)</td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
</tr>
<tr>
<td><strong>Chapter 14</strong> – Spinal Muscular Atrophies Take quiz for Chapter 14</td>
</tr>
<tr>
<td>Dropbox Assignment: SMA Article Analysis (PLOs: 1, 2, 4; SLOs: 1-6, 8-10, 12; CEC Initial certification: 1.2; 2.1, 2.2; 5.1; 5.2; 5.3; Diagnostician certification: Standards 1 &amp; 3)</td>
</tr>
<tr>
<td><strong>Week 4: June 25 – July 1, 2018 Days 1 &amp; 2</strong></td>
</tr>
<tr>
<td><strong>All Unit 4 Assignments/Discussion due by 11:59 pm July 1, 2018</strong></td>
</tr>
<tr>
<td><strong>Chapter 15</strong> - Cystic Fibrosis Take quiz for Chapter 15</td>
</tr>
<tr>
<td>Dropbox Assignment: Cystic Fibrosis Reflection Chapter 16 - Coping with Degenerative and Terminal Illness Take quizzes for Chapters 15 &amp; 16</td>
</tr>
<tr>
<td>Dropbox Assignment: Hospice For Kids (PLOs: 1, 2, 4; SLOs: 1-6, 8-10, 12; CEC Initial certification: 1.2; 2.1, 2.2; 6.3; 7.3; Diagnostician certification: Standards 3 &amp; 7)</td>
</tr>
<tr>
<td><strong>Days 3 &amp; 4 Begin Unit 5</strong></td>
</tr>
<tr>
<td><strong>Week 5: July 2 – 6, 2018</strong></td>
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<tr>
<td><strong>Unit 5: Major Health Impairments …</strong></td>
</tr>
<tr>
<td><strong>Chapter 17</strong> - Seizures and Epilepsy <strong>Chapter 17 Discussion - Seizures</strong> (PLOs: 1, 2, 4; SLOs: 1-6, 8-10, 12; CEC Initial certification: 1.2; 2.1, 2.2; 7.3; Diagnostician certification: Standards 3 &amp; 7)</td>
</tr>
</tbody>
</table>
| ***Please complete the required course evaluation survey this week. You will receive 25 participation points (or lose 25 points if...***
III. Readings … Required Course Textbook


**Recommended Textbook:** APA Writing Manual:


**Required:** LiveText account, ISBN# 978-0-979-6635-4-3.

This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). Once you have purchased the account, you must activate your account at [www.livetext.com](http://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.

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

**Required:** Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again. **You have a major project assignment in this course that is submitted into LiveText if you are an initial special education certification candidate.** You will receive a zero on that project if you do not submit it into LiveText!
IV. 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.

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

- Class Attendance and Excused Absence, Policy 6.7: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

FOR THIS COURSE … Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s participation as well as note this information in required reports and in determining final grades. Students may be excused from participation for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

- Academic Accommodation for Students with Disabilities; Policy 6.1 & 6.6: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and
outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

- **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:** Policy 4.1
  
  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 complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

- **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 and 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.

- **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 the 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 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, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All 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. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments. **If you are an initial special education certification candidate you have a major project assignment in this course that is to be submitted into LiveText, so LiveText is a requirement for this course if you are an initial-certification seeking graduate student. Otherwise, this does not apply to you and you will not need to use LiveText for this course.**

Other Relevant Course Information:

Late Submission Policy and Make-up Exams: ALL assignments must be turned in on or before the due date to receive credit. **Late assignments WILL NOT earn credit.** Course ends: Friday July 6th, 2018, at 11:59pm.

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

L. K. Sheriff, 2018
<table>
<thead>
<tr>
<th>CAEP Standards</th>
<th>SPE 561</th>
<th>Asses #1</th>
<th>Asses #2</th>
<th>Asses #3</th>
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The SFA Way ... "...striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.

The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility … Lumberjacks do what is right.

The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: Dr. Paige Mask

Course Time & Location: online using D2L

Office: Human Services Building 3rd Floor Room #313B. The Human Services Building is located on the corner of East College Street and Raguet Street. This building is a 3-story rectangular building across from the parking garage located next to the University Police Department. Take the elevators to the 3rd floor. Exit the elevator and then stay on that hallway as you walk all the way down to
the second to last door on the left. You will see our program picture next to this door. Enter into this door and then turn right to room #313B.

**Office Hours:** Tuesday 1:30 to 3:00 pm, Wednesday 1:30 to 3:00 pm, Thursday 1:30 to 3:00 pm. Student questions may also be answered in assessment scoring sessions.

**Office Phone:** (936) 468-1076

**Credits:** 3 semester hours, graduate credit

**Fax:** (936) 468-5837

**E-mail:** Utilize D2L e-mail for course communication and assignment submissions.

**Course Fee:** $100.00 assessment materials

**Mailing Address:**

Stephen F. Austin State University

Department of Human Services - Paige Mask

P.O. Box 13019 OR 2100 North Raguet (UPS/FedEx requires a physical address

Nacogdoches, Texas 75962

**Prerequisites:** None

I. **Course Description:**
This course focuses on individually administered tests with a primary focus on intelligence testing. In addition the course will focus on assessing adaptive behavior and interviewing techniques. Participants will learn to administer, score and interpret some of the most commonly used intelligence tests using CHC and Cross-Battery Assessment Theory. Interpretation will focus on the domain of intelligence as a component of an assessment battery. Participants will learn to report the findings of psycho-educational assessments in a formal report. Participants will also use their assessment information to make recommendations for intervention when needed for the educational planning process. Participants will learn to make appropriate use of the assessment information obtained and understand the limits of such information in constructing educational plans for children. Other related topics discussed in the course include statistical and measurement concepts, norm-referenced and criterion-referenced tests, culturally diverse and special population considerations involved in assessment, theories of intelligence, behavioral observations and clinical interviews. Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. Absolutely no YouTube videos can be made of your assessment administrations.

SPE 545 Accountability and Accreditation Assignment: Test and Measurement assignment (administration, scoring, and interpretation of a norm-referenced assessment).

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.

II. Intended Learning Outcomes and /Goals/Objectives

A. COE Conceptual Framework: This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional

- Academic excellence through critical, reflective, and creative thinking - assessment results are reviewed in detail during Collaborate scoring sessions with student reflection and discussion on the actual administration of the assessment.
- Life-long learning - professional development is encouraged in the course/program.
- Collaboration and shared decision-making - assessment results are interpreted collaboratively in online scoring sessions. With final report interpretations being based on shared decision making.
- Openness to new ideas, to culturally diverse people, and to innovation and change - publisher information regarding norm group diversity is discussed. The impact of Gc with diverse learners and its affect on intelligence is discussed in Collaborate sessions. Contemporary intelligence theories and Cross-Battery principles and technology are utilized in the course.
- Integrity, responsibility, diligence, and ethical behavior - Ethical test administration, re-administration and interpretation are emphasized in the course and Collaborate sessions.
- Service that enriches the community.

This course also supports the mission of the Human Services Department.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

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

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

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.
C. THECB: Elements of the Core Curriculum

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

D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcomes

CEC Advanced Preparation Standard 1: Assessment
1.0 Special education specialist use valid and reliable assessment practices to minimize bias.

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC Advanced Preparation Standard 3: Program, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Student Learning Outcomes:
Student Learning Outcomes:

At the completion of this course, students will be able to:

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation.

2. The student will discern legal and ethical issues encountered in the field of special education.

3. The student will recognize issues related to conducting evaluations and special education eligibility.

4. Demonstrate competence in the administration, scoring and interpretation of formal tests of cognitive abilities through recorded assessment sessions, Collaborate scoring sessions, and report writing.

5. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

6. Analyze assessment data for student academic strengths and weaknesses.

7. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

8. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

9. Demonstrate an understanding of socially, culturally, and linguistically different students.

SLO Items 1-7 (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and
culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice

TExES standard and competency 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

TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1B, 1C, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1A, 1B, 1C, 2B, 2G; TExES Standard III develops collaborative relationships with families, educators, the school, the community, outside agencies, and related school personnel 2H; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 1A, 1B, 2A, 2B, 2C; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 1A, 1B, 2A, 2C; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations 1A, 1C, 1D, 1E, 1F, 1G, 1H, 1J, 2B, 2C, 2D, 2F, 2G, 2K; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization 1A, 1B, 2C; TExES Standard X knows and understands appropriate curricula and instructional strategies for individuals with disabilities 2A, 2B.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology (Standards addressed by these assignments may be identified using the matrix at the end of this syllabus).**

The format for this course includes D2L learning modules with assignments and deadlines, offline reading assignments, online reading and participation in using web pages, Collaborate, e-mail, discussion boards, assessment kits, manuals, video-recorded test sessions, and report writing. Assessment of course content will be conducted via scheduled online quizzes, exams, Collaborate Scoring Sessions, video review, and reports. Students should expect to spend a minimum of 6-8 hours a week working on this course. **Please do not upload a jpeg of any course assignments or forms. PDF or Word documents are acceptable.**

**Assessment:** Students are required to record and conduct assessment sessions using varying standardized instruments. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. **No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential.**
You will need to test the same children for SPE 544.501 Achievement Testing as you do for SPE 545.501 IQ Testing so please plan accordingly. You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Reports: Students will follow the instructor's format for writing summaries for each of the tests administered. The format for reports will be described in course modules. Students are required to identify 3 children to assess.

- Child 1 will be in grades 2-6.
- Child 2 will be in grades 7-12.
- Child 3 can be in grades 2-12.

Test administration specifics will be given in modules. Remember that you will be testing the same children for SPE 544.501 Achievement testing and SPE 545.501 IQ Testing.

Credit for each assessment assignment may be earned when the following items have been completed and/or turned in for each session:

* attendance at assessment session to score and interpret assessment results using a publisher compuscore and the Cross-Battery Assessment (XBA) download and principles

* completed test record and subject response booklet (if applicable)

* copy of compuscore printout (Microsoft Word or PDF format)

* XBA master Excel file

* complete video recorded session - No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.

* report that follows the course format for reports and uses sentences descriptors specified in the course
Test sessions and test records will be graded based on examiner efforts to establish rapport with the student, following standardized administration procedures, scoring of the test, pace of test session, familiarity with subtest directions, and writing a report on the results. Four of the following assessments will be addressed in this course: Woodcock Johnson IV Cognitive, Wechsler Intelligence Scale for Children V, Kaufman Assessment Battery for Children, Wechsler Adult Intelligence Scale, and the Vineland Adaptive Behavior Scale (assignment only for Vineland). Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.

Recorded Test Administrations: Video recordings must be for the entire assessment session in order to be eligible for assignment credit. Each of your test sessions will be video recorded for graded review and teaching purposes. Videos must be labeled with the test name, your last name and if in multiple parts labeled as Part 1, 2 etc (e.g., WJ IV COG Mask Part1). A point loss of 15 points will occur for videos that are not labeled as requested. No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential. Each student is strongly encouraged to purchase a quality video recording device. This is a worthwhile investment because you will be using this type of recording technology in SPE 544, SPE 545, SPE 571, and SPE 555. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.

Reports: Students who submit playable video footage for the entire assessment session and follow the instructor's format for writing summaries for each of the tests administered will earn credit for the report. The format for reports will be described in course modules. Students are required to use the same examinees from SPE 544 for this course's test administrations. You will be trying to match the same publisher's achievement test to its IQ test. Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Remember that you are required to identify 3 children to assess.

- Child 1 will be in grades 2 - 6.
- Child 2 will be in grades 7-12.
• Child 3 can be in grades 2-12.

See some examples below on how your SPE 544 and SPE 545 assessments will be combined when you get to the practicum course SPE 555.501:

1. Woodcock Johnson Tests of Achievement AND Woodcock Johnson Tests of Cognitive Abilities
   • WJ IV Achievement and WJ IV Cognitive

2. Kaufman Tests of Educational Achievement (KTEA) AND Wechsler Intelligence Scale for Children V (WISC V for students age 16.11 and younger) OR Wechsler Adult Intelligence Scale IV (WAIS IV)
   • KTEA and WISC V
   • KTEA and WAIS IV

3. Kaufman Test of Educational Achievement or WJ ACH AND Kaufman Assessment Battery for Child II
   • KTEA or WJ ACH and KABC II

Quizzes and Exams:

Learning module quizzes will be administered throughout the semester on individual assessments, textbook and module information. Students are required to participate in all module components.

IV. Evaluation and Assessments (Grading):

Report and Accompanying Components (3 @ 125 points each) 375 points. Credit for assessment reports is contingent on video footage being submitted in a playable format for the entire assessment session.
Quizzes and Assignments (16 -18 varying in the number of points) 300 points

Ethics Module assignments (30 points)

EasyIEP FIE IQ data (3 at 50 points each)

A 90% of possible points

B 80%

C 70 %

D 65%

F less than 65%

V. Tentative Course Outline/Calendar. Online attendance (accessing the course) and participation in course assignments is required. For the purposes of attendance reporting, a student who does not attend class and/or show participation will be dropped from financial aid for that course.

<table>
<thead>
<tr>
<th>Course Timeline</th>
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<tbody>
<tr>
<td>A TEST KIT MAY BE IN YOUR POSSESSION FOR A MAXIMUM OF 6 DAYS FOR SUMMER I or II AND 16 DAYS FOR FALL AND SPRING SEMESTERS. AFTER YOUR SEMESTER'S TIME FRAME, AT LEAST ONE TEST KIT MUST BE SHARED WITH ANOTHER GROUP MEMBER.</td>
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All test kits must be mailed back the campus by May 8th so that the kits may be checked
in and sent out to the following semester students.

Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.

**ABSOLUTELY NO YOUTUBE VIDEOS MAY BE MADE OF YOUR ASSESSMENT SESSIONS.**

| Weeks 1-2 January 16th - January 28th. All specified assignments are or tasks are due by the last day. | Assignment 1: Read all of the announcements on the course homepage by scrolling down the list. |
| Take Quiz 1 on XBA book chapters 1-2. | Assignment 2: Read all components of Getting Started Module in D2L. Be sure to pay attention to the directions for scheduling a Collaborate Scoring session and having the required components completed and ready to use in your session. |
| Take XBA Appendix Broad Abilities Quiz | Assignment 3: Make sure that your computer is compatible with other D2L features. Also, get your assessment recording technology in order so that you can begin to assess a student once the module work for the assessment is completed. When you have finished testing a child and scoring the test record, contact the course professor by course email to schedule an online Collaborate Scoring session. You will be entering your raw scores into a publisher compuscore program and the Cross Battery Assessment (XBA) program as part of this session. For the assessment scoring sessions, you need to ensure that you are working on a computer that has a microphone, webcam, and plays the XBASS download or CD. MAC computers have not played the CD in the past. **Your 2.0 or 2.1 XBASS download must have** |
been completed before you schedule your first Assessment Scoring session.

Assignment 3: Call D2l support if you are having difficulty viewing videos in the Assessment module. D2l support is open Monday - Friday from 8:00 AM to 5:00 PM (936) 468-1919. In your assessment scoring session, you will be required to play test publisher videos for the professor before scoring your test record.

Assignment 4: Next, post your Student Introduction using screen-casto-matic. Then, read and view the other student introductions and respond back to at least 2 of your class member's postings.

Assignment 5: Begin working your way through the Cross-Battery Assessment module and read Chapters 1 and 2 in your XBA book and take the XBA Appendix Broad Abilities Quiz and the Chapter 1 and 2 quiz. I will reset 1 poor quiz attempt per student this semester.

Assignment 6: Begin to watch the XBASS videos in the module titled - Getting Familiar with the XBASS. The information in these videos is essential for learning how to utilize the XBASS software.

Assignment 7: Begin reading the Vineland II module up to the point where you need the Vineland manual. This manual is being mailed to groups.

Test Kit Pick - Up and Drop-Off Information:

I will place you in test kit sharing groups once I have determined everyone's geographic location. After groups and membership have been determined, groups will be notified on the course homepage about test kit mailings and returns throughout the semester. Be sure to follow your group's directions on this announcement so that you administer and share test kits as instructed.

After you receive your test kit(s), complete the module that pertains to your specific assessment. Remember that you must complete the necessary module components before administering your assessment to a child. Module components include watching test publisher
videos; reading or watching video web links in their entirety; and preparing your test record with instructor notes and broad and narrow ability labels.

Some modules, such as the WISC-V, will have you post a Discussion Board topic after you have administered the assessment. Feel free to browse the other assessment modules up to the point where you would need a test kit to complete the remaining module components. As you get a new test kit, it is expected that you will go straight to the appropriate module and complete its components.

There are additional modules in this course that are for FYI purposes. Please do read the information in these modules so that you are a more informed educational diagnostician. For example, there is a module on the WPPSI which is administered to young children. Most of you will not administer this assessment, but you need to know it exists for career purposes. Points earned on these quizzes will be counted as extra credit.

| Begin testing a child using the age criteria specified in your syllabus. | Assignment 1: Access the Getting Familiar with the XBASS Manager module and begin the process of watching these videos. You will need to have videos 1-5 viewed before attending your first assessment scoring session. |
| Weeks 3-5 January 29th - February 18th. All specified assignments are or tasks are due by the last day. | Assignment 2: Begin to administer your first assessment instrument. Make sure that you have completed the appropriate assessment module before you administer the test to a child! |
| Report #1 and all components due by within 2 days of scoring | Remember that you will be completing 3 video-recorded test sessions this semester. The test administrations can be administered in any order. This means that you can work on any of the 3 test administration sessions based on the test kit that you are given, just make sure that you are using the correct child and correct age child. |
| | When you have finished testing a child and scoring the test record, email the course professor with a date and time to meet online for approximately 2 hours. Remember that we will be entering your IQ scores into the Cross Battery Assessment program as part of this session so you will need to make sure that your XBASS download plays on the computer you will be using for this session. After the assessment scoring session, immediately begin to work |
on your report because you will need to utilize the manual before passing the test kit on to the next person in your group. You can call or e-mail as often as you like to get help with aspects of the test interpretation and report.

When you have completed one of your tests, upload the appropriate files to the course Dropbox including the video file. If you have difficulty uploading the video file to the course Dropbox, then you may submit the video(s) using GoogleDrives. Directions on how to utilize Google Drives is located in the Announcement section of this course.

Turn in your first report with all required components including the videos within 2 days of your scoring session. Make sure you complete any requested corrections promptly. No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential.

**Important!** All 3 reports (with completed test records, script, videos, testing authorization form, Excel file, and compuscore print-out must be submitted as designated in the course timeline in order to earn credit.

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<tr>
<th>Weeks 6-8 February 19th - March 11th. All specified assignments are or tasks are due by the last day.</th>
<th>Assignment 1: Access the Getting Familiar with the XBASS Manager module and continue the process of watching these videos. Trade test kits and complete the module for your second assessment. Administer and score the assessment. Then sign-up for an assessment scoring session.</th>
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<tr>
<td>Report 2 is due within 2 days of your scoring</td>
<td>Assignment 3: Turn in your second report with all required components within 3 days of your assessment scoring session. Make sure you complete any requested corrections promptly. No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential.</td>
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<tr>
<td>Session</td>
<td>Assignment 1</td>
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<tr>
<td>Session.</td>
<td>Trade test kits and complete the module for your third assessment. Administer and score the assessment. Then sign-up for an assessment scoring session. No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential.</td>
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<td>Week 9 - Spring Break</td>
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<td>Weeks 10-12 March 19th - April 8th</td>
<td>Assignment 1: Complete the Vineland II module - Be sure to go page by page through all modules so that you do not miss any directions for assignments. Some modules have multiple assignments. Make sure you complete any requested corrections promptly. <strong>Save your final Vineland II report because you will use it again in SPE 555. 501 or 502 Practicum Part 1.</strong> Make sure you complete any requested corrections promptly.</td>
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<td>3rd assessment report is due within 2 days of your assessment scoring session.</td>
<td>Assignment 2: If you have administered the WJ IV and WISC, then take the quizzes associated with these modules.</td>
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<td>Submission as either WJ Interpretation Final Report or KABC Interpretation Final Report or WISC V or WAIS IV Interpretation Final Report. The LiveText assignment description is located at the end of this syllabus.</td>
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<tr>
<td>Assignment 1: Make sure you have taken the quizzes for the WJ IV and WISC V.</td>
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<td>Assignment 2: Complete the Laws and Ethics module. Be sure to go page by page through all modules so that you do not miss any directions for assignments. Some modules have multiple assignments.</td>
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<tr>
<td>Assignment 3: Access the EasyIEP module and follow the directions for entering your IQ scores into and FIE. You will be completing these steps for all 3 assessment sets that you completed this semester.</td>
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<tr>
<td>Assignment 4: Upload your final reports (WJ and KABC) to Livetext along with the related Excel file. The first one will be the WJ IV and the second report can be of your choosing (either the WISC or KABC). You will label your Livetext submission as either WJ Interpretation Final Report or KABC Interpretation Final Report or WISC V or WAIS IV Interpretation Final Report. The LiveText assignment description is located at the end of this syllabus.</td>
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**Week 16 - 17 April 30 - May 8th.**

**Due May 8th**

**Ethics Module**

**EasyIEP module**

**Livetext Submissions**

**Optional Reading Assignments**

Read the PowerPoints in Intelligence Measures module

Read Chapters 5 and 6 of your XBA book. No quiz required.

Read the Principles of Report Writing module.

All test kits must be mailed back to the campus by May 8th. Before mailing the test materials back the campus, please make sure to remove any notes or tabs that you added to the easels or manuals and use the protective folders and padding to reduce the risk of
| damage to test items. |
VI. Readings (Required and recommended including texts, web sites, articles, etc.):

**Required Text and Supplies:**


4. Copy of Federal Regulations 2012 accessed and/or downloaded through the Legal Framework:

   Click here to access the Federal Regulations side-by-side.

5. Stop Watch (can be on your phone) - preferably one that does not make any sound when being started, stopped, and reset.

6. Clipboard, multiple jumpdrives or DVD-R's if you cannot send your videos by a web link or video file.

7. Access to a computer with the following capabilities: high speed internet, microphone and webcam, PowerPoint viewing and creating, Microsoft Excel, and Microsoft Word.
8. Your computer must also be D2L functional. You may get student D2L support by calling (936) 468-1919. Software that you may need can be downloaded from the OIT web site.

9. This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA e-mail system within the first week of class. You will be required to register your LiveText account, and you will be notified on how to do this via e-mail. If you forward your SFA e-mail to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for the emails.

If you have questions about obtaining or registering your LiveText account, call 936 468-1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions call 936 468-7050 or e-mail livetext@sfasu.edu. Failure to activate your account and/or submit the required assignment(s) could result in course failure.

VII. 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.

VIII. Student Ethics and Other Policy Information. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Class Attendance and Excused Absence: Policy 6.7

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

Late Submission Policy and Make-up Exams:

All assignments must be turned in on or before the due date to receive credit.

Academic Accommodations for Students with Disabilities: Policy 6.1 – 6.6

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

Student Academic Dishonesty: Policy 4.1

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

Definition of Academic Dishonesty

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

**Penalties for Academic Dishonesty**

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

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F [except as allowed through university policy (i.e., Active Military Service6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

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 the 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 ICare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468-2703.
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; the completed information form is due ________________ . 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. Additional information on this issue is available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) or [http://www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)

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. **YOU** must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.


3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning these matters, contact Katie Snyder Martin at 936 468-1740 or snyderke1@sfasu.edu

**IX. Other Relevant Course Information**

LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement, accountability, and accreditation. 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.
During the last week of the course, you will upload two of your final IQ summaries and XBA printouts to Livetext. One of your assessments must be the WJ and the other assessment can be of your choosing – KTEA or Wechsler. Your Livetext submission will include the following components:

WJ IV Test of Cognitive Abilities

- Assessment Interpretation Summary (Microsoft Word document)
- WJ master Excel file

Wechsler (WISC V or WAIS IV) or KABC

- Assessment Interpretation Summary (Microsoft Word document)
- WISC master Excel file or KABC master Excel file

Candidates should work to administer and maintain rapport with the subject, administer the norm-referenced assessment using standard procedures, accurately interpret the test results, and write a summary that explains assessment information in a manner that relates strengths and weaknesses to the academic areas of reading, writing and mathematics in a teacher and parent friendly manner.

**Sample of Graded Assessment Session Components**

The candidate will:

- Utilize background information on the subject's language abilities and plan accordingly.
- Work to establish and maintain rapport and/or a comfortable, respectful relationship with the subject
- Administer subtests from the Standard and Extended batteries using standard procedures so that 2 measures of each CHC area are obtained.
- Provide necessary accommodations and breaks to the student.
- Query or prompt appropriately on specific subtests.
- Make informal observations on whether or not assistive technology may be necessary for the subject to make progress in the curriculum.
- Determine whether behaviors or exceptional conditions are affecting the subject’s performance and make necessary adjustments.
- Score the subject's responses so as not to penalize for mispronunciations resulting from speech or dialectical differences.

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**Assignment Descriptions:**

Assignment 1: Vineland Adaptive Behavior Summary – Using a provided adaptive behavior report, the candidate will interpret the adaptive behavior composite and domain score information and report student competencies and non-competencies.

(INTASC 1,4; CEC 1.2, 2.3, 3.1, 3.2, 3.3, 5.1; CEC 4, 5, 6)

Assignment 2: Adaptive Behavior Assessments and the Federal Regulations – Using the federal regulations the candidate will identify and describe regulations related to adaptive behavior assessment and identification of an intellectual disability.

(INTASC 6; CEC 3.3; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need)

Assignment 3: Laws and Ethics Discussion – Using a provided scenario, information from chapter 3, and knowledge of Response to Intervention, the candidate will identify incidents that violate legal and ethical principles.

(CEC 3.3, 6.1; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; )
Assignment 4: WJ IV Report Submission - Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: GIA interpretation, G area strength paragraph, G area weakness paragraph, XBA interpretation (cohesiveness, and narrow ability representation).

Assignment 5: Wechsler Report Submission - Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: FSIQ interpretation, G area strength paragraph, G area weakness paragraph, XBA interpretation (cohesiveness, and narrow ability representation).
and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals; CEC 5.2 use linguistically and culturally responsive practices; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TEES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education, and TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TEES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations; TEES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

Assignment 6: KABC Report Submission - Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: KABC interpretation, G area strength paragraph, G area weakness paragraph, XBA interpretation (cohesiveness, and narrow ability representation).

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals; CEC 5.2 use linguistically and culturally responsive practices; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect
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Assignment 7: Wright’s Law Assignment – Using the Wright’s Law web site report on a special education issue that interests you. Read the case and the court decision. Next, create a posting that includes the name and year of your chosen court case, a brief description of the issue, and the court finding. The heading of your posting will list the court case name, year, and the URL address.

Assignment 8: WISC V Posting – Reflection on the administration of the WISC V.

Assignment 9: XBA Quiz Chapter 1 – Overview of XBA Approach

Assignment 10: XBA Quiz Chapter 2 – Interpreting Test Data
Assignment 11: XBA Quiz Chapter 3 – XBA for SLD Identification

(CEC 3.3, 4.2, 6.1; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; )

Assignment 12: XBA Appendix Quiz – CHC Broad and Narrow Abilities

(CEC 3.3, 4.2, 6.1; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; )
At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

**The Principle of Respect** ... Lumberjacks command respect and treat others with respect.

**The Principle of Caring** ... Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

**The Principle of Responsibility** ... Lumberjacks do what is right.

**The Principle of Unity** ... Lumberjacks are loyal to their friends, family, university, state and country.

**The Principle of Integrity** ... Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: Tracy Pickard, M. Ed.

**Course Time & Location:** Online using Desire2Learn, D2L

**Office:** Not on Campus; available online/phone/email

**Office Hours:** Monday-Thursday 6:00 p.m.- 8:00 p.m. / Saturdays by appointment

**E-mail:** Please use D2L e-mail as the primary e-mail address. Sometimes files will be too large to send through D2L. If this occurs, my alternate address is tracywalton13@yahoo.com or tracywalton13@gmail.com

**Cell Phone:** 936-445-7552

**Fax number:** 469-672-6594

**Credits:** 3 semester hours, graduate credit

**Course Fee:** $100 - Consumables and test kit purchases.
A TEST KIT MAY BE IN YOUR POSSESSION FOR A MAXIMUM OF (14 DAYS) AND THEN THE TEST KIT MUST BE SHARED WITH ANOTHER GROUP MEMBER.

All test kits must be mailed back to the SFA campus at the following address, postmarked no later than May 4th so that the kits may be used for the next semester.

Test Kit Return Mailing Address: Stephen F. Austin State University, Department of Human Services -
Paige Mask, P.O. Box 13019 or 2100 North Raguet for test kit return using UPS or FedEx, Nacogdoches, Texas 75962

I. Course Description:

This course content is designed to prepare an educational diagnostician for the professional roles and responsibilities consistent with federal and state guidelines. This course is designed in coordination with state and national educational diagnostician standards. Foundational components of this course include the following:

-- Knowledge of federal disability criteria and identification procedures.

-- Knowledge of student assessment, program planning, and instructional decision-making.

-- Knowledge of developing collaborative relationships and time management and organization skills.

-- Awareness of influences of diversity on assessment results.

-- Knowledge and skills in the assessment of developmental abilities, language, motor, and intelligence.

-- Accurate scoring and interpretation of assessment results.

-- ARD paperwork and timelines.

SPE 571 Accountability and Accreditation Assignment: Test and Measurement assignment (administration, scoring, and interpretation of a norm-referenced assessment).

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

II. Intended Learning Outcomes/Goals/Objectives:

SPE 571 Accountability and Accreditation Assignment: Test and Measurement assignments (administration, scoring, and interpretation of a norm-referenced assessment).

A. COE Conceptual Framework: This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional decisions and practices. Web link where the COE Conceptual Framework can be accessed: http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=concept

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

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

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

C. THECB: Elements of the Core Curriculum

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
- To include effective development, interpretation and expression of ideas through written, oral and visual communication.

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

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

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

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

D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcomes:

CEC Advanced Preparation Standard 1: Assessment

1.0 Special education specialist use valid and reliable assessment practices to minimize bias.

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry
4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

**SPE 571 Accountability and Accreditation Assignment:** Test and Measurement assignments (administration, scoring, and interpretation of a norm-referenced assessment).

**Student Learning Outcomes:**

The candidate will interpret and describe the scores for a norm-referenced assessment.

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.

CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3 Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard
VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.

3. The student will recognize issues related to conducting evaluations and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

At the completion of this course, students will be expected to:

1. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.

2. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

3. Analyze assessment data for student language, academic and/or cognitive strengths and weaknesses.

4. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

5. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

6. Demonstrate an understanding of socially, culturally, and linguistically different students.

7. Demonstrate an understanding of federal and state guidelines regarding students with disabilities and discipline.

8. Demonstrate in writing an understanding of ARD paperwork requirements.

9. Identify and describe communication skills that would build collaborative relationships with school personnel and parents.
SLO Items 1-7 (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice.

TExES standard and competency 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

TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1B, 2B; TExES Standard III develops collaborative relationships with families, educators, the school, the community, outside agencies, and related school personnel 2H; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 2C; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 2C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1A, 1D, 1F, 1G, 1I, 1M, 2C, 2D, 2K; TExES Standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1A, 1B, 1C, 1D, 2A.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. Test Records and Reports: Candidates are required to conduct assessments using different standardized instruments for a total of 6 administrations. The assessments must be administered to children between the age range of 8 -16 for the purposes of this course. Test Records will be graded based on accurate administration, scoring, and interpretation of the tests. The video-recorded sessions must show the examiner, examinee (child) and the testing materials at all times for credit purposes.

Reports will consist of student information, individual test summaries and an integrated summary. You are not writing a full report as you did in EPS 544 Individual Academic Achievement. The integrated summary will tie all of the information together and indicate which tests (measuring the same aspect) support each other and possibly which tests do not support each other. In order for your report to be graded, the test protocol and the parent signed release must accompany the report. You will need to administer as many of the
assessments to the same child as possible. Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Recorded Test Administrations: Each of your test sessions will be recorded for graded review and teaching purposes. Recordings must show the examiner and the child and testing materials. Each student is strongly encouraged to purchase a reliable video recording device due to your using this type of recording technology in EPS 544.501, EPS 545.501, SPE 564.501, SPE 571.501, and EPS 555.501. If you already possess a high-quality video camera, then you may use this device to capture your testing sessions. ALL VIDEOS WILL BE SUBMITTED IN THE DROPBOX TOOL OF THE COURSE. Be sure that your testing session recorded and saved appropriately before you submit your assessment for grading. You will upload each video to the course Dropbox file. NOTE: IT MAY TAKE HOURS, EVEN OVERNIGHT, for the longer videos to upload into D2L Dropbox. Be patient!!! If your video will not upload and/or play in Dropbox for the course professor, the second option will be to share the video with the instructor via Google Drive. Share with traceomalton13@gmail.com. NOTE: Label your videos with your name and the name of the assessment! If these options still do not work for you, then you will be required to contact technical support by email and add the Instructor as a "cc". As a last resort, you may be allowed to send your videos to the instructor on jumpdrive or DVD-R sent by mail in order to earn credit for the assessment.

REPORTS WILL NOT BE ASSIGNED A GRADE UNTIL THE VIDEO IS RECEIVED BY THE INSTRUCTOR.

To receive points for an assessment report, the video must be received by the professor prior to August 10th.)

MAILING ADDRESS FOR TRACY PICKARD: (If you have to mail a jump drive):

6609 Meadow Glen Dr., Midlothian, TX 76065

1. Tests administered this semester will include the following:

1 BVAT

1 WMLS

1 Bender-Gestalt II OR the Beery VMI (Test kits are limited, so whichever one is sent to you.)

1 Vocational Assessment (CAPS, COPS, and COPES). Test taken online using a course provided login and password. YOU TAKE THIS ASSESSMENT YOURSELF, IT IS NOT GIVEN TO A CHILD.
Reminder: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

2. Assigned Readings: Points will be earned by participating in Discussion Boards and/or assessed by quizzes.

3. Quizzes: Each assessment module will have quizzes. Other learning modules will also have quizzes over assignment readings. Quizzes may be taken more than once and an average taken for the final quiz grade.

4. Assignments: Each learning module will have assignments. The assignment may be an information seeking activity or a graded assignment that will be turned in.

5. LiveText: A) You are required to create your Portfolio assignment in LiveText. (If you have created this Portfolio for another course, you need to move it into this course as well.) B) You are also required to move your BVAT assignment into LiveText during the last week of the course, C) Leading from the Front assignments will be uploaded to LiveText, D) ARD paperwork assignment will be uploaded to LiveText

IV. Evaluation and Assessment (Grading):

Assessments 4 @ 100 points each for a total of 400 points (1 BVAT, 1 WMLS, 1 Bender-Gestalt II or 1 Beery VMI, 1 Vocational (CAPS, COPS, and COPES.) With the exception of vocational assessment (CAPS, COPS and COPES) each test session must be video-recorded in its entirety. Note: Your BVAT report with an integrated summary comparing the BVAT performance to the WMLS performance will be uploaded to LiveText during the last week of the course.

Leading From the Front Activities - 60 points

ARD Paperwork – Transfer and Full ARD paperwork (30 points each) – 60 points

Quizzes - 8 (each varying in the number of points)

Live Text BVAT submission - 25 points

Live Text Portfolio submission - 25 points

Live Text Leading From the Front - 25 points

Live Text ARD paperwork - 25 points

Course Evaluation - 25

Introduction - 15
Grading Scale:

90% of all possible points = A
80% of all possible points = B
70% of all possible points = C
60% of all possible points = D
59% and below = F

NOTES ABOUT GRADING:

**No reports will be assigned a grade until the video has been received by the Instructor.**

**No Scoring sessions will be scheduled until the Portfolio assignment has been completed in LiveText.**

### V. Course Timeline

#### Course Outline/Schedule

A TEST KIT MAY BE IN YOUR POSSESSION FOR A MAXIMUM OF (8 DAYS) AND THEN THE TEST KIT MUST BE SHARED WITH ANOTHER GROUP MEMBER.

Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

The assessments must be administered to children between the age range of 8 -16 for the purposes of this course !!!!

<table>
<thead>
<tr>
<th>Weeks 1-3</th>
<th>Purchase your LiveText account from Livetext.com - the Student Membership Standard Edition for. This is one time purchase for your</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 16th - Feb. 4th</td>
<td><strong>entire stay in the program.</strong></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Assignments are due by midnight, Feb. 4th unless specified otherwise.</strong></td>
<td>Read and complete all components of the Getting Started Module. Make sure that you read and complete all of the activities that will allow you to successfully access course information over the course of the semester. Be sure to purchase your LiveText account and create the following items in your professional portfolio using the <em>Directions for Creating a Portfolio in LiveText</em> located in the Getting Started module.</td>
</tr>
</tbody>
</table>
| DUE FEB. 4TH: Introduction Portfolio LiveText Transfer ARD | **•** professional autobiography with a picture  
 **•** current resume  
 **•** copy of the essay that you submitted upon entry into this program - a typed double-spaced written statement (minimum 3-5 pages in length) describing his/her experience in the field of special education, his/her philosophy on educating students with special needs, and how personal qualities and educational experience would make one an exceptional candidate for the special education graduate program.  
 **•** copy of teacher certifications which can be accessed from the TEA website: [https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp](https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp) (You may have to copy and paste this link into a new page for it to open.) |
| Access the Introduction module and post your introduction to the Discussion Board using Screen-casto-matic. | Begin to keep an informal log about every time you say the words “I’m Sorry.” In your log, be sure to provide enough information so that you will remember the situation in which you said these words. This log information will be used later in the course.  
 Get your assessment recording technology in order so that you can begin to assess a child when the test kits are in your possession. When you have finished testing a child and scoring the test record, sign up for a Collaborate assessment scoring session. (Remember, the Portfolio assignment must be completed and uploaded into LiveText before Collaborate sessions will be scheduled.)  
 ***Text or email me when you are ready to schedule an assessment scoring session. I will then contact you with several dates/times from which you can choose. I will be available Mon.-Thurs. evenings (6-8) for sessions, and weekends in some cases.***  
 **REMEMBER: YOUR PORTFOLIO ASSIGNMENT MUST BE UPLOADED INTO LIVETEXT PRIOR TO SCHEDULING YOUR FIRST*** |
SCORING SESSION.

Access the ARD Paperwork learning module and read the explanations of the following ARD paperwork. It is ok to get help from an Educational Diagnostician in completing this paperwork and you can log your time spent working with them as practicum experiences.

- Transfer ARD paperwork – also complete assignment that accompanies this module
- Brief ARD paperwork
- Full ARD paperwork - the assignment that accompanies this module will be due at the end of week 9
- Manifestation Determinations
- ARD Agenda and Full and Individual Evaluation paperwork.

If the audio clips don't work, try saving the document to your Desktop first then opening it up from your Desktop. If that does not work, call tech support—it's probably a simple issue of needing to update a software version.

Note from Dr. Mask:

** I will be delivering or mailing test kits to each area with the exception of group members located within 75 miles of the campus. An e-mail will be sent to all students regarding the designated test kit groups along with specific instructions that I may have for you or your group.

<table>
<thead>
<tr>
<th>Weeks 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 5th - Feb. 25th</td>
</tr>
<tr>
<td>This week's assignments are due by midnight, Feb. 25th unless specified otherwise.</td>
</tr>
<tr>
<td>DUE FEB. 25TH :</td>
</tr>
<tr>
<td>Ch 1-3 Leading/Front Vocational Assessment</td>
</tr>
<tr>
<td>Access the Assessments learning module and read and complete all Assignment 1's and Quiz 1's in this module (except for assessments in which you need the actual test kit in order to complete it) so that you will be introduced to all of the assessments that you will administer this semester. You will need a test kit or have looked at one in order to complete the Bender Gestalt. Keep documenting every time you say the words, “I’m sorry” and provide enough information so that you will remember the situation.</td>
</tr>
<tr>
<td>Access your Leading From the Front learning module and read or complete the following assignment:</td>
</tr>
</tbody>
</table>

- Assignment One – chapters 1-3 Leading From the Front
- Take your CAPS, COPS and COPES online vocational assessment and submit the computer print out and report interpretation using the
REMEMBER: YOU ARE TAKING THE VOCATIONAL ASSESSMENT YOURSELF, YOU ARE NOT HAVING A CHILD TAKE THIS.

<table>
<thead>
<tr>
<th>Weeks 7-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 26th- March 18th</td>
</tr>
<tr>
<td>*Spring Break is Week 9, March 12-18. You may continue to turn things in throughout this week.</td>
</tr>
</tbody>
</table>

Two report summaries are due at the end of week 9. You will turn in the following 6 items at the completion of testing and using the course Dropbox assignment tool:

- signed testing authorization form
- scanned copy of completed test record form
- print out of assessment scoring (BVAT, & WMLS)
- completed

Keep documenting every time you say the words, “I’m sorry” and provide enough information so that you will remember the situation.

Leading From the Front Assignment Two – read chapters 4-5 and complete the assignment.

For the test kits that you have in your possession, complete Assignment 2, Quiz 2, and Assignment 3. Once you have completed the entire module for an assessment, you may administer the assessment to a child between the ages of 8-16. Please try to administer as many assessments as possible to the same child. When you have finished testing a child and scoring the test record, contact the instructor to schedule a scoring session. If you need to cancel or reschedule a session you must do so at least 1 day prior to the session if possible. After the Scoring session, immediately begin to work on your report because you will need to utilize the manual before passing the test kit on to the next person in your group. After you have read the instructor notes and resources in the module, you can call/text/email me as often as you like to get help with aspects of the test interpretation and report.

The goal is two completed test administrations (scoring and report too) by the end of Week 9! Remember that Assignment #3 in your assessment modules will give you pointers for writing test summaries. Don’t forget to video record your test sessions! Save your videos as mp3 or mp4 file! Remember to administer as many tests as possible and tolerable to the same child.

Use the course Dropbox to upload your test records, script, report, testing authorization form, assessment printout, and video.

If your videos will not play in the course Dropbox, then you will be required to contact tech support for assistance, and send me a CC of your email request for help. Only then will you be allowed to mail the saved videos on a jumpdrive or DVD-R to the course professor. The mailing address is as follows:
<table>
<thead>
<tr>
<th>assessment script</th>
<th>Tracy Pickard</th>
</tr>
</thead>
<tbody>
<tr>
<td>-report summary</td>
<td>6609 Meadow Glen Dr.</td>
</tr>
<tr>
<td>-video.</td>
<td>Midlothian, TX  76065</td>
</tr>
</tbody>
</table>

**DUE MARCH 18TH**

2 Reports

Ch. 4-5

Leading/Front

**Weeks 10-13**

March 19th- April 15th

Two assessment summaries are due.

Leading From the Front Assignment Three – read chapters 6-8 and complete the discussion assignment.

Continue to administer assessments to a child between the ages of 8-16 and score your protocols. **Remember to administer as many assessments as tolerable to the same child.**

When you have finished testing a child and scoring the test record, request a Scoring session. You must sign up the day before your actual test session. After the Scoring session, immediately begin to work on your report because you will need to utilize the manual before passing the test kit on to the next person in your group. You can call as often as you like to get help with aspects of the test interpretation and report. Write your assessment summaries for each test.

Remember that Assignment #3 in your assessment modules will give you pointers for writing summaries. Two report summaries are due. You will turn in the following 6 items at the completion of testing using the course Dropbox assignment tool: signed Testing Authorization form, scanned copy of completed test record form, print out of assessment scoring (WNV, BVAT, & WMLS), completed assessment script, report summary, and video.

**CHECK OFTEN TO SEE IF COURSE EVALUATIONS ARE ACCESSIBLE !!! 25 POINTS !!!**
April 16th - May 6th

All assignments are due by midnight on May 6th.

**Assignments submitted after April 22nd will be graded "as-is" with no option to make corrections and resubmit.**

**DUE MAY 6TH**

**I'm Sorry Log**

All assignments and assignment corrections/resubmissions are due May 6th. You will turn in the following 6 items at the completion of testing and using the course Dropbox assignment tool: signed testing authorization form, scanned copy of completed test record form, print out of assessment scoring (BVAT, & WMLS), video, and your report summary.

Each student is required to make arrangements to mail or delivery his or her test kits back to Dr. Paige Mask on the SFA campus. This must be completed this week (postmarked by May 4th) so that assessments can be checked in and then used for the Fall semester.

**Test Kit Return Mailing Address:**

Stephen F. Austin State University, Department of Human Services
Paige Mask, P.O. Box 13019 or 2100 North Raguet for test kit return using UPS or FedEx, Nacogdoches, Texas 75962

**NOTE:** DO NOT MAIL THE TEST KITS TO MS. PICKARD'S MIDLOTHIAN ADDRESS. THEY MUST BE MAILED TO DR. MASK ON THE SFA CAMPUS!!!

Remember to upload your BVAT with the integrated WMLS paragraph to LiveText.

**COMPLETE THE COURSE EVALUATION!!! 25 POINTS !!!**

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VI. Required Readings and Materials:

The following link will take you to a publisher website: http://www.amazon.com/Essentials-Cross-Battery-Assessment-Psychological/dp/0470621958/ref=sr_1_1?ie=UTF8&qid=1370223862&sr=8-1&keywords=Essentials+of+Cross+battery+assessment+3rd


5. Stop Watch - preferably one that does not make any sound when being started, stopped, and reset. (You can use the one on your cell phone.)


Note: Your LiveText account is only purchased 1 time for your entire stay in the program.

7. Clipboard

8. Access to a computer with the following capabilities: microphone/ webcam, PowerPoint viewing and creating, Microsoft Excel, Microsoft Word, and RealPlayer.

   Your computer must also be D2L functional.

VII. 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.

VIII. Student Ethics and Other Policy Information:

Ethical Concerns:

1. Plagiarism and cheating will be dealt with in accordance with university policy.
2. Professional standards of behavior are expected at all times.

Attendance and Participation Policy:

Traditional absences do not occur in online courses; therefore, absence is not a reason for failure to fully participate. Reading and assignments for each learning module as well as the quizzes are due by the due date stated in the syllabus. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled Collaborate sessions. If a student must miss a chat or Collaborate session, he or she must contact the instructor to reschedule the missed session.

Late Submission Policy and Make-up Exams:

All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked points - no exceptions.

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

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 complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Withheld Grades Policy 5.5

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes 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.

IX. Other Relevant Course Information:
A. Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the 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. Information regarding this program is found at [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf) or call the office at 936-468-2703.

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; the completed information form is due _______________________. 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, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.


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 is the data management system used by the Perkins College of Education for program improvement and accreditation. All 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.

You will have 4 assignments to submit in LiveText for this course. The BVAT submission is described below. You also have the Portfolio assignment to submit which is described in a Module. The ARD paperwork assignment and Leading From the Front book assignments will also be uploaded.

**Bilingual Verbal Ability Assessment, BVAT**

**Assessment Test Record and Summary**

[www.livetext.com](http://www.livetext.com)

For this LiveText assignment submission, you will upload a scanned copy of your test record (front and back) and a Microsoft Word copy of your assessment summary to Livetext. This assignment submission will be conducted during the last week of the semester, due on or before May 6th.

On your BVAT Test Record, you will complete the following:

1. **On your BVAT Test Record, you will fill in all the demographic information for the student including a name for the Ancillary Examiner (name of someone in your district who assists with bilingual assessments if you are not fluent in Spanish) and Language Exposure Information and Use. You will pretend that your student was born in another country and had some educational experiences in that country before coming to the United States. Language percentages will be split between English and Spanish.**

2. Write what is being measured on each BVAT subtest using Appendix B of your XBA textbook - *The Broad Ability of ___________ specifically the Narrow Ability of ______________.*

3. For missed items in English you will pretend that these items were administered in Spanish and a new Ceiling is established in Spanish. Then, fill in the intended Gain Score (number of correct items in Spanish only) on your test record.

Your BVAT assessment summary will include the following:

1st paragraph will describe what the Bilingual Verbal Ability cluster measures (pg. 3) and the following scores SS and range, GE, RPI, PR, and 68% Band (pg. 32)
2nd paragraph will describe what the English Language Proficiency cluster measures (page 3 of manual) and the following scores: SS and range, GE, RPI, PR, 68% Band, and CALP level (pg. 33).

3rd paragraph justifies which language the rest of a child's testing will be conducted (English or Spanish) based on CALP level and 1 other score that supports your decision.

4th paragraph will identify a subtest strength, what it measures, and 2 score descriptions.

5th paragraph will identify a subtest weakness, what it measures, and 2 score descriptions.

C. Alignment Between Accreditation Standards and Assignments

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

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The table above represents the assessment matrix for SPE 571, where each row corresponds to a standard and each column corresponds to an assessment. The 'X' indicates that the standard is met by the assessment.
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### SPE 571.501 The Educational Diagnostician Assignment Descriptions

1. CAPS, COPS, COPES Vocational Assessment - Candidates will participate in a 3- part online administered vocational assessment (interests, aptitude and values), interpret the assessment results, and integrate the information into a meaningful report with appropriate recommendations. Report components include the following: Reason for Evaluation, Test Behavior, Tests Administered, Assessment Results COPS, COPS Summary, CAPS Assessment Results, COPES Assessment Results, COPES Summary, Integrated Summary, Recommendations

CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective
use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VII understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. Woodcock Munoz Language Survey (WMLS) Assessment – Candidates will administer, score, interpret and write a report for the WMLS. The following will be described and interpreted in the report: Oral Language Total with score descriptions for SS, range, GE, RPI, PR, 68% confidence band, CALP level, analysis of the subtests that comprise the Oral Language Total. Paragraph 2 Strength or Relative Strength description of remaining subtest with all score descriptions. Paragraph 3 Weakness or Lowest Standard Score description of a remaining subtest with all score descriptions.

(CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology
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3. Bilingual Verbal Ability Test (BVAT) Assessment – Candidates will administer, score, interpret, and write a 5 paragraph report for the BVAT. Paragraph 1 describes the Bilingual Verbal Ability Cluster and includes score descriptions. Paragraph 2 describes the English Language Proficiency Cluster and includes score descriptions. Paragraph 3 justifies which language the rest of the child’s testing will be conducted (English or Spanish). Paragraph 4 identifies a subtest strength or relative strength, what it measures, and 2 score descriptions. Paragraph 5 identifies a subtest weakness or lowest standard score, what it measures and 2 score descriptions.

(CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to
improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

4. Wechsler Nonverbal (WNV) Assessment - Candidates will administer, score, interpret, and write a 5 paragraph report for the WNV. Candidates are required to include score sentence descriptors at varying times in your reports to demonstrate that they know what the scores mean. Paragraph 1 describes the WNV assessment. Paragraph 2 describes the G areas assessed on the WNV. Paragraph 3 describes what the FSIQ measures and includes score descriptions. Paragraph 4 identifies a subtest strength or relative strength, what it measures followed by score descriptions. Paragraph 5 identifies a subtest weakness or lowest standard score, what it measures followed by score descriptions.

(CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of
5. BEERY VMI Assessment - Candidates will administer, score, interpret, and write an interpretative paragraph with score descriptions for the BEERY VMI.

(IntASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)
3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction).

6. Bender Gestalt Assessment - Candidates will administer, score, interpret, and write an interpretative paragraph with score descriptions for the Bender Gestalt.

(INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher’s decision making; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and
applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

7. Transfer ARD Paperwork - After learning about the purpose of Transfer ARD Paperwork, the candidate will register with the Case-e Special Education Management System using the pdf. directions in the module table of contents. After the registration has been accepted, the candidate will complete the Transfer ARD paperwork for a fictitious student, Sara Carpenter, who arrives at Sunnydale Elementary on February 21st. Paperwork components include the following: Parental Notice of Meeting, IEP Transfer with instructional code, ARD meeting minutes, request for Full and Individual Evaluation (FIE) testing, Transportation as a Related Service.

(CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments and SPA standards, CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 2 understands individual learning differences to ensure inclusive environments that enable to learner to meet high standards; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; INTASC 7 plans an instructional program that supports the student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, and pedagogy; INTASC 10 fulfills appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families and other school professionals; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.2 model ethical practice and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital
etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student’s behavioral and social interactions through appropriate assessment, planning and instructional strategies.)

8. Full ARD Paperwork – After becoming familiar with the Full ARD Paperwork, the candidate will complete an Annual ARD for their fictitious transfer ARD student - Sara Carpenter. Assignment components include the following: Parental Notice of Meeting, summary of the Federal Regulation for Transfer ARD timelines, full annual ARD paperwork, list of additional forms that would be included with the annual ARD.

(CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments and SPA standards, CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 2 understands individual learning differences to ensure inclusive environments that enable to learner to meet high standards; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; INTASC 7 plans an instructional program that supports the student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, and pedagogy; INTASC 10 fulfills appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families and other school professionals; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice
to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.2 model ethical practice and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)

9. Leading From the Front Leadership Assignments

A. Chapters 1-3

For this Discussion Board posting, you will need complete two assignment components. First, you will to describe and discuss your professional strengths and weaknesses according to the textbook concepts listed below. You will also need to reference the textbook by giving at least 4 examples or citing meaningful quotes with a page number. Secondly, you will need to read and respond to at least 2 other students' postings.

1) Meeting and Exceeding Standards

2) Decision Making Style/Abilities

3) Saying "No"
4) Taking Responsibility for Failure.

*Note: In order to earn full credit for this assignment, you will need to post an insightful analysis of your abilities with textbook references (including page #'s) and read and respond to at least 2 other students in the class

B. Chapters 4-5

NOTE: This discussion board posting will be completed using the Screen-casto-matic tool rather than writing a narrative description.

For this assignment, you will read chapters 4-5 from your Leading From The Front textbook. You will be identifying and discussing leadership principles described in Chapters 4 and 5. You will need to view at least 2 other students' postings. Your DB response will address the items below using screen-casto-matic. The screen-casto-matic video needs to be a minimum of 3 minutes and no longer than 4 minutes.

1) Identify and describe three skills or qualities you currently possess that will enable you to be the type of "True Leader" portrayed in Chapter 4.

2) Think of an area in your life or a particular situation where you commonly act or react with emotion. Then, using the principles from Chapter 5, create a plan and/or strategies you will use in order to practice acting and reacting without emotion. Also, discuss the benefits of your learning to address issues without emotion in your professional and/or personal life.

3) Identify a specific point from either chapter 4 or 5 that had the most significant meaning to you. Explain how you utilize this information to make positive changes in your life.

C. Chapters 6-8

For this Discussion Board assignment (chapters 6-8) you will respond to one of the following in narrative (typing) format.

1) Using the Success Formula from chapter 7, determine a professional or personal goal and then create the plan that follows the success steps. In the latter success steps, identify strategies you will utilize to reach your goal.

   OR

2) The text authors have given you reasons and guidelines for using energy not emotions to seek solutions to problems and improve your performance. Using the information from Chapter 8, discuss key points and how you will utilize this information to make needed changes in your professional or personal life. Be sure to include page #'s in your response.
D. Chapter 9

Now that you have read chapter 9 from your textbook, you will analyze your "I'm Sorry Log" using chapter principles. Next to each of your entries (minimum of 25 entries or examples), you will document the reason why you said "I'm Sorry" and an alternative phrase you could have said instead of I’m Sorry". Last, you will reflect on how the habit of saying, "I'm sorry" affects your professional life and how you can begin to change this habit. Your log will be submitted to the professor as an attachment in Dropbox. An example log format has been provided below.

<table>
<thead>
<tr>
<th>Date</th>
<th>I'm Sorry Explanation</th>
<th>Reason for Saying I'm Sorry Using Chapter 9 Principles</th>
<th>Alternative Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After you have completed your log, you will need to include your response to the following question:

1. Reflect on how the habit of saying, "I'm sorry" affects your professional life and how you can begin to change this habit.

Your log will be submitted to the professor as an attachment.

(CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments and SPA standards, CAEP 5.1 multiple measures to monitor candidate progress; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 9 engages in professional learning to continue to evaluate his or her practice and the effects of his or her choices and actions on others; INTASC 10 fulfills appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families and other school professionals; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices; CEC 7.1 use culturally responsive practices to enhance collaboration; CEC 7.2 use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities; CEC 7.3 collaborate to promote understanding, resolve conflicts, and build consensus; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organiz
I. Course Description:

This course is designed for pre-service and other personnel preparing to work with children and youth with Emotional Disturbance (ED). It will focus on empirically validated content and methods for teaching students with behavior disorders. In addition, characteristics, prevalence, and critical issues related to this population will be covered.

You will find the standards addressed in the course objectives and activities for SPE 460.501 posted within parentheses in the Timeline within this syllabus.

II. Intended Learning Outcomes and its Relationship to the College of Education

This course reflects the following core values of the College of Education:

- 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

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the 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. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Human Services Department.

OUTCOMES:

Program Learning Outcomes:

Commitment To Diversity …

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

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

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences. THECB Core Objectives/Outcomes

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

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

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

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

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

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

Standards Addressed:

CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

Candidate Knowledge, Skills, and Professional Dispositions

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

Provider Responsibilities

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

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

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

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

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation

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

Clinical Educators

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

Clinical Experiences

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

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

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability

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

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

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

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

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

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

**Additional Selectivity Factors**

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

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

Selection At Completion

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

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

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

Satisfaction of Employers

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

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

Standard 5: Provider Quality Assurance and Continuous Improvement

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

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

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

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

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

CEC … Council for Exceptional Children
Standard 1: Learner Development & Individual Learning Differences

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

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

Key Elements
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
Standard 3: Curricular Content Knowledge

**Key Elements**

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

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

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

Standard 4: Assessment

**Key Elements**

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

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

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

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

Standard 5: Instructional Planning & Strategies

**Key Elements**

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

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

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

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

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

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

Standard 6: Professional Learning & Ethical Practice

**Key Elements**

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

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

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

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

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

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. Standard 7: Collaboration

**Key Elements**

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

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

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

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

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

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

Standard 1: Facilitate and inspire student learning and creativity

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

Standard 2: Design and develop digital age learning experiences and assessments
a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
b. Develop technology-enriched learning environments …
c. Customize and personalize learning activities to address students’ diverse learning styles …
d. Provide students with multiple and varied formative and summative assessments …

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

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

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

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

Student Learning Outcomes:
TExES standard and competency 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

Upon completion of this course students will be able to:

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.

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. Educational Diagnostician TExES Standard IX 1D, 1F, 1H.

3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Educational Diagnostician TExES Standard IX 1E. Educational Diagnostician TExES Standard X 1A, 1B, 1C.

4. Use multiple methods of assessment and data-sources in making educational decisions. Educational Diagnostician TExES Standard IX 1A, 2A.

5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Educational Diagnostician TExES Standard IX 1B, 2B. Educational Diagnostician TExES Standard X 1D, 1F.

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. Educational Diagnostician TExES Standard IX 1C.

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. Educational Diagnostician TExES Standard IX 2C.
III. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, and may include Collaborate chat. Assessment of course content will be conducted via scheduled online quizzes, activities/discussions within the modules, research article analyses, one final exam, and a Behavior Intervention Project.

Module activities, Discussions, and Project Due Dates are listed in the course Timeline and also with the D2L course under the Dropbox Link for Projects and activities and under the Discussions Link for Discussions.

IV. Evaluation and Assessments (Grading):

Course Requirements:

In this class you will be required to complete quizzes associated with each module (see below) and a Final Exam (115pts). In addition, there is a Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP) that you will complete. You will identify appropriate assessments and an analysis with fictional results and then discuss the appropriate intervention (50). There will be various assignments and discussions with the modules (points can vary). There are two research articles that you will read and analyze (2x40pts). You’ll need to evaluate the instructor (uh, me, for 25 pts). So, total points may vary based on activities and assignments added or dropped. Thus, keep in mind total points is tentative.

Grades determined using the following scale:

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

Quizzes & Final Exam: These may consist of multiple-choice, true/false, short answer, and essay items. You may want to make sure you take quizzes and the final exam from a computer with high-speed access. Quizzes will be available for several days and will open at 6:00 am and stay available until 11:59 pm on last day of module availability for your convenience. You may take Quizzes only once in this course. Quiz/Exam Dates are listed in your course Timeline and in D2L under the Quiz Link.

Discussions: Discussions are very important in that you will discuss case scenarios and learn from each other in this course. Discussions count 20 points each.

V. Course Timeline
## Course Timeline

### Spring 2018

Complete all the components of the Getting Started module. Read and print the course Syllabus with the Timeline for course Assignments. Get yourself organized for the semester. (ISTE 3.b, 4.c)

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Introduction Discussion: (20 pts.)</td>
</tr>
<tr>
<td>Due 1/29 at 11:59</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
</tr>
<tr>
<td>Read Chapter 1: Beginning Point: Basic Assumptions</td>
</tr>
<tr>
<td>(CAEP1.3; CEC 1.2,2.2,3.3,4.1,4.2,5.6,6.4; InTASC 1,2,6; ISTE 1.b, 2.a, 5.b; SBEC Domain I)</td>
</tr>
<tr>
<td>Post Chapter 1 Discussion (20 pts.)</td>
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</tbody>
</table>

Take Quiz over Chapter 1

All Module 1 Readings, Assignments, & Quiz Due by 1/29 at 11:59pm
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 2: What We’re About: The Problem and Its Size</td>
<td></td>
</tr>
<tr>
<td>(CEC 1.2, 2.3, 3.2, 4.1, 4.4, 5.7, 6.1; InTASC 3, 6, 9; ISTE 1.c, 2.d, 3.d; SBEC Domain IV)</td>
<td></td>
</tr>
<tr>
<td>View IRIS Module within Module 1: online video, analyze a case study, evaluate student needs, and synthesize information to create a Functional Behavior Assessment/Behavior Intervention Plan Project</td>
<td></td>
</tr>
<tr>
<td>Post Chapter 2 Discussion (Answer the IRIS Module Questions) (20pts.)</td>
<td></td>
</tr>
<tr>
<td>FBA/BIP Due (50 points)</td>
<td></td>
</tr>
<tr>
<td>View Video and analyze inappropriate teacher behavior and generalize observations into the LSCI Crisis Intervention Model and drop it into Dropbox.</td>
<td></td>
</tr>
<tr>
<td>Take Quiz over Chapter 2</td>
<td></td>
</tr>
</tbody>
</table>

**All Module 2 Readings, Assignments, & Quiz Due by 2/4 at 11:59pm**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 3: Where We Started And Where We’re Going: Past, Present, Future</td>
<td></td>
</tr>
<tr>
<td>Take Quiz over Chapter 3</td>
<td></td>
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<tr>
<td>Post Chapter 3 Discussion</td>
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</tbody>
</table>

**All Module 3 Readings, Assignments, & Quiz Due By 2/11 at 11:59pm.**

| Week 5 | Module 4 |
Read Chapter 4: How To Think About It: Conceptual Models

Post Chapter 4 Discussion

Take Quiz over Chapter 4

All Module 4 Readings, Assignments, & Quiz Due By 2/18 at 11:59pm.

Module 5

Read Chapter 5: Biology

Take Quiz over Chapter 5

Post Chapter 5 Discussion

All Module 5 Readings, Assignments, & Quiz Due By 2/26/2017 at 11:59pm.

Module 6

Read Chapter 6: Family

Research Article Analysis 1 Due

Read Research Journal Article, **follow protocol** to summarize research study, interventions, and potential for future use as a Special Educator

Submit Research Article Analysis paper to Dropbox (40 points)

Take Quiz over Chapter 6

All Module 6 Readings, Assignments, & Quiz Due By 3/4 at 11:59pm
| Week 8 | Spring Break and then…  
|        | Module 7 |
| Week 9: | (CEC 1.2,2.1,4.4,5.1,6.2; InTASC 1,3,7,8; SBEC Domain I, II, IV)  
|        | Read Chapter 7: School  
|        | Post Discussion: Case Study Bob Winters  
|        | Texas Behavior Support Initiative Training Assignment – Online Region IV Education Service Center Training called: *Texas Behavior Support Initiative Training Session 949369*  
|        | Take Quiz over Chapter 7  
|        | All Module 7 Readings, Assignment, & Quiz Due By 3/25 at 11:59pm. |
| Week 10 | Module 8  
|         | (CEC 1.1,1.2,2.1,2.2,2.3,5.1; InTASC 2,3; ISTE 1.a, 1.c; SBEC Domain I, II)  
|         | Read Chapter 8: Culture  
|         | Post Discussion: Case Study Bob Winters  
|         | Take Quiz over Chapter 8  
|         | All Module 8 Readings, Assignments, & Quiz Due by 4/1 at 11:59pm. |
### Week 11

**Module 9**

(CEC 1.2, 5.1, 6.1, 6.2, 6.4; InTASC 1, 2, 9; SBEC Domain I, IV)

- Read Chapter 9: Attention And Activity Disorders
- Post Discussion Chapter 9
- Take Quiz over Chapter 9
- Research Article Analysis 2 Due

Read Research Journal Article, **follow protocol** to summarize research study, interventions, and potential for future use as a Special Educator.

Submit Research Article Analysis paper to Dropbox (40 points)

- Post Chapter 9 Discussion

### Week 12

- Take Chapter 9 Quiz

All Readings, Assignment, & Quiz Due By 4/8 at 11:59pm.

**Module 10**

(CAEP 1.2, CEC 2.1, 6.1, 6.2, 6.3; InTASC 7, 9, 10; ISTE 5.6; SBEC Domain IV)

- Read Chapter 10: **Conduct Disorder**
- IRIS Module Parts 1 & 2
- Post Chapter 10 Discussion
- Take Chapter 10 Quiz

All Readings, Assignment, & Quiz Due By 4/15 at 11:59 pm.
Module 11

(CEC 5.1, 6.3, 6.4, 7.1, 7.2, 7.3; InTASC 2, 9, 10; ISTE 4.b, 4.d; SBEC Domain I, IV)

Week 13
Read Chapter 11: Problem Behaviors of Adolescence
Post Chapter 11 Discussion
Take Chapter 11 Quiz
All Readings, Assignments, & Quiz Due by 4/22 at 11:59 pm.

(CEC 1.2, 5.1, 6.1, 6.2, 6.4; InTASC 1, 2, 9; SBEC Domain I, IV)

Week 14
Read Chapters 12 & 13: Anxiety and Related Disorders/Depression and Suicidal Behavior
Take Chapters 12 & 13 Quizzes
All Readings, Assignments, & Quiz Due by 4/29 at 11:59 pm.
Read Chapters 14 & 15: Schizophrenia and Other Severe Disorders/Assessment of Emotional and Behavioral Disorders
Lucy Assignment Due
Social Skills Assignment Due
Post in Social Skills Discussion
Final Assignment Due
All Readings, Assignments, & Quiz Due by 5/9/2018 at 11:59 pm.

VI. Readings

Required readings will be provided within modules and/or on the course News homepage. Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word. You will also need to
have access to a digital camera and have video recording capabilities (e.g., Webcam, digital video camera, or a Smart Phone)

Required:


VII. 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. You will earn 25 points for your participation in the course evaluation survey if you participate and take the course evaluation.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent.
Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

**Academic Accommodation for Students with Disabilities: Policy 6.1 & 6.6**

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

**Student Academic Dishonesty: Policy 4.1**

**Academic Integrity**

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

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to:

1. Submitting an assignment as if it were one’s own work when it is at least partly the work of another person
2. Submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or,
3. Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

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

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

Withheld Grades: Policy 5.5

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

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the 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 iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at: (936)-468-2703.

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 www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

4. For further information concerning this matter, contact Katie Snyder at 936-468-1740 or snyderkel@sfasu.edu

**LiveText: Spring 2016 LiveText statement: (This course – SPE 560.501 - does not have a LiveText Assignment)**

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All 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. 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 email SFALiveText@sfasu.edu. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

**IX. Other Relevant Course Information**

Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.

**Syllabus Disclaimer:**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted as a News Item on the front page of the course 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 and course requirements need to be addressed by students when the syllabus is received.
Educational Programming for Students with Autism
SPE 565
Spring 2018

Instructor: Stacey Callaway, Ph.D.  
Course Time & Location: This is an online course. All course information will be delivered online.

Office: Online  
Office Hours: Virtual office hours 7:00-10:00 p.m.

Email: All emails should be made through D2L

Credits: 3 semester hours, graduate credit

LiveText Update
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.

Prerequisites:

I. Course Description:

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. This course focuses on the characteristics, issues, content and methods appropriate for teaching students with autism.

SPE 565.501 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. Students MUST communicate with the instructor, through his SFA email (mullinsfe@sfasu.edu). 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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.
This course is aligned with the Perkins College of Education (PCOE) vision, mission, and core values.

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

The following link will allow you to access the PCOE vision, mission, and core values:
http://coe.sfasu.edu/about-us

This course is closely aligned with the mission of the Perkins College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course is aligned with the Perkins College of Education Conceptual Framework as follows:

1. Field experiences align with the College of Education's goal of collaborating with external partners (accredited schools) to enhance candidates' knowledge and skills, and to provide opportunities for the ongoing exchange of ideas for mutual benefit.
2. Field experience assignments align with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance.
3. Reflective discussions align with the College of Education's value of academic excellence through critical and reflective thinking.

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

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

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

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.

1. 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

1. 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.

Finally, this course is also aligned with the Council for Exceptional Children's Initial Preparation Standards and Draft Advanced Special Education Diagnostician Specialist standards. Both the initial Special Education Teacher Certification program and the Diagnostician preparation program at SFASU are nationally recognized by the Council for Exceptional Children (CEC).

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 decisionmaking

6. Social Responsibility
   a. To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
OUTCOMES:

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).
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).

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 and the Educational Diagnostician Certificate Standards coincide 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.

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:

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

(2) The beginning educational diagnostician is able to:

a. articulate the purpose of evaluation procedures and their relationship to educational programming; and
b. 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:

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

(2) The beginning educational diagnostician is able to:

   a. demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
   b. demonstrate positive regard for the culture, gender, and personal beliefs of individual students;
   c. promote and maintain a high level of competence and integrity in the practice of the profession;
   d. exercise objective professional judgment in the practice of the profession;
   e. engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;
   f. comply with local, state, and federal monitoring and evaluation requirements;
   g. use copyrighted educational materials in an ethical manner; and
   h. 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:

   a. strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
   b. concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
   c. 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.

(2) The beginning educational diagnostician is able to:

   a. 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:

a. 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.

(2) The beginning educational diagnostician is able to:

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:

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.

(2) The beginning educational diagnostician is able to:
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

a. 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.

(2) The beginning educational diagnostician is able to:

a. 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:

a. issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
b. 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;
c. issues related to the representation in special education of populations that are culturally and linguistically diverse;
d. ways in which diversity may affect evaluation; and
e. strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The beginning educational diagnostician is able to:

a. apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
b. 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:

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

(2) The beginning educational diagnostician is able to:

a. select, adapt, or design forms to facilitate planning, scheduling, and time management; b. maintain eligibility folders; and
c. 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:

a. requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;
b. applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;
c. ethical considerations inherent in behavior interventions;
d. teacher attitudes and behaviors that influence the behavior of individuals with disabilities;
e. social skills needed for school, home, community, and work environments;
f. strategies for crisis prevention, intervention, and management;
g. strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and

h. 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).

(2) The beginning educational diagnostician is able to:

a. conduct functional behavioral assessments;
b. assist in the development of behavioral intervention plans; and
c. 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:

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

(2) The beginning educational diagnostician is able to:

a. 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:

TEXES standard and competency 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 (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 5). Recognize and understand procedures for promoting the social skills and communication skills of students with autism.
4. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities (Domain I, CEC 2)
5. Identify and comprehend procedures for managing the teaching and learning environment, including behavior management, daily routines and transitions (Domain II, CEC 7) (Educational Diagnostician TExES Standard X 1E)
6. Compare and contrast effective, proven, accepted, new and/or controversial strategies for the treatment of students with autism. These may include, but are not limited to: Applied Behavior Analysis, TEACCH, PECS, auditory and sensory stimulation, and medical as well as nontraditional treatments and facilitated communication.

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

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
and in Mathematics
Domain IV ... Foundations and Professional Roles and Responsibilities

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Getting started: 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.

1. Required readings: Course content will be delivered online via Blendspace. Please follow this link, https://www.tes.com/lessons/class/146331, to access the site. You will need to become a member (free) and use the following code to join my class. The code to join the class is wgzn.

2. Emails: Use my D2L email only to communicate with me! 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 – Friday. Messages received during the weekend may be answered then but expect a response no later than the Monday after the weekend. Thanks.

3. Learning Modules: This course has been designed utilizing Learning Modules (LM). Each LM is organized into 1-2 units of study. 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. All assignments are subject to change, per the professor’s decisions and guidance.

4. Article reviews and research paper: You will have journal articles to read and a final research paper to write. Scholarly writing is expected throughout the course. You will need to use APA formatting in all article reviews and the research paper. Directions for APA can either be found online … purdue.com … or buy purchasing the APA manual.

Assignments:

1¶ Discussion Board: It will be your responsibility to keep up with your discussion board posts and respond to the posts of your peers. The discussion board is our “virtual classroom” and is an integral part of the online learning process. (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¶ Article Reviews ... Locate an article, no more than 5 years old, on a specific topic or strategy concerning individuals with autism. Review the article and share your impressions (PLO-I,II,III,IV; CEC 1,4)

3¶ ABC data forms ... Locate 3 different ABC data forms, explain each of them...what's alike and what's different, and which one you would be most likely to use in your classroom and why (PLO-; SLO-; CEC 1,4)

4¶ Structured teaching project ... Create a "work job" based on the expectations of the Structured Teaching methods. You will need to create the task and video yourself explaining the task (PLO-; SLO-; CEC 1,2,3,4,5).

5¶ Transition programs ... Identify as many transition programs in your geographic area as you can and define them (PLO-; SLO-; CEC 2,3,5,6,7).

6¶ Research Paper ... The purpose of this project is to enable you to gain knowledge and depth of information related to an important topic in the field of Autism Spectrum Disorders (ASD) by researching a topic related to educating students with ASD and completing a review of current literature. Possible topics include but are not limited to:
a. Effectiveness of educational Planning
b. Prevalence of ASD
c. Assistive technology for children with ASD
d. Language development and students with ASD
e. Teaching strategies – pick ONE of the following:
   i. Structured teaching
   ii. Applied Behavior Analysis in the classroom
   iii. Naturalistic strategies
   iv. Your idea? Submit for approval

Guidelines for paper:

• Take advantage of Steen Library Distance Ed Support to locate current literature (within the last 5 years; 10 years if you are discussing historical aspects of the topic) related to your topic.
• Page length: 8-10 pages. This count does not include the cover, abstract, or reference pages.
• Number of references: 8-10
• Avoid long quotations – paraphrase, use your own words! I use “Turn it in” plagiarism detection software.
• APA writing style formatting required
• Take advantage of SFA’s Academic Assistance Center Online Writing Lab (PLO- ; SLO- ; CEC 5,6)

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!

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.

IV. Evaluation and Assessments (Grading):

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
V. Tentative Course Outline/Calendar:

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<tr>
<th>Event</th>
<th>Date</th>
<th>Modules/Assignments</th>
<th>Points</th>
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<td><strong>Module 1</strong></td>
<td>Jan 16-28</td>
<td>LM 1</td>
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<td>“Intro to Autism”</td>
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<td>LM 1 Quiz</td>
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<td><strong>Module 3</strong></td>
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<td>Complete 5 Online Modules from the Region 13 ESC online</td>
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<td>Assignment – ABC Data Sheets</td>
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<td>Mar 19-Apr 1</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Course content will be delivered via the websites TES Blendspace. You will need to create an account and join our class. This is a nice platform to deliver web-based content.

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

VII. Course Evaluations:

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

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

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

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

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/
Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

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

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5

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

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-4681740 or snyderke1@sfasu.edu.
Department of Human Services

SPE 544 501 Individual Academic Assessment

SPE 544.501.201820Mask

The SFA Way ... "...striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect ... Lumberjacks command respect and treat others with respect.

The Principle of Caring ... Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility ... Lumberjacks do what is right.

The Principle of Unity ... Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity ... Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: Dr. Paige Mask

Course Time & Location: online using D2L

Office: Human Services Building 3rd Floor Room #313B. The Human Services Building is located on the corner of East College Street and Raguet Street. This building is a 3- story rectangular building across from the parking garage located
next to the University Police Department. Take the elevators to the 3rd floor. Exit the elevator and then stay on that hallway as you walk all the way down to the second to last door on the left. You will see our program picture next to this door. Enter into this door and then turn right to room #313B.

**Office Hours:** Tuesday 1:30 to 3:00 pm, Wednesday 1:30 to 3:00 pm, Thursday 1:30 to 3:00 pm. Student questions may also be answered in assessment scoring sessions.

**Office Phone:** (936) 468-1076

**Credits:** 3 semester hours, graduate credit

**Fax:** (936) 468-5837

**E-mail:** Utilize D2L e-mail for course communication and assignment submissions.

**Course Fee:** $100.00 assessment materials

**Mailing Address:**

Stephen F. Austin State University  
Department of Human Services - Paige Mask  
P.O. Box 13019 OR 2100 North Raguet (UPS/FedEx requires a physical address)  
Nacogdoches, Texas 75962

**Prerequisites:** None

**I. Course Description:**

This course covers the administration and interpretation of standardized tests designed to measure adequate yearly progress and academic achievement. The tests utilized in this course are the most commonly utilized assessments for
educational planning and interventions for students with disabilities and students at-risk of developing disabilities. Students will administer, score, and interpret some of the most widely used academic achievement tests in public schools. Students will be required to utilize test publisher computer software scoring programs and manuals. Assessment concepts and procedures will be addressed throughout the semester. A major emphasis of this course will be test administration using standard procedures with a variety of tests. A considerable amount of time will be allotted to practicing test administration, scoring protocols, and interpreting data. **You will need to test the same children for SPE 544.501 Achievement Testing as you do for SPE 545.501 IQ Testing so please plan accordingly. Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test using standard procedures.**

**SPE 544 Accountability and Accreditation Assignment:** Professional Portfolio submission

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.

**II. Intended Learning Outcomes/Goals/Objectives**

**A. COE Conceptual Framework:** This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional decisions and practices. Web link where the COE Conceptual Framework can be accessed: [http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=concep](http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=concep)

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

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

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

C. THECB: Elements of the Core Curriculum

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making.
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcomes:

CEC Advanced Preparation Standard 1: Assessment

1.0 Special education specialist use valid and reliable assessment practices to minimize bias.

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

SPE 544 Accountability and Accreditation Assignments:

1) The candidate will interpret and describe the scores for a norm-referenced assessment.

2) Building a Professional Portfolio

Student Learning Outcomes:

At the completion of this course, students will be able to:

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.

2. The student will discern legal and ethical issues encountered in the field of special education.
3. The student will recognize issues related to conducting evaluations and special education eligibility.

4. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.

5. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

6. Analyze assessment data for student academic strengths and weaknesses.

7. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

8. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

9. Demonstrate an understanding of socially, culturally, and linguistically different students.

10. In report writing competencies, non-competences, and recommendations, apply knowledge of pre-academic and academic concepts assessed by adequate yearly progress at varying grade levels.

**SLO Items 1-7** (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice.

TExES standard and competency 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
TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1B, 1C, 1D, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1B, 1C, 2B; TExES Standard III develops collaborative relationships with families, educators, the school, the community, outside agencies, and related school personnel 2H; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 1A, 1B, 2A, 2B, 2C; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 1B, 2B, 2C; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations 1A, 1B, 1D, 1E, 1F, 1G, 1H, 1I, 1J, 1L, 2B, 2C, 2D, 2F, 2G, 2H, 2J, 2K; TExES Standard VII understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1A; TExES Standard X knows and understands appropriate curricula and instructional strategies for individuals with disabilities 2A, 2B.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

The format for this course includes D2L learning modules with assignments and deadlines, offline reading assignments, online reading and participation in using web pages, Collaborate, e-mail, discussion boards, assessment kits, manuals, and report writing. Assessment of course content will be conducted via scheduled online quizzes, exams, Collaborate scoring sessions, and reports. Students should expect to spend 6-10 hours weekly working on this course.

Assessment: Students are required to conduct assessment sessions using varying standardized instruments. Test sessions and test records will be graded based on examiner efforts to establish rapport with the student, following standardized administration procedures, scoring, and accurate interpretation of the test. The following assessments will be addressed in this course: Woodcock Johnson IV Test of Achievement, WJ IV; Wechsler Individual Achievement Test III, WIAT III; KeyMath 3; Kaufman Test of Educational Achievement, KTEA, and 1-2 Gray Reading tests.

Recorded Test Administrations: Each of your test sessions will be recorded for graded review and teaching purposes. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Video footage of the entire assessment administration is required for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. No YouTube videos are allowed. The information on these tests is confidential. Legal action will be taken by test publishers who find videos with their test information on the internet. You will need to use OneDrive to send your videos to the course instructor.
A video recording device is a worthwhile investment because you will be using this type of recording technology in SPE 544.501, SPE 545.501, SPE 571.501, and SPE 555 practicum. MP4 video files are the easiest video files for me to access.

Be sure that your testing session recorded and saved appropriately before you submit your assessment for grading. **Your video recordings must be labeled with an appropriate title just like you would create a title for a word document.** The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. You will be uploading your videos to the course Dropbox. Due to the large size of some of these recording files, you may need to submit videos using OneDrive. **It is the student's responsibility to make sure that videos sent to the course professor will play appropriately. This means you will need to access your videos in the format that you have saved them to make sure the videos play before uploading them to the course Dropbox.** Do not wait until the end of the semester to submit your videos. Videos must be submitted with the other assessment components according to the Course Timeline. No YouTube videos are allowed.

**Video footage of the entire assessment session must be submitted for a student to receive credit for an assessment report.** Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.

**Reports:** Students will follow the instructor's format for writing summaries for each of the tests administered. The format for reports will be described in course modules.

- Child 1 will be in grades 2 - 6
- Child 2 will be in grades 7-12
- Child 3 can be in grades 2-12. Test administration specifics will be given in modules.
- **Remember that you will be testing the same children for SPE 544.501 Achievement testing and SPE 545.501 IQ Testing.** *Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.*

**Quizzes and Exams:** Textbook (Essentials of SLD and Assessing Students... 8th edition) and learning module quizzes will be administered throughout the semester. These quizzes are accessed through the Quiz (tab) section of the course.
Assignment Descriptions:

1. Five Pillars of Reading - Using Screen-casto-matic, you will post a mini-presentation using a web-cam, visuals, web site(s), and/or classroom examples to create a video discussion on the 5 pillars for reading success (pg 30 of your Essentials textbook). Your responses will need to be succinct and in your own words based on your textbook reading and the internet or powerpoint resource you choose. The maximum time limit for your recording is 3 minutes. You need to pretend like you are presenting this information to a new teacher who may not know and/or understand the importance of the 5 pillars of reading success.

2. SLD Categories/ Federal Regulations - For this assignment, you will access the Legal Framework and then locate the 8 Specific Learning Disability Categories. You will type these categories into the Submission box for credit. Hint: Look under the Heading Full and Individual Evaluation.

3. WJ IV and KeyMath Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, WJ strength paragraph, WJ weakness paragraph, Keymath strength paragraph, Keymath weakness paragraph, comparison between WJ and KeyMath math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

4. KTEA and 1 of the following assessments (Gray Reading, OWLS Writing, PPVT Language) Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA strength paragraph, KTEA weakness paragraph, Gray strength paragraph, Gray weakness paragraph, comparison between KTEA and Gray math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

5. KTEA or WJ (repeated) and 1 of the following assessments (Gray Reading, OWLS Writing, PPVT Language) Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: module assignments, test record notes for broad and narrow abilities, recorded assessment administration, script completion,
Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, WIAT strength paragraph, WIAT weakness paragraph, Gray strength paragraph, Gray weakness paragraph, comparison between WIAT and Gray math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.


7. Specific Learning Disabilities Quiz Chapters 3 - How SLD Manifests in Reading.

8. Specific Learning Disabilities Quiz Chapters 4 - How SLD Manifests in Writing.

9. WJ IV Quiz - Standard procedures for assessment administration and scoring.

10. Textbook quizzes (Assessing Learners with Special Needs... 8th edition) - 120 points (6 quizzes at 20 points each)

Chapter 1

Chapter 2

Chapter 4

Chapter 5

Chapter 9

Chapter 11

11. RTI Only Approach. On page 13 (second full paragraph) in your Essentials of SLD text, the author's state that districts that follow an RTI only approach do not appear to be in compliance with federal regulations regarding the identification of a Specific Learning Disability (SLD). Districts that utilize and RTI only approach typically refer a child to Special Education and find them eligible if the child was deemed a "nonresponder" to the district's RTI tiered intervention program. Your assignment is explain why each of the identified regulations is not being adhered to in an RTI only approach. You will
need to include the question and your answer in your submission. Make sure your responses are written in complete sentences and of graduate level quality. You may type directly into the submission box or type your response in Microsoft Word and then attach your assignment.

IV. Evaluation and Assessments (Grading):

Assignments and Points

1. Assessing Learners with Special Needs 8th edition textbook quizzes totaling 120 points

2. Specific Learning Disability book information quizzes 100 points (screen-cast-o-matic discussion postings and quizzes)

3. Test Session/Child 1: Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments:

   • 1 WJ IV ACH (administration + test record + report + recorded test session) 125 points Note: You do not have to administer the Listening Comprehension or Oral Expression tests.
   • 1 KeyMath or supplemental assessment: reading or language or writing assessment (administration + test record + report + recorded test session) 125 points Note: Supplemental Assessments include the following: WJ IV Oral Language (scored online with the course professor), GSRT, GDRT, TOPA 2, OWLS, and PPVT (all hand-scored using manual tables). In the IQ testing course this child will be or would have been administered the WJ ACH.
   • At the end of the semester, you will access the EasyIEP module and create an FIE with your ACH assessment information. This FIE information will be added to in your IQ testing course and the practicum course.

4. Test Session/Child 2: Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and
how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments

- 1 KTEA Test of Achievement (administration + test record + report + recorded test session) 125 points Note: You do not have to administer the Listening Comprehension or Oral Expression tests.
- 1 WJ Oral Language (OL), or Gray reading or PPVT or OWLS (administration + report + recorded test session 125 points. NOTE: these assessments are hand-scored using manual tables. In the IQ testing course this child will be or would have been administered the KABC II.
- At the end of the semester, you will access the EasyIEP module and create an FIE with your ACH assessment information. This FIE information will be added to in your IQ testing course and the practicum course.

5. Test Session/Child 3: Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments

- 1 WJ III Test of Achievement OR KTEA (administration + test record + report + recorded test session) 125 points
- 1 WJ Oral Language (OL), or Gray reading or PPVT or OWLS (administration + report + recorded test session (125 points) In the IQ testing course this child will be or would have been administered the WISC V or WAIS IV.
- At the end of the semester, you will access the EasyIEP module and create an FIE with your ACH assessment information. This FIE information will be added to in your IQ testing course and the practicum course.

6. EasyIEP FIE ACH data (3 at 50 points each)
Grading Scale

90% - 100% of all possible points = A
80% - 89% of all possible points = B
70% - 79% of all possible points = C
60% - 69% of all possible points = D
59% and below of all possible points = F

V. Course Outline/Calendar

Reminder:

Remember that you will be completing 3 sets of video-recorded tests administrations this semester. **Assess the same children for SPE 544.501 Achievement Testing as you do for SPE 545.501 IQ Testing.** Test administrations can be administered in any order. This means that you can work on any of the three test Administration Sessions based on the test kits that you are given, just make sure that you are using the correct child and correct age child. The ages are as follows:

- 1 child will be in grades 2 - 6
- 1 child will be in grades 7-12
- 1 child can be in grades 2-12
Course Timeline

SPE 544 Individual Academic Achievement

No YouTube videos allowed.

A TEST KIT MAY BE IN YOUR POSSESSION FOR A MAXIMUM OF 16 DAYS AND THEN THE TEST KIT MUST BE SHARED WITH ANOTHER GROUP MEMBER.

All test kits must be mailed back to Dr. Paige Mask by May 8th (post-marked) so that the test kits can be used for the next semester.

Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.
**Week 1-2 January 17 - January 28th**

All assignments due on January 28th

Purchase a LiveText account (LiveText.com) if you have not already purchased this for another class. Then access the Getting Started module and the directions for *Creating a Portfolio in Livetext*. The portfolio must be created with a template and your portfolio is not tied to this course; but rather, a stand alone item that you have access to in your Livetext account throughout your program. You will be adding to your portfolio throughout several classes in your program.

Using the *Creating a Portfolio in LiveText* directions located in the course Getting Started module, you will create and/or upload the following components to your LiveText portfolio. These items will be copied and pasted into content pages that you create for your portfolio table of contents. If you have already added these items in a different course, then only complete what you have not done and submit your portfolio to the course professor for review. Your portfolio must be submitted and approved before an Assessment Scoring session will be scheduled.

- professional autobiography with your picture centered at the top of the content page
- current resume (pasted into a content page)
- essay that you submitted upon entry into this program (pasted)
- teacher certifications which can be accessed from the TEA website: [https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp](https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp)

**Assignment #2:** Post your Student Introduction using Screen-casto-matic.

**Assignment #3:** Read the other student introductions (your group as well as other groups) and respond back if you desire.

**Assignment #4:** Complete the Getting Started Module Quiz with 95% accuracy.

**Assignment #5:** Complete the Introduction to Federal Regulations module.

**Assignment #6:** All Groups get your assessment recording technology in order so that you can record your testing sessions.

**The Announcement section on the course homepage will have information regarding your designated test kit group along with specific instructions that I may have for you or your group. This announcement will be sent out sometime during Week 2 of the course.**
Week 3-5: January 29th - February 18th

Assignments due on February 18th

Complete textbook chapter quizzes.

Report 1 is due at the end of week 5 and will include the following components: video-recorded session(s), test records, compuscroce print-out, testing authorization form, script, XBA master Excel file, and report.

No YouTube videos allowed.

Note: Modules are located under the Content Browser heading on the course homepage.

IMPORTANT: Make sure that you have completed the test kit introduction module before you administer the test to a child!

Assignment #1: (All Groups) Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child.

Note: When you have finished testing a child and scoring the test record, sign-up for an assessment scoring session with the course professor using the course email. You must sign up for the assessment scoring session well in advance or at least the day before the scheduled meeting. After the scoring session, immediately begin to work on your report because you may need to utilize the manual before passing the test kit on to the next person in your group. After you have reviewed the resources and explanations in the assessment module, you can email me to request help as often as you need to complete aspects of the test interpretation and report.

Assignment #2: View the available XBASS videos from CrossBattery.com. There is a content page with information about these videos in your table of contents. Please read this information and then access the videos. Videos I-V must be viewed before scheduling your first Collaborate Scoring session.

Assignment #3: Complete two chapter quizzes for the Assessing Learners with Special Needs (8th edition) textbook.

Assignment #4: In your Essentials of SLD book read chapter 1 and 2 and complete the assignments and quiz for these chapters.
Week 6-9: February 19th - March 18th.

Items due March 18th

Report 2 is due at the end of week 9 and will include the following components: video-recorded session(s), test records, compuscroe print-out, testing authorization form, script, XBA master Excel file, and report.

No YouTube videos allowed.

| IMPORTANT: Make sure that you have completed the test kit introduction module **before** you administer the test to a child! |
| Assignment #1: (all groups): Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child. |
| Assignments: When you have finished testing a child and scoring the test record, sign-up for a assessment scoring session with the course professor. You must sign up for the assessment scoring session well in advance or at least the day before the scheduled meeting. After the assessment scoring session, immediately begin to work on your report so you can pass the test kit to the next person in your group. After you review the resources in your assessment module, you can e-mail as often as you like to get help with aspects of the test interpretation and report writing. |
| Assignment #2: Complete Assessing Learners with Special Needs quiz or quizzes. |
| Assignment #3: In your Essentials of SLD book read chapter 3-4 and complete any assignments and/or quiz associate with this chapter. |
Due April 15.

All assignments and Report 3 are due April 15th and the report submission will include the following components: video-recorded session(s), test records, compuscroe print-out, testing authorization form, script, XBA master Excel file, and report.

No YouTube videos allowed.

IMPORTANT: Make sure that you have completed the test kit introduction module before you administer the test to a child!

Assignment #1: (all groups): Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child.

Note: When you have finished testing a child and scoring the test record, sign-up for an assessment scoring session with the course professor. You must sign up for the assessment test scoring session well in advance or at least the day before the scheduled meeting.

Assignment #2: Complete chapter quizzes for the Assessing Students with Special Needs textbook.

Assignment #3: In your Essentials of SLD book read chapter 5-6.
| **Weeks 14-16: April 16 - May 6th** | Continue working on all unfinished assignments or quizzes. You will also be resubmitting assignments that you have corrected per instructor's feedback. 
Access the EasyIEP module and follow the directions for entering your ACH scores into and FIE. You will be completing these steps for all 3 assessment sets that you completed this semester. |
|---|---|
| **Week 17** | It is the graduate student's responsibility to be sure he/she has turned in all assignments. Please do not rely on the instructor to remind you to turn something in or to send you a list of missing assignments.
Test kit pick-up or return. It is the student’s responsibility to make arrangements to mail or delivery his or her test kits back to the SFA campus no later than May 8th. |

**VI. Readings and Materials**


5) Stop Watch (phone can be used) - preferably one that does not make any sound when being started, stopped, and reset.

6) Clipboard

7) Access to a computer with the following capabilities: microphone and web cam, power point viewing and creating, Microsoft Excel, pf viewing and creating, and Microsoft Word.

8) Your computer must also be D2L functional. Directions for setting up your computer are located in the Getting Started module. You may also get student D2L support by calling (936) 468-1919.

9) LiveText Account, ISBN #978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [live text.com](http://www.livetext.com). If you have already purchased LiveText, then you do not need to purchase it again. Note: If you plan to use financial aid to purchase this account, then you must do so by the dates set by the Office of Financial Aid.

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.
10) Video recording and file making capabilities.

VII. 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 as been simplified and is completed electronically through mys fa. 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.

VIII. Student Ethics and Other Policy Information:

Ethical Concerns:

1. Plagiarism and cheating will be dealt with in accordance with university policy.

   - Professional standards of behavior are expected at all times.

Attendance and Participation Policy:

Traditional absences do not occur in online courses; therefore, absence is not a reason for failure to fully participate. Reading and assignments for each learning module as well as the quizzes are due by the due date stated in the syllabus. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled illuminate chats. If a student must miss a Chat session, he or she must contact the instructor, reschedule the missed Chat, and/or complete other assignments in order to receive credit for the Chat.

Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked points - no exceptions.

**Students with Disabilities**

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

**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 complete policy at [http://wow.sfasu.edu/policies/academic_integrity.asp](http://wow.sfasu.edu/policies/academic_integrity.asp)

**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 ch 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 ch, or the grade automatically becomes an F. If students register for the same course in future terms the ch will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. Other Relevant Course Information:

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 the 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; the completed information form is due _________________________. 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 safes.

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 wow.taxes.edu/registration_bulletin/http://wow.taxes.edu/registration_bulletin/). 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 safes. 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 safes.
**LiveText**

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at [wow.live text.com](http://wow.live text.com). This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

**D. Alignment Between Accreditation Standards and Assignments**

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

spec/ TExES – State Board of Educator Certification and TExES

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**Program Learning Outcomes:**

The candidate will interpret and describe the scores for a norm-referenced assessment.

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.
CAEP 1.0 The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

INTASC 1 Learner Development; INTASC 3 Learner Environments; INTASC Application of Content; INTASC 6 Assessment

CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3. Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

ISTE 3 Model Digital Age Working and Learning; ISTE 4 Model Digital Age Working and Learning; ISTE 5 Engage in Professional Growth and Leadership

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

3. The student will recognize issues related to conducting evaluations and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)
Student Learning Outcomes:

At the completion of this course, students will be able to:

1. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.

2. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

3. Analyze assessment data for student academic strengths and weaknesses.

4. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

5. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

6. Demonstrate an understanding of socially, culturally, and linguistically different students.

7. In report writing competencies, non-competences, and recommendations, apply knowledge of pre-academic and academic concepts assessed by adequate yearly progress at varying grade levels.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective
Assignment Descriptions:

1. Five Pillars of Reading - Using Screen-casto-matic, you will post a mini-presentation using a web-cam, visuals, web site(s), and/or classroom examples to create a video discussion on the 5 pillars for reading success (pg 30 of your Essentials textbook). Your responses will need to be succinct and in your own words based on your textbook reading and the internet or powerpoint resource you choose. The maximum time limit for your recording is 3 minutes. You need to pretend like you are presenting this information to a new teacher who may not know and/or understand the importance of the 5 pillars of reading success.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading St andards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 4 understands central concepts and structures of the discipline; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 6.5 plan and present professional development; ISTE design relevant learning experiences that incorporate digital tools to promote learning and creativity; ISTE 3.C communicate relevant information and ideas effectively to peers using digital age media and formats)
2. SLD Categories/ Federal Regulations - For this assignment, you will access the Legal Framework and then locate the 8 Specific Learning Disability Categories. You will type these categories into the Submission box for credit. Hint: Look under the Heading Full and Individual Evaluation.

(CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, WJ strength paragraph, WJ weakness paragraph, Keymath strength paragraph, Keymath weakness paragraph, comparison between WJ and KeyMath math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need;
TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

4. KTEA and Gray Reading Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA strength paragraph, KTEA weakness paragraph, Gray strength paragraph, Gray weakness paragraph, comparison between KTEA and Gray math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning,
5. WIAT and Gray Reading Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: module assignments, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, WIAT strength paragraph, WIAT weakness paragraph, Gray strength paragraph, Gray weakness paragraph, comparison between WIAT and Gray math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.2 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)

(CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 4 understands central concepts and structures of the discipline; CEC 4.0 evaluate and use inquiry to guide professional practice; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need).

7. Specific Learning Disabilities Quiz Chapters 3 - How SLD Manifests in Math.

(INTASC 4 understands central concepts and structures of the discipline; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership).

8. Specific Learning Disabilities Quiz Chapters 4 - How SLD Manifests in Writing.

(INTASC 4 understands central concepts and structures of the discipline; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership).

9. WIAT and WJ IV Quiz - Standard procedures for assessment administration and scoring.

(INTASC 4 understands central concepts and structures of the discipline)

10. Assessing Student with Special Needs quizzes

11. RTI Only Approach. On page 13 (second full paragraph) in your Essentials of SLD text, the author's state that districts that follow an RTI only approach do not appear to be in compliance with federal regulations regarding the identification of a Specific Learning Disability (SLD). Districts that utilize and RTI only approach typically refer a child to Special Education and find them eligible if the child was deemed a "nonresponder" to the district's RTI tiered intervention program. Your assignment is explain why each of the identified regulations is not being adhered to in an RTI only approach. You will need to include the question and your answer in your submission. Make sure your responses are written in complete sentences and of graduate level quality. You may type directly into the submission box or type your response in Microsoft Word and then attach your assignment.
(CAEP 5.1 multiple measures to monitor candidate progress).
The SFA Way … "…striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.

The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility … Lumberjacks do what is right.

The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.
The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular

Instructor: Paige R. Mask, Ph.D.

Time/Location: Online w/in Desire 2 Learn - D2L

Office Phone: 936 468-1076

Office: HSTC 3rd floor of Human Services Building Room 313B

Office Hours: Tuesday 1:30 - 3:00 pm, Wednesday 1:30 - 3:00 pm and Thursday 1:30 - 3:00 pm

Credits: 3 semester hours, graduate credit

Fax: (936) 468-5837 Attention: Paige Mask

E-mail: D2L e-mail for course purposes. Secondary e-mail- maskp@sfasu.edu

Mailing Address: Stephen F. Austin State University, Department of Human Services - Paige Mask, P.O. Box 13019, Nacogdoches, Texas 75962

OR physical address of Stephen F. Austin State University, Department of Human Services - Paige Mask, 2100 North Raguet, Nacogdoches, Texas

Course Fee: Administration of Field Experience/Practicum and ARD paperwork
Prerequisites: SPE 554 and SPE 555 Practicums are taken at the end of the student's program. Testing courses: SPE 544, SPE 545, and SPE 571 are to be completed prior to the practicum.

I. Course Description:

Supervised experience in administration and interpretation of various psycho-educational instruments resulting in written and electronic diagnostic evaluation reports and/or supervised practicum experience providing instruction and services to children with disabilities.

Additionally, this course enables the candidate to apply academic knowledge and experiences in a supervised practicum experience instructional setting prior to employment as an Educational Diagnostician. Instructional activities and assignments are designed in coordination with TExES domains and competencies. The TExES domains and competencies specify knowledge and skills necessary to prepare preservice Educational Diagnosticians for meeting the needs of students with disabilities. Students who meet the course criteria will be eligible for a Clearance Application for the #153 Educational Diagnostician TExES.

SPE 554 Accountability and Accreditation Assignment: Comprehensive Mastery Exam Parts 1-4 and the #153 Educational Diagnostician TExES.

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 email 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 936 468-1267 or e-mail SFALiveText@sfasu.edu.

II. Intended Learning Outcomes and its Relationship to the College of Education's
A. COE Conceptual Framework: This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional decisions and practices.

Course Practicum Experience:

1. Aligns with the College of Education's goal of collaborating with external partners (accredited schools) to enhance the candidate’s knowledge, skills, and to provide opportunities for the ongoing exchange of ideas for mutual benefit.
2. Reflective written reports align with the College of Education's value of academic excellence through critical and reflective thinking.

Reflective interpretation of student performance aligns with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance.

Use of technology for scoring test records and applying Cross-Battery Assessment principles aligns with the College of Education's goal of academic excellence. Specifically, through the current and appropriate use of instructional technologies and applications that positively impact student learning for all students.

Course Coordination with TExES Domains and Competencies:

1. This course's focus and review on the State Board of Educator Certification Standards for Texas Educational Diagnosticians aligns with the College of Education's mission to provide candidates with a foundation for success in teaching.
2. The College of Education's goal of academic excellence in candidate content knowledge is emphasized through this course's review of the State Board of Educator Certification (SBEC) standards for Texas Educational Diagnosticians.


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

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

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

**C. THECB: Elements of the Core Curriculum**

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

D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcome:
CEC Advanced Preparation Standard 1: Assessment

1.0 Special education specialist use valid and reliable assessment practices to minimize bias.

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

SPE 554 Accountability and Accreditation Assignment: Comprehensive Mastery Exam and #153 Educational Diagnostician TExES. Candidates are provided with TExES review and remediation so that they are able to demonstrate content and professional knowledge in each of the four domains. Domain I: Students with Disabilities, Domain II: Assessment and Evaluation, Domain III: Curriculum and Instruction, Domain IV: Foundations and Professional Roles and Responsibilities.

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment:
   (A) standard procedures for test administration, (B) scoring, (C) interpretation, and (D) recommendations.

CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3 Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills
necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

3. The student will recognize issues related to conducting evaluations, writing Full and Individual Evaluations, and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations.

**Student Learning Outcomes:**

At the completion of this course, students will be able to:

1. Demonstrate competence in assessment interpretation and report writing.
2. Demonstrate the ability to present in written and oral formats objective and interpretive assessment.
3. Analyze assessment data for student academic strengths and weaknesses.
4. Demonstrate orally and/or in written formats knowledge of federal regulations and ethical concerns in education.
5. In a school setting, demonstrate and understanding of socially, culturally, and linguistically different students.
6. In a school setting, apply knowledge of federal and state regulations for education.
7. In a school setting, apply knowledge of school district procedures for special education determination and eligibility.

**SLO Items 1-6** (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice.

TExES standard and competency 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

TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1C, 1D, 1E, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1A, 1D, 2A, 2C, 2D, 2E, 2F; TExES Standard III develops collaborative relationships with families, educators, the school, community, outside agencies, and related service personnel 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2K; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 1C, 2A; TExES
Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 1C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1K, 2A, 2E, 2F, 2H, 2I, 2L; TExES Standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1E, 2B; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization 1A, 1B, 1C, 2A, 2B, 2C.

III. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments/reports and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, and Collaborate sessions. Assessment of course content will be conducted via scheduled assignments, online quizzes, and the Comprehensive Mastery Exam (Parts 1-4). In addition to the instructional activities listed above, candidates will continue to acquire practicum experience in a public school's special education program during the semester. Texas Administrative Code (TAC) 228.35 states that Educator Preparation Programs preparing candidates for professional certificates (i.e., Educational Diagnostician) will provide a practicum for a minimum of 160 clock hours. To be successful in this course, the typical student should plan to spend at least 8 -10 hours per week working on this course which includes your practicum experience hours.

Practicum Experience:

Course participants will be supervised by a public school's certified Educational Diagnostician. Practicum experiences may include but are not limited to the following: related professional development, RTI meetings, Section 504 meetings, ARD scheduling and preparation, ARD meeting facilitation, ARD paperwork, test administration and scoring, report writing, collaboration with teachers, discussions of federal regulations with an educational diagnostician and/or school psychologist, discussion of transition with diagnostician and/or district transition specialist). The date and time for each observation or activity must be recorded on a practicum experience
log. The signature of the cooperating Educational Diagnostician must accompany each entry. No more than 40 hours total may be obtained through professional development activities (online and face-to-face). Writing goals and objectives or PLAAFP statements do not count towards practicum hours as these are teacher responsibilities. Undocumented entries or unsigned practicum logs will not count towards the cumulative 160 hour practicum requirement. Candidates must complete the practicum experience paperwork and be approved for placement before beginning their field experience. Paperwork components include the following:

- Candidate information
- Signed confidentiality statement
- The Department of Human Services requires candidates providing clinical services to maintain professional liability insurance within their respective areas of specialization. Proof of insurance must be provided before initiating any form of services with students in the public schools.
- Complete Blood Born Pathogen training and pass the test unless you are currently employed by an ISD. **If you are employed by an ISD or TEA approved charter school this is not needed.**
- Obtain and provide proof of a current TB test unless you are currently employed by an ISD. **If you are employed by an ISD or TEA approved charter school this is not needed.**

**IMPORTANT:** I will need to make 3 practicum visits this semester using the GoToMeeting tool, web cam, and microphone. Three practicum visits are required by law and failure to participate in the scheduled practicum sessions will lower your grade, delay your completion of the course and your certification. Please make sure that GoToMeeting is not blocked by your district. We may need to conduct a test session prior to the meeting to ensure that your technology is working and that you web cam and microphone are functional.

Practicum visits will occur on the following schedule.

- The **1st practicum visit** (45 minutes) must occur during your conference period in the month of September.
You will need to have the following items open and ready to share through desktop sharing features: 1) completed professional portfolio in a template format without attachments and 2) written goals for your practicum experience.

- **The 2nd practicum visit** (45 minutes) will occur during the month of October and will include your supervising district mentor. Please work on getting this meeting scheduled now for the month of October.

  During the meeting with your district mentor, you will be discussing and sharing through desktop sharing features your practicum log and presenting your professional portfolio as if you were speaking with a prospective employer.

- **The 3rd practicum visit** (45 minutes) will occur in part 2 of the practicum.

  You will need to have the following items open and ready to share through desktop sharing features: practicum logs and supporting documentation.

IV. Evaluation and Assessments (Grading):

1. **Online Assignments, Quizzes and sessions.** Each assignment or activity is designed to provide the candidate with further explanation of real-world special education practices and legal responsibilities. Quizzes are designed to assess candidate knowledge of course content.

2. **Comprehensive Mastery Exam Parts 1-4:** The dates of the exam are noted on the Course Timeline and your final responses must be uploaded to LiveText for credit. **Testing clearance for the #153 Educational Diagnostician TExES is contingent on the successful completion of this Comprehensive Mastery Exam and other assignments.** Remember that your #161 Special Education TExES must be passed before you are given testing clearance for the #153 TExES. Some older certifications or related certifications may be accepted in place of the #161 All-Level Special Education certification.
The Comprehensive Mastery Exam which is in partial fulfillment of an M.Ed in Special Education and also required for Certification Seeking Only candidates. The Comprehensive Mastery Exam provides the candidate with the opportunity to demonstrate the knowledge and skills that he or she has developed during their master's degree or certification program and serves as a review for your #153 Educational Diagnostician TExES exam. You will need to use a copy of your Federal Regulations and your XBA textbook during this exam.

The Comprehensive Mastery Exam (Parts I-IV each 100 points and required for course completion) will focus on six key areas of knowledge which will be answered in an essay and multiple-choice format. Those areas are:

- Tests and Measurements (academic, cognitive, XBA)
- Legal Roles and Responsibilities (Federal Regulations, Professional Roles and Responsibilities)
- Effective Research Based Instruction
- Transition - ECI and/or age 14 and 16
- Diversity (Federal Regulations, Bilingual Assessment)
- Behavior Management/Discipline (Federal Regulations, FBA, BIP)

* The information in parentheses has been provided as a guide to help you focus your review for this exam. It is not intended to be a comprehensive list of all possible topics for the essay questions. If you did not take certain courses, then you will be provided with questions for which you have been trained.

On any given Comprehensive Mastery Exam session, a candidate may be required to answer a second question which would be substituted for one of the other key areas. Candidates must successfully pass four exam questions. In the event that a candidate does not pass 4 exams, an oral exam/review will be conducted with the course instructor. If the oral session is not successful, then the candidate will be required to schedule an additional Comprehensive Mastery Exam session to address the area(s) of need. I know that you have worked hard during your program and it is my intent that you be successful in completing this Educational Diagnostician program. Feel free to contact me with any questions or concerns that you may have.
3. **Written Assessment Reports/ARD paperwork** (1 @ 100 points and required for course completion). Students will practice combining IQ and Achievement information into ARD paperwork (WJ III Cognitive, WJ ACH achievement, supplemental assessment. If you had to administer a different test combination, then please submit the FIE based on what you administered.

Students will be expected to complete ARD paperwork to demonstrate their familiarity with some of the general documents legally required in an ARD meeting.

The following guidelines must be incorporated into your test interpretations and reports.

- Apply Cross-Battery Assessment principles in an electronic ARD paperwork program that includes an interpretive summary of how IQ strength and weaknesses relate to achievement strengths and weaknesses.
- ARD paperwork specific to case
- Assessment reports must be completed in an electronic ARD paperwork system. If you currently work in a district as an ARD Facilitator or Educational Diagnostician, permission may be granted to use your district's software program.

4. **Professional Portfolio** (200 points and will be shared with your cooperating district Educational Diagnostician during the practicum session). **Students who complete this assignment as specified in the course timeline will move forward with the practicum #2 visit with his or her district mentor.**

**Grading Scale (points):**

- 90% or above of all possible points = A
- 80% - 89% of all possible points = B
- 70% - 79% of all possible points = C
- 60% - 69% of all possible points = D
Traditional absences do not occur for course weeks that have an online learning module assignment. Therefore, during these weeks, absence is not a reason for failure to fully participate. Work for each learning module and the exams are due by the due date stated in the timeline. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled online meetings sessions. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in the required reports and in determining the final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying instructors in advance, when possible, and providing satisfactory documentation for excusable absences.

**Tentative Course Timeline**

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<th>Course Timeline SPE 555</th>
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<td>Traditional absences do not occur for course weeks that have an online learning module assignment. Therefore, during these weeks, absence is not a reason for failure to fully participate. Work for each learning module and the exams are due by the due date stated in the timeline. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled online meetings sessions. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in the required reports and in determining the final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying instructors in advance, when possible, and providing satisfactory documentation for excusable absences.</td>
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**IMPORTANT REMINDER: You will need to have passed your #161 Special Education TExES (or similar and approved TExES) before obtaining testing clearance for the #153 Educational Diagnostician TExES**

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<tr>
<th>Weeks 1-2</th>
<th>Using your previously purchased LiveText account, you will complete the following.</th>
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<tr>
<td>August 28th - September 10th</td>
<td><strong>Task #1:</strong> Access the Professional Portfolio module and read and complete all directions and the first assignment for creating a portfolio in LiveText. Remember that you have been working on and perfecting your portfolio in SPE 544 and SPE 571 so some of these documents are already within your professional portfolio. The only item in</td>
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the portfolio that may be an attachment is your certification record and possibly your FIE; however, most students are able to copy and paste the certification record into the portfolio. Remember that in each of these classes you were informed that a portfolio of attachments was not acceptable and that a template needed to be used. **Submit your portfolio to the course professor by the due date and keep checking back for feedback and corrections requests.**

**Note:** Later in the semester, you will also be posting to your LiveText Portfolio your final FIE (WJ cognitive, achievement, and supplemental assessment) or other assessment combination that had to be administered based on test kit needs and test subjects that were available to you. One of your approved FIE's will be posted in your portfolio.

**Task #2** Additional LiveText Field Experience Module (FEM) purchase: Please make sure you purchase the additional FEM module $18. More information is located under the Required Textbook section of syllabus.

In order to upload completed practicum logs to your FEM, you will complete the following steps:

- Access Livetext and your FEM module
- Click on the Field Experience tab
- You will then see your placement information. Look on the right-hand side of the page and locate *View Placement Details* and click on it.
- On the next screen, you will see an add attachment button at the very bottom of the screen. You will be adding these items as attachments to your FEM module.

**Task #3:** You will be uploading the following documents to the course dropbox before you begin your practicum experiences:

- signed Mentor Agreement Letter – this is the form your mentor signs, not your special education director
- your mentor’s certification record from the certification from SBEC web site
- signed (Special Education Director) Cooperating ISD Educational Diagnostician Agreement: Practicum Experiences. **Remember you already had this form completed as part of your pre-admission requirements so you will just upload your copy of the agreement.**
- Excel File Practicum Placement: I will need to know the following information for your field experience placement. Please include this information in your Excel file.
- district name
- the name or names of the schools where you are earning practicum experiences along with the complete addresses
- full name of mentor
- mentor email address
- mentor telephone #
- your conference time – practicum visits 1 and 3 will be conducted during your conference period

**Task #4:** Access and read/complete all items in the Getting Started module.

**Task #5:** Post your Student Introduction.

**Task #6:** Students that are *not* currently employed by an ISD must complete the Practicum module and submit all the required documentation before completing practicum hours in an ISD.

**Task #7:** Please print the Educational Diagnostician packet (in Getting Started module) and start to complete it so that you have this information ready to submit to the SFA certification officer after you pass your #153 TExES exam and complete practicum part 2 in the spring. I have already submitted your teacher service record and certification record to the SFA certification department. Remember that your #161 All-Level Special Education TExES must be passed before taking your #153 Educational Diagnostician TExES. Some older versions of the Special Education certification or comparable versions may be accepted in place of the #161 Special Education certification. If you believe you possess a comparable certification, please contact the course professor.

**Task #8:** Purchase TExES Preparation Manual (Study Guide)

**Task #9:** If you have forgotten your username and password for the Certifyteacher TExES study software #161 or #153, please email sales@certifyteacher.com and request your username and password being sure to let them know you are an SFA student. This software was given to most students in SPE 561 or SPE 562. If you never received the #153 TExES software, please notify the course instructor by email. Testing clearance for the #153 TExES will be given after a student has meet the criteria for passing in the software and on the Comprehensive Mastery Exam and specific course assignments.
| Task #10: | You will spend two hours working on your TExES software - flashcards and a quiz or study mode (50 multiple choice items). Be sure to read the explanation on why your answer and other answers were right or wrong. Reading the "Explanation" as to why an answer choice is correct or incorrect is where the real learning occurs! Be sure you are doing this. |
| Task #1: | Using your *TExES: Educational Diagnostician (153)* Study Guide, locate and participate in the Practice Test that addresses Domains I and II (items 1-50). Using the course Dropbox tool, you will submit your study guide results (% correct which is obtained by dividing the # of correct items by the total # of quiz items) to the course professor along with a short explanation of 5 missed items and why you think you missed a particular item. |
| Task #2: | You will spend another two hours (4 hours total by the end of week 5) working on your TExES software - flashcards and a quiz or study mode (50 multiple choice items). Be sure to read the explanation on why your answer and other answers were correct or incorrect. Reading the "Explanation" as to why an answer choice is correct or incorrect is where the real learning occurs! Be sure you are doing this. |
| Task #3: | Using your *TExES: Educational Diagnostician (153)* Study Guide, locate and participate in the Practice Test that addresses Domains I and II (items 51-100). Using the course Dropbox tool, you will submit your study guide results (% correct which is obtained by dividing the # of correct items by the total # of quiz items) to the course professor along with a short explanation of 5 missed items and why you think you missed a particular item. |
| **Task #4** Practicum Visit 1: | | |
| • Practicum Session #1 will occur during your conference period in the month of September. You will be notified of your practicum visit date. **You will need to have your Livetext Professional portfolio and written practicum goals ready to share through desktop sharing features along with a working webcam and microphone.** | | |
| **Task #5** Collaborate with your district mentor and schedule your 2nd Practicum Session in October with the course professor. Remember that you will be presenting your professional portfolio to your mentor. | | |
| **Task #5 Comprehensive Mastery Exam #1** Saturday, September 30th 3:00 pm – 6:00 pm (accessed in the course dropbox). Students who successfully complete Comprehensive Mastery Exam #1 will be eligible for Exam | | |
2. After each exam has been approved, please upload a copy to Livetext.

<table>
<thead>
<tr>
<th>Weeks 6-8</th>
<th>October 2nd – October 22nd due date</th>
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<tbody>
<tr>
<td><strong>Task #1</strong>: Continue approved practicum experiences.</td>
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<tr>
<td><strong>Task #2</strong> Collaborate with your district mentor and schedule your 2nd Practicum Session in October with the course professor. Remember that you will be presenting your professional portfolio to your mentor.</td>
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<tr>
<td>The following assignments will be checked for completion in order for you to participate in the exam.</td>
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<tr>
<td>* FEM module forms uploaded to the maximum extent that you can achieve</td>
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<tr>
<td>* portfolio items submitted and approved</td>
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<tr>
<td>* student introduction</td>
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<td>* 6 hours in certify teacher software and upload your TEA 6-Hour compliant certificate to the course dropbox. TAC Rule 228.35 requires that each student complete 6 hours of explicit certification test preparation. If you do not have a total of 6 hours spent studying in the software, then complete this requirement.</td>
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**Task #3: Comprehensive Mastery Exam #2 Saturday, October 7th 3:00 pm – 6:00 pm.** Students who have successfully completed Comprehensive Mastery Exam #1 will be eligible for Exam #2.

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<tr>
<th>Weeks 9-11</th>
<th>October 23rd – November 12th</th>
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<tbody>
<tr>
<td><strong>Task #1</strong> Collaborate with your district mentor and schedule your 2nd Practicum Session in October with the course professor. Remember that you will be presenting your professional portfolio to your mentor.</td>
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<tr>
<td><strong>Task #2</strong>: Access course Dropbox and complete the complete the <em>Assessment Interpretation Steps for Jessica</em> assignment.</td>
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<td>due date</td>
<td>• Remember to use your XBA resources to help you connect CHC IQ strength and weakness areas to CHC achievement areas which is known as the Patterns of Strengths and Weaknesses Model of interpretation.</td>
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<td><strong>Task #3:</strong> Take your Random Full-Length exam in the Certifyteacher educational diagnostician software and score a 250 or higher overall with each competency being 80% or higher. <strong>This exam serves as Comprehensive Mastery Exam #4.</strong> Your exam results will help you determine and target the competencies you need to study most for the real #153 TExES. Some of you may pass both exam criteria the first time while others will need to continue studying specific competencies and then attempt the entire exam again. When both passing criteria are met, you will upload a copy of the exam to the course Dropbox. If you do not pass both criteria for your Random Full-Length exam in the #153 TExES Software, log-in and work on flashcards and Quiz/Study mode for your lowest competencies. Be sure to read the explanation on why your answer and other answers were right or wrong. Reading the &quot;Explanation&quot; as to why an answer choice is correct or incorrect is where the real learning occurs! Be sure you are doing this. <strong>When your exam has been approved through the course Dropbox, then you upload the exam to Livetext.</strong></td>
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<tr>
<td></td>
<td><strong>Task #1:</strong> Practicum Visit 3 during your conference period. <strong>Task #2:</strong> You will be using the EasyIEP software program to complete your Prior Written Notice (PWN) for Initial Evaluation and your WJ Cog, WJ Achievement, and supplemental assessment from SPE 544 and SPE 545. You will need to work your way through the module. Your IQ and ACH summaries from SPE 544 and SPE 545 will be included in the FIE. You will need to take out previous summary information (demographic information on ACH test and XBA information on the IQ summary) that does not fit or make sense to include within the EasyIEP IQ and ACH summary section. Remember to use your XBA resources to help you connect CHC IQ strength and weakness areas to CHC achievement areas. Be sure to save your work as a draft pdf. due to corrections being necessary for most students. You will be uploading your completed copies of the PWN and FIE to the course Dropbox. Once your FIE has been approved as being complete (correction made if applicable), then you will be uploading a copy to your Professional Portfolio. <strong>Task #3:</strong> Comprehensive Mastery Exam #3 completed. Students that have received a grade for the Jessica assignment are eligible to complete Exam 3. Both TExES manual assignments must be completed and have a final grade.</td>
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<tr>
<td>Weeks 12-15</td>
<td><strong>November 13th - December 8th</strong></td>
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<tr>
<td>Task #1: Practicum Visit 3 during your conference period.</td>
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<tr>
<td>Task #2: You will be using the EasyIEP software program to complete your Prior Written Notice (PWN) for Initial Evaluation and your WJ Cog, WJ Achievement, and supplemental assessment from SPE 544 and SPE 545. You will need to work your way through the module. Your IQ and ACH summaries from SPE 544 and SPE 545 will be included in the FIE. You will need to take out previous summary information (demographic information on ACH test and XBA information on the IQ summary) that does not fit or make sense to include within the EasyIEP IQ and ACH summary section. Remember to use your XBA resources to help you connect CHC IQ strength and weakness areas to CHC achievement areas. Be sure to save your work as a draft pdf. due to corrections being necessary for most students. You will be uploading your completed copies of the PWN and FIE to the course Dropbox. Once your FIE has been approved as being complete (correction made if applicable), then you will be uploading a copy to your Professional Portfolio. <strong>Task #3:</strong> Comprehensive Mastery Exam #3 completed. Students that have received a grade for the Jessica assignment are eligible to complete Exam 3. Both TExES manual assignments must be completed and have a final grade.</td>
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Week 16  
December 11th – 15th due date

| **Task #1:** Remember to upload a signed copy of your Educational Diagnostician Practicum Performance Evaluation to the course Dropbox and FEM module in LiveText.  
**Task #2:** Upload your completed and signed practicum logs to the FEM module.  
**Task #3:** Hopefully you have met the testing clearance criteria and you are scheduled to take your #153 Educational Diagnostician CAT TExES exam soon.  
**Task #4:** Please be sure to print or save a copy of the Educational Diagnostician Practicum packet (located in the Getting Started Module) which contains directions for filing your Educational Diagnostician TExES with the state of Texas. This completed document will be submitted to edcert@sfasu.edu at the end of the spring semester and after you have passed your #153 Educational Diagnostician TExES. I have already turn in your Teacher Service Record (TSR) and your certification record. |

VI. Readings

Text and technology requirements


Scroll until you see the following and then choose the TExES (153) Educational Diagnostician Exam Secrets (printed book) or (ebookdownload).

Order link: http://www.mo-media.com/texes/order.htm

2. A login to the Educational Diagnostician TExES study software has been previously provided to each student.


6. Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word.

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

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA e-mail system within the first week of class. You will be required to register your LiveText account, and you will be notified on how to do this via e-mail. If you forward your SFA e-mail to
another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for the emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions call 936 468-7050 or e-mail livetext@sfasu.edu. Failure to activate your account and/or submit the required assignment(s) could result in course failure.

VII. 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 as 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.

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

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

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

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

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

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

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

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

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty

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

Student Appeals

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

Withheld Grades: Policy 5.5

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F[except as allowed through university policy (i.e., Active Military Service6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
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 the 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 ICare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468-2703.

Additional Information

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 www.texas.ets.org/registrationBulletin/http://www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU. 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.

3. Successfully complete state mandated fingerprint and background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder 936 468-1740 or snyderke1@sfasu.edu.

1. **Other Relevant Course Information**

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

3. **Syllabus Disclaimer:**

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

1. **Alignment Between Accreditation Standards and Assignments**

   CAEP – Council for the Accreditation of Educator Preparation

   INTASC – Interstate Teacher Assessment and Support Consortium

   CEC – Council for Exceptional Children

   ISTE – International Society for Technology in Education

   SBEC/TExES – State Board of Educator Certification and TExES
1. **Assignment Descriptions**

Assignement Descriptions

1. **Professional Portfolio**- Your academic ePortfolio is a selective set of online, reflective, integrative, and personal documents that present how you have developed as a scholar-teacher in your discipline. It extends your CV and provides future employers with a comprehensive portrait of your academic training, achievements, and future career goals. *Elements of A Professional Academic E-Portfolio Developed by Gabriele Bauer, Center for Teaching and Learning, University of Delaware, gabriele@udel.edu*

The professional portfolio is presented by the candidate to the school district supervisor during a Collaborate session. The candidate will present his or her portfolio as if they were talking to a prospective employer. **Required** portfolio components include the following: Introduction page with video introduction, program entrance essay, current resume, teacher certification record, IQ summary with video footage of assessment session, achievement summary with video footage of an assessment session, bilingual assessment, electronic WJ FIE (parts 1 and 2), best program assignment or project of your choosing, practicum log, signed mentor letters, school district mentor evaluation.

CAEP 3.5 Before certification completion, the candidate documents high standards of content knowledge in the field.

2. **Comprehensive Mastery Exam Questions 1-4**- The Comprehensive Mastery Exam is required for all students (M.Ed and certification seeking only) and is in partial fulfillment of an M.Ed in Special Education. Testing clearance for the #153 Educational Diagnostician TExES is contingent on the successful completion of this Comprehensive Mastery Exam. The Comprehensive Mastery Exam provides the candidate with the opportunity to demonstrate the knowledge and skills that he or she has developed during their master's degree or certification program and serves as a review for your #153 Educational Diagnostician TExES exam. The Comprehensive Mastery Exam (Parts I-IV each 100 points and required for course completion) will focus on six key areas of knowledge which will be answered in an essay and multiple-choice format.
Focus areas include the following: Tests and Measurements (academic, cognitive, XBA), Legal Roles and Responsibilities (Federal Regulations, Professional Roles and Responsibilities), Effective Research Based Instruction, Transition - ECI and/or age 14 and 16, Diversity (Federal Regulations, Bilingual Assessment), Behavior Management/Discipline (Federal Regulations, FBA, BIP).

TExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education

3. **FEM Practicum/Field Experience** – The Live Text FEM module is the data management account system that is used to document educational diagnostician practicum experiences. The following items are uploaded to the FEM module: You will need to upload the following items: Signed Mentor (Cooperating Educational Diagnostician) Agreement Letter, cooperating educational diagnostician’s (supervisor) teacher certification from SBEC web site, signed (Special Education Director) Cooperating ISD Educational Diagnostician Agreement: Practicum Experiences, signed Practicum Experience Logs with supporting documentation and reflections, completed Educational Diagnostician Practicum Performance Evaluation.

CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in the standards of Specialized Professional Associations and other accrediting bodies. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.

4. **WJ FIE #1** – Using an electronic ARD paperwork system, the candidate will add referral information necessary to complete an FIE and then complete an FIE (Parts 1 and 2) using his or her WJ COG, WJ ACH, and KeyMath assessment information.

CAEP 1.2 Providers ensure that completers use research and evidence to develop an understanding of the profession and use both the measure student progress and their own professional practice. CEC 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. ISTE 3a Demonstrate fluency in technology
systems and transfer current knowledge to new technologies and situations. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

5. **WISC FIE #3** - Using an electronic ARD paperwork system, the candidate will add referral information necessary to complete an FIE and then complete an FIE (Parts 1 and 2) using his or her WISC or WAIS, WIAT, and Gray reading or OWLS assessment information.

CAEP 1.2 Providers ensure that completers use research and evidence to develop an understanding of the profession and use both the measure student progress and their own professional practice. CEC 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

6. **TExES Review** – Candidates will participate in review sessions for the #153 Educational Diagnostician TExES using a software simulation resource and preparation manual.

CEC Standard 6 The Educational Diagnostician interprets appropriate formal and informal assessments and evaluations. CEC Standard 7 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.

7. **Practicum/Visits** - Three Collaborate Practicum sessions will be conducted using the Collaborate tool with a web cam and microphone. The cooperating Educational Diagnostician (supervisor) will need to be present for the 2nd or 3rd Collaborate meeting. You will need to ensure that you and your cooperating Educational
Diagnostician can access Collaborate from your chosen site. Another one of the Collaborate meetings will need to be a "working" meeting where you are showing me artifacts or evidence of Educational Diagnostician tasks completed. The order in which these meetings occur does not matter. During the meeting with your cooperating Educational Diagnostician, your will present and discuss your portfolio assessment as if he or she were a prospective employer. Then, you will talk about your practicum experience log. Remember that TEA and CEC recommend that you to have experiences across the PK-12 spectrum.

CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in the standards of Specialized Professional Associations and other accrediting bodies. CAEP 2.1 Partners for clinical preparation share responsibility for continuous improvement of candidate preparation. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. ISTE 9 - the candidate engages in on-going professional learning and uses evidence to continually evaluate his or her practice. CEC 2.2 Special education specialists continuously broaden and deepen professional knowledge and expand expertise with instructional technologies to support access to learning content. CEC 3.3 Special Education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. CEC 4.2 Special Education specialists use knowledge of professional literature to improve practices with individuals with exceptionalities and their families. CEC 6.1 Special Education specialists have a comprehensive understanding of the history of special education, legal policies, ethic standards, and emerging issues that inform special education specialist leadership. CEC 7.0 Special Education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities. ISTE 1C Model collaborate knowledge by engaging with colleagues in virtual environments. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations. ITSE 4 Promote and model digital etiquette and responsible social interactions related to the use of technology and information. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 2 The Educational Diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities. TExES Standard 3 The Educational Diagnostician develops collaborative relationships with
families, educators, the school, and related service personnel. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. TExES Standard 5 The Educational Diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need. TExES Standard 6 The Educational Diagnostician interprets appropriate formal and informal assessments and evaluations. TExES Standard 7 The Educational Diagnostician applies knowledge of ethnic, linguistic, cultural and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction. TExES Standard 8 The Educational Diagnostician knows and demonstrates the skills necessary for scheduling, time management, and organization.

8. Interpretation Steps for Jessica – Scenario

Jessica is a 15 year old 10th grade student who has been receiving special education services since 3rd grade for a learning disability in the areas of Reading Comprehension, Basic Reading, and Math Calculations. She was served in the Resource setting until 8th grade. Now, it is time for her 3-year reevaluation and you want to complete a comprehensive assessment (IQ and Achievement) for her so that if she chooses to pursue postsecondary education current scores are available.

1. Which subtests of the WJCognitive would you administer and why (provide # and name of each subtest)? Which subtests of the WJ ACH (provide # and name of each subtest) would you administer and why?

2. Using your Federal Regulations side-by-side, locate the regulation that specifies the 8 areas of SLD eligibility. You may copy and paste this regulation into this assignment but only provide the information that I requested. Make sure to include the federal regulation number as well as the 8 areas of SLD in your submission.

3. Using your Federal Regulations side-by-side, locate the regulation that specifies how eligibility for SLD can be determined. You may copy and paste this regulation into this assignment but only provide the information that I requested. Make sure to include the federal regulation number as well as the requested information.
4. Using your Federal Regulations side-by-side, locate the regulation that specifies the criteria that cannot be the primary reason(s) for educational deficits and special education eligibility. You may copy and paste this regulation into this assignment but only provide the information that I requested. Make sure to include the federal regulation number as well as the requested information.

5. On the WJ III Cognitive, you obtain the following cluster scores:

GIA 84
Gc  92
Gf 76
Gsm 82
Gv 79
Glr 90
Ga 102
Gs 79

Achievement scores: Reading Comprehension: 89, Basic Reading: 92, Math Calculations 78, Math Reasoning 75, Written Expression 89.

Describe how you would interpret these scores in a report. Note: You are not interpreting and describing the assessment information in this question, just telling me how you would go about interpreting the information for report purposes. What goes first, second, etc.? How do you know that the scores are an accurate indicator of student abilities? Do current assessment results (GIA and CHC abilities) continue to support deficits in Math
Calculations, Basic Reading and Reading Comprehension deficits? Please provide a detailed explanation that includes citing Essentials textbook page numbers from Appendix A that support your response.

INTASC 2 The Educational Diagnostician uses understanding of individual learning differences to ensure inclusive learning environments that enable the learner to reach high standards. TExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.


TExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. ISTE 3a Demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations.

10. Mentor Evaluation - This performance evaluation is designed to encourage professional growth and positive communication between the educational diagnostician practicum candidate, district mentor, and practicum course instructor. Directions: At the beginning of the practicum experience, the SFA educational diagnostician candidate will provide the cooperating district mentor with a copy of this Practicum Performance Evaluation. Near the end of the practicum experience, the SFA candidate will arrange a time to meet with the cooperating district mentor to review and complete the Practicum Performance Evaluation together. The candidate will need to bring copies of their practicum log in order to verify some evaluation items for the district mentor. The evaluation form should be signed by both parties and then forwarded to the SPE 555 Practicum course instructor for review and signature.

Evaluation Key Rating Definitions: 1 Exceeds expectations, 2 Meets expectations, 3 Development needed; NA Not applicable to this practicum experience.

CAEP 2.2 Partners ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation and share accountability for candidate outcomes. CAEP 2.3 Providers work with
partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.

Paige Mask, 2017 | Department of Human Services | Stephen F. Austin State University
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.

**Instructor:** Paige R. Mask, Ph.D.

**Time/Location:** Online w/in Desire 2 Learn - D2L

**Office Phone:** 468-1076 Cell Phone

**Office:** HSTC 3rd floor of Human Services Building Room 313B

**Office Hours:** Tuesday 1:30 - 3:00, Wednesday 1:30 - 3:00, Thursday 1:30 - 3:00. Conferences may also occur in online sessions.

**Credits:** 3 semester hours, graduate credit

**Fax:** (936) 468-5837 Attention: Paige Mask

**E-mail:** D2L e-mail for course purposes. Secondary e-mail- maskp@sfasu.edu

**Mailing Address:** Stephen F. Austin State University, Department of Human Services - Paige Mask, P.O. Box 13019, Nacogdoches, Texas 75962

**OR** physical address of Stephen F. Austin State University, Department of Human Services - Paige Mask, 2100 North Raguet, Nacogdoches, Texas

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

**Prerequisites:** SPE 544.501 Psychoeducational Assessment, SPE 545.501 Individual Intelligence Testing, SPE 571 The Educational Diagnostician, and SPE 554 Practicum in Professional and Ethical Practice (beginning Spring 2019).

**Course Description:**
Supervised experience in administration and interpretation of various psycho-educational instruments resulting in written and electronic diagnostic evaluation reports and/or supervised practicum experience providing instruction and services to children with disabilities.

Additionally, this course enables the candidate to apply academic knowledge and experiences in a supervised practicum experience instructional setting prior to employment as an Educational Diagnostician. Instructional activities and assignments are designed in coordination with TExES domains and competencies. The TExES domains and competencies specify knowledge and skills necessary to prepare preservice Educational Diagnosticians for meeting the needs of students with disabilities. Students who meet the course criteria will be eligible for a Clearance Application for the #153 Educational Diagnostician TExES.

**SPE 555 Accountability and Accreditation Assignment:** Practicum documentation of 160 hours of approved practicum experiences.

1. **Intended Learning Outcomes and its Relationship to the College of Education's COE Conceptual Framework:** This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that assessment drives instructional decisions and practices.

Course Practicum Experience:

1. Aligns with the College of Education's goal of collaborating with external partners (accredited schools) to enhance the candidate knowledge, skills, and to provide opportunities for the ongoing exchange of ideas for mutual benefit.
2. Reflective written reports align with the College of Education's value of academic excellence through critical and reflective thinking.

Reflective interpretation of student performance aligns with the College of Education's philosophy that educators must carefully observe the effects of their practices on students through collecting and analyzing objective data and systematically incorporate the changes necessary to improve student performance.
Use of technology for scoring test records and applying Cross-Battery Assessment principles aligns with the College of Education's goal of academic excellence. Specifically, through the current and appropriate use of instructional technologies and applications that positively impact student learning for all students.

**Course Coordination with TExES Domains and Competencies:**

1. This course's focus and review on the State Board of Educator Certification Standards for Texas Educational Diagnosticians aligns with the College of Education's mission to provide candidates with a foundation for success in teaching.
2. The College of Education's goal of academic excellence in candidate content knowledge is emphasized through this course's review of the State Board of Educator Certification (SBEC) standards for Texas Educational Diagnosticians.


1. **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.
2. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
3. 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
4. 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.
5. **THECB: Elements of the Core Curriculum**

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

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

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

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

Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcome:

CEC Advanced Preparation Standard 1: Assessment

1.0 Special education specialist use valid and reliable assessment practices to minimize bias.

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Student Learning Outcomes:

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, and (D) recommendations.
CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3. Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.

3. The student will recognize issues related to conducting evaluations, writing Full and Individual Evaluations, and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations.

At the completion of this course, students will be able to:

1. Demonstrate competence in assessment interpretation and report writing.
2. Demonstrate the ability to present in written and oral formats objective and interpretive assessment.
3. Analyze assessment data for student academic strengths and weaknesses.
4. Demonstrate orally and/or in written formats knowledge of federal regulations and ethical concerns in education.
5. In a school setting, demonstrate and understanding of socially, culturally, and linguistically different students.
6. In a school setting, apply knowledge of federal and state regulations for education.
7. In a school setting, apply knowledge of school district procedures for special education determination and eligibility.

SLO Items 1-6 (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionality; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionality; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice.

TExES standard and competency 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

TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1D, 1E, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1A, 1D, 2A, 2C, 2D, 2E, 2F, 2G; TExES Standard III develops collaborative relationships with families, educators, the school, community, outside agencies, and related service personnel 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2K; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 1C, 2A; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 1C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1K, 2A, 2E, 2F, 2H, 2I, 2L; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1B, 1E, 2B; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization 1A, 1C, 2A, 2B, 2C.

III. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments/reports and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, and Collaborate sessions. Assessment of course content will be conducted via scheduled assignments and online quizzes. In addition to the instructional activities listed above, candidates will continue to acquire practicum experience in a public school's special education program during the semester. These hours will
be combined with previously earned practicum experience hours. Texas Administrative Code (TAC) 228.35 states that Educator Preparation Programs preparing candidates for professional certificates (i.e., Educational Diagnostician) will provide a practicum for a minimum of 160 clock hours. To be successful in this course, the typical student should plan to spend at least 8 -10 hours per week working on this course which includes your practicum experience hours.

**Practicum Experience:**

**Course participants will be supervised by a public school's certified Educational Diagnostician.** Practicum experiences may include but are not limited to the following: related professional development, RTI meetings, Section 504 meetings, ARD scheduling and preparation, ARD meeting facilitation, ARD paperwork, test administration and scoring, report writing, collaboration with teachers, discussions of federal regulations with an educational diagnostician and/or school psychologist, discussion of transition with diagnostician and/or district transition specialist). The date and time for each observation or activity must be recorded on a practicum experience log. The signature of the cooperating Educational Diagnostician must accompany each entry. No more than 40 hours total may be obtained through professional development activities (online or face-to-face). Writing goals and objectives or PLAAFP statements do not count towards practicum hours as these are teacher responsibilities. Undocumented entries or unsigned practicum logs will not count towards the cumulative 160 hour practicum requirement.

**IMPORTANT: I will need to make practicum visits this semester using the GoToMeeting tool, web cam and microphone. During the first practicum meeting, you will need to complete a educational diagnostician task or display and describe a product from your practicum work for documentation purposes.**

**Evaluation and Assessments (Grading):**

1. **Online Assignments, Quizzes and Assessment Scoring Sessions.** Each assignment or activity is designed to provide the candidate with further explanation of real-world special education practices and legal responsibilities. Quizzes are designed to assess candidate knowledge of course content and/or assigned readings.

2. **Research Article Analysis** (3 @ 50 points each) Gc, Gf, Gv, Gs, Gsm, Glr, Ga, and/or Dyslexia

**Grading Scale (points):**

90% or above of all possible points = A
80% - 89% of all possible points = B
70% - 79% of all possible points = C
60% - 69% of all possible points = D
59% or below of possible points = F

Tentative Course Timeline

Course Timeline SPE 555

Traditional absences do not occur for course weeks that have an online learning module assignment. Therefore, during these weeks, absence is not a reason for failure to fully participate. Work for each learning module and the exams are due by the due date stated in the timeline. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module. Students are required to attend all scheduled GoToMeeting sessions. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in the required reports and in determining the final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying instructors in advance, when possible, for excusable absences.
Weeks 1-2
January 17 - January 28th
due date.

**Task #1:** This semester you will continue to add to your same LiveText Field Experience Module (FEM). It may take a week or so before you can access it again. Please be patient as they are working on getting it reopened for you this semester. **You will be uploading your Spring practicum logs with all 3 signatures, 2-page reflection practicum log, supporting documentation, practicum summary of hours, and your mentor evaluation once I have also signed it. Please begin each title of the documents with Spring 2018 so that it can be easily differentiated from Fall 17 information.**

**Task #2:** Access and read/complete all items in the Getting Started module.

**Task #3:** Post your Student Introduction.

Please check your email several times a week for important information and practicum session dates. Practicum visits are required by law and failure to participate in the scheduled practicum sessions will lower your grade, delay your completing the course, and completing your certification. Please make sure that GoTo Meeting is not blocked by your district web site.

Week 3-4
January 29th - February 11th
due date

**Task #1:** Read chapter 1 of Essentials of Intellectual Disability Assessment and Identification and complete Quiz 1 by accessing the Course Tools tab and then Quizzes. **This quiz will open only during the designated time period.**

**Task #2:** Access the Special Education Law and Procedures module and complete Assignment #1 - Parent's Guide to the ARD Process. **This module will open only during the designated time period.**

**Task #3:** Continue approved practicum experiences.
Weeks 5-6
February 12th - February 25th
due date

**Task #1:** Access the Exploring CHC Relationships to Academics module and complete one G factor Article Analysis of your choosing and upload to the course dropbox. This means you can choose to research any of the following Gc, Gf, Gs, Gsm (Gwm), Glr, Gv, and Ga.

**Task #2:** Read chapter 2 of Essentials of Intellectual Disability Assessment and Identification and complete Quiz 2. *This quiz will open only during the designated time period.*

**Task #3:** Continue approved practicum experiences.

Weeks 7-9
February 26th - March 18th  due date.

**Week 9 is Spring Break**

**Task #1** Schedule a practicum session with the course professor. During the meeting you will be completing a practicum task or displaying and describing a completed product. Please send me an email request several days in advance of your desired meeting time.

**Task #2:** Access the Special Education Law and Procedures module and complete Assignment #2 - TEA Model IEP Form. *This module will open only during the designated time period.*

**Task #3:** Continue approved practicum experiences.
Weeks 10-12
March 19th - April 8th due date

**Easter Holiday**
March 29th - April 1st.

**Task #1:** Access the Exploring CHC Relationships to Academics module and complete one G factor Article Analysis of your choosing and upload to the course dropbox.

**Task #2:** Complete the Code of Ethics Module. **This module will open during the designated time period.**

**Task #2:** Read chapter 3 of Essentials of Intellectual Disability Assessment and Identification and complete Quiz 3. **This quiz will open during the designated time period.**

**Task #4:** Continue approved practicum experiences.

Weeks 13-15
April 9th - April 29th due date

**Task #1:** What Do I Do When... Module - ECI Referrals and IEP and Instructional Methodologies (2 Dropbox assignments). **This module will open during the designated time period.**

**Task #2:** Read chapter 4 of Essentials of Intellectual Disability Assessment and Identification and complete Quiz 4.

**Task #3:** Continue approved practicum experiences.
**Task #1:** Read and complete all components of the Procedural Safeguards module. It is very important that you read each page of the module.

**Task #2:** Complete ARD Meeting Statement of Conduct and Confidentiality - Dropbox. **This module will open during the designated time period.**

**Task #3:** Complete the Procedural Safeguard quiz. **This quiz will open during the designated time period.**

**Task #4:** Continue to earn practicum experiences.

**Task #5:** Post your completed Practicum Experience log with supporting documents to your FEM Module. Be sure that your log has all the required signatures and that you upload documents that prove or support some of the practicum experiences. **You will be uploading your Spring practicum logs with all 3 signatures, 2-page reflection about practicum log experiences, supporting documentation, practicum summary of hours, and your mentor evaluation after I have also signed it.** Please begin each title of the documents with **Spring 2018** so that it can be easily differentiated from Fall 17 information.

**Task #6:** Remember to upload a signed copy of your Educational Diagnostician Practicum Performance Evaluation to the course Dropbox and LiveText.
Readings

Text and technology requirements

2. A login to the Educational Diagnostician TExES study software will be provided to each student.
6. Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word.
7. You will also need to have access have video recording capabilities (e.g., Webcam, digital-video camera, or an iPhone)

**VII. 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.

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

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

Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6

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

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

Definition of Academic Dishonesty: Policy 4.1:

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

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

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Penalties for Academic Dishonesty**

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

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F[except as allowed through university policy (i.e., Active Military Service6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
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 the 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 ICare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468-2703.

Additional Information

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 www.texas.ets.org/registrationBulletin/http://www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU. 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.
3. Successfully complete state mandated fingerprint and background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936 468-1740 or snyderke1@sfasu.edu.

1. Other Relevant Course Information
2. Late Submission Policy and Make-up Exams:
   All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked up to 10 points. Make-up exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing an exam.
3. **Syllabus Disclaimer:**

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

1. **Alignment Between Accreditation Standards and Assignments**

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/TExES – State Board of Educator Certification and TExES

**Selected Assignment Descriptions**

Assignment Descriptions

**1. FEM Practicum/Field Experience** – The Live Text FEM module is the data management account system that is used to document educational diagnostician practicum experiences. The following items are uploaded to the FEM module: You will need to upload the following items: Signed Mentor (Cooperating Educational Diagnostician) Agreement Letter, cooperating educational diagnostician’s (supervisor) teacher certification from SBEC web site, signed (Special Education Director) Cooperating ISD Educational Diagnostician Agreement: Practicum Experiences, signed Practicum Experience Logs with supporting documentation and reflections, completed Educational Diagnostician Practicum Performance Evaluation.
CAEP 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in the standards of Specialized Professional Associations and other accrediting bodies. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.

2. **Legal Framework link:** [Legal Framework Menu](#). Using either your copy of the Federal Regulations side-by-side document or the Legal Framework, read Federal Regulations 300.304(c)(4) / 1414(b)(3)(B), and 300.503(b)

3. **ECI Referrals.** Read the following scenario and determine how this diagnostician should proceed with the referral.

**Scenario:**

- A diagnostician receives a referral from ECI for a child that will turn 3 in about 5 months. The parent completed the district referral packet.
- The child has been receiving ECI services for speech and developmental delay.
- The child has been cared for in the home environment and does not have siblings.
- The parent's referral expresses continued concerns in the areas of speech, sensory deficits, and suspected autism.
- The parent has stated that 3 different professionals have expressed a suspicion of autism. The parent felt hesitant to write it down as a reason for referral, but decided to since 3 other professionals suspected it.

**Director's "Steps" or Process for Testing ECI Students:**

- Special Education Director tells assessment team to complete the Full and Individual (FIE) assessment, but not the autism component at this time.
- The director states that the autism assessment should be done at a later time IF a need still exists after the child has been in the educational setting, has had opportunities for progress, and time for the team to do more observations.
- Sp. Ed. director views 3 yr old referrals as: do the FIE (to include cognitive, achievement, and speech/language assessment) then determine if other assessments are needed. This testing occurs in a play-based format.

**Questions to think about for your posting.**
• What do Fed. Regs. 300.304(c)(4) and 300.503(b)(3) state about evaluations, testing in all areas of suspected disability, and comprehensive assessments that support the director's "call" in not conducting an Autism assessment at this time? Why do you think the Special Education Director gave this directive to her staff?
• What information from the parent and about the child's ECI services supports the director's call to conduct assessment without an Autism evaluation?
• Who is required and who should attend this initial placement ARD?

Now using the D2L Dropbox assignment submission tool, you will describe how the educational diagnostician should proceed with this ECI referral. Be sure to back up your response with legal and teacher experience information.

TExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

4. Mentor Evaluation - This performance evaluation is designed to encourage professional growth and positive communication between the educational diagnostician practicum candidate, district mentor, and practicum course instructor. Directions: At the beginning of the practicum experience, the SFA educational diagnostician candidate will provide the cooperating district mentor with a copy of this Practicum Performance Evaluation. Near the end of the practicum experience, the SFA candidate will arrange a time to meet with the cooperating district mentor to review and complete the Practicum Performance Evaluation together. The candidate will need to bring copies of their practicum log in order to verify some evaluation items for the district mentor. The evaluation form should be signed by both parties and then forwarded to the EPS 555 Practicum course instructor for review and signature.

Evaluation Key Rating Definitions: 1 Exceeds expectations, 2 Meets expectations, 3 Development needed; NA Not applicable to this practicum experience.

CAEP 2.2 Partners ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation and share accountability for candidate outcomes. CAEP 2.3 Providers work with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.

5. Code of Ethics Module - Using your Code of Ethics pdf, answer the following questions in complete sentences being sure to document the Code or Ethics section where you obtained information for your answer.
Question 1: A diagnostician's school district uses a software program which not only calculates scores, but also generates a narrative report based on the scores. Explain why the diagnostician should use caution if using this type of narrative report; for example, why should the software-generated narrative report be carefully reviewed and probably avoided.

Question 2: A diagnostician is very experienced using the WIAT III. When the WIAT IV was published, the diagnostician did not purchase the new instrument and continued to use the second edition for the following reasons:

- Her expertise and comfort with the second edition.
- Budget cuts in her department.

Using what you have previously learned regarding selecting appropriate test instruments and the Code of Ethics, discuss whether or not this diagnostician used ethical practices in her test selection.

Question 3: The Special Education Department has requested records for a new student. Consent for release of records has been obtained by the parent. However, the fax machine in the special education department is broken. The diagnostician has given the previous school the fax number for the campus main office. Based on this information, describe the following

- The potential dangers of this situation.
- What could be done to protect the confidentiality of this student's records?

Question 4:

- Identify 3 ways in which a educational diagnostician may become competent with a test.
- Describe what should be considered when selecting an assessment.
- What should a diagnostician do if he/she has to deviate from the test manual's instructions for test administration?
- It is an ethical practice for a diagnostician to make a diagnostic conclusion based solely on student history.

TExES Standard 1 The Educational Diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

6. CHC Article Analysis
Using the Ralph Steen Library databases locate and review an article of your choosing about Gc relationships to academics. You can copy and paste your article analysis into the dropbox submission space or attach a word document. You will also need to attach a copy of your chosen article.

For article analyses, you will write a minimum of 4 - 5 sentences for each section presented, except for Results section. In the Results section you will need to provide more detail to indicate understanding. Article analysis components will include pertinent article information, information written in your own words, as well as your thoughts or opinions about information from the section. Please use the information provided below to guide your description of each section. In some articles you will see the sections follow this same format. In other articles, you will have to hunt. It is there! And, it will be in this order presented below.

Each article analysis is worth 50 points. The Results and Methods sections are weighted more heavily than other article sections. The sections are as follows:

- Reference
- Justification
- Purpose
- Method
- Results
- Discussion / Conclusion
- Reaction

**Justification:** This is the reason for the study. The author(s) will discuss what we know and do not know from other research about his topic. In the articles, it is usually the first few paragraphs up to where Method section begin. You will summarize the main points and reference related research using articles cited in the reference section. You may also include your any opinions or comments you may have about this section.

**Purpose:** The purpose of the study. It is usually in the last paragraph before the method section begins and is stated as an objective or hypothesis. You may also include your any opinions or comments you may have about this section.

**Method:** (Nothing here this is just a heading for the following sub-headings)

**Subject:** Briefly describe the target subject(s).
Setting: Briefly describe where study takes place.

Target behavior: Name and briefly define the behavior that is the focus of this study.

Observation Procedure: Name and describe the technique. Such as: Event recording - from 1 -2 pm each day the number of curse words were counted.

Intervention: What was the method used to change the behavior? There may be more that one attempted. You can paraphrase.

Results: summarize the findings that they describe and/or have graphed. Just use a quick paraphrase of each section of the graph.

Discussion or Conclusions: Summarize what authors say we learned and/or still do not know.

Reaction: What do you think? Useful? Easy to read? Could you use this method? Your thoughts and/or opinions about the research.

Reference: Use American Psychological Association (APA) format. There are several online resources that can help you with citations.

CAEP 1.2 Providers ensure that completers use research and evidence to develop an understanding of the profession and use both the measure student progress and their own professional practice. CEC 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. TExES Standard 1 The Educational Diagnostician applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education. TExES Standard 4 The Educational Diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Paige Mask, 2017 | Department of Human Services | Stephen F. Austin State University