



Course Syllabus: Ethics/Pract Standards in SPED

College of Education SPED 6963 x40/6933 X40

Summer II July 8-August 8

Contact Information

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Course Description

This course provides a foundation for candidates who are going to assume leadership positions in the field of special education, with an emphasis on the organization and structure of special education programs, policy analysis, and the role of the special education administrator. Includes current legal issues and trends and independent study in an area of interest.

Textbook & Instructional Materials

Howe, K. R., Boelé, A. L., & Miramontes, O. B. (2018). *The ethics of special education*. Teachers College Press.

Instructor Response Policy

Please allow 24 hours response time during the semester. I prefer you email me through my MSU email account sefah but I also check the email associated with this course each morning.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.

Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environment - work with others to create environments that support individual and collaborative learning that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Assessment - understand and use multiple assessment methods to engage learners in their growth, monitor learner progress, and guide the teacher's and learner's decision-making.

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, and knowledge of learners and the community context.

Instructional Strategies - understand and use various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Objectives

The candidate will meet the following Special Education Standards all beginning Special Education Teachers of Candidates in Individualized General Curriculums in Texas.

The candidate will meet the following Texas Educator Standards for special educators. These are aligned with the Council for Exceptional Children (CEC) knowledge and skills standards as they apply to students with disabilities.

Objectives/Learning Outcomes	Standards:	Competency	Assignments
Students will review ethical standards of practice, roles, and responsibilities regarding assessment, including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.	Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.	Competency 7: Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.	Weekly Assignments, Quizzes, Discussions, and Ethics Project

<p>Students will address ethical issues regarding students with behavioral and social interaction skills.</p>	<p>Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.</p>	<p>Competency 7: Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.</p>	<p>Weekly Assignments and Reading</p>
<p>Students will use a casebased approach to address ethical dilemmas and decision-making scenarios.</p>	<p>Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.</p>	<p>Competency 7: Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.</p>	<p>Weekly Assignments, Ethics Project, Professional Development project.</p>

Dispositions

Students will demonstrate the dispositions of dependability, sensitivity, and a commitment to becoming practitioners and leaders in the profession of education who practice within the CEC Code of Ethics. Students will be prepared for their students and attend class each day.

CEC Code of Ethics

Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

Practicing collegially with others who are providing services to individuals with exceptionalities.

Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

Using evidence, instructional data, research, and professional knowledge to inform practice.

Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

Engaging in the improvement of the profession through active participation in professional organizations.

Participating in the growth and dissemination of professional knowledge and skills. *Adopted by the CEC Board of Directors, January 2010.*

Methods of Instruction

This course will be presented to allow you to learn independently from each other through the discussion board, email, and postings. While you may work somewhat at your own pace, I have found that most students appreciate the structure of due dates. Please adhere to the due dates and adjust your study schedule accordingly. Internet courses are a convenient and effective method of learning; however, they require as much work and attention as traditional instruction. The following will ensure success this semester:

1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule at least 12-15 hours a week to dedicate to this course.
2. Please adhere to all deadlines and due dates-this will help you plan-you may complete assignments early but do not turn them in late.
3. Please read and re-read assignments. Get clarification as soon as possible (do not wait until the night before it's due).

Course Requirements

Weekly Assignments

Students will complete relevant assignments each week. Since the assignments apply to one or more concepts from the chapter or assigned reading, it is strongly recommended that the assigned chapter is read before attempting the assignment.

Chapter Quizzes

Students will take a concept quiz each week. The quiz consists of True/False questions over key concepts that will be covered in the textbook.

Final Exam

Students will take a midterm and final exam covering all course material.

Professional Development Project

The candidate is required to select a topic pertinent to their area of study (Learning Disability, Emotional disturbance, Dyslexia, Low-Incidence disability, Autism, parent advocacy, etc.). They are then to create 1-1.5-hour training complete with PowerPoint (max 20 slides), training notes (approx. 1/2-3/4 page per slide), and clear evidence of the research literature used to create the training, citing all sources. In addition to delivering the professional development, the candidates are to solicit written feedback from peers. (In other words, present this to one or two peers as if you were really presenting and get their feedback on your presentation.) Finally, the candidate will develop a brief professional development plan based on this information; self-assessment with relevant standards; and entire experience.

Ethical Dilemma Project

Students will explicitly delve into an ethical dilemma by considering the possibilities, challenges, and consequences of various potential decisions. They should draw from their assigned readings as well as independent research that they may do to investigate issues of which they need to learn more. This activity aims to help students think about how to approach ethical issues, so they are prepared to address them in their careers as special educators/diagnosticians.

Course Calendar (tentative)

*All assignments are due by Saturday at midnight of the assigned week unless otherwise noted below.

Week	Topics / Activities	Assignments/Important Dates
Week 1 07/08-7/13	Introduction Codes of Ethics and The Nature of Ethical Deliberation	<ol style="list-style-type: none"> 1. Purchase Books 2. Introduce yourself 3. Start looking at larger projects for the course, Ethical Dilemma and Professional Development Project. 4. Complete Chapter 2 Quiz Due 7/13. 5. Complete Code of Ethics Comparison Assignment. Due 7/12
Week 2 7/14-7/20	Public Policy and the Mission of Special Education	<p>Read Chapter 3</p> <ol style="list-style-type: none"> 1. Complete Chapter 3 Quiz (*Due 7/20) 2. Complete the personal code of Ethics Assignment (*Due 7/19). 3. Continue working on Ethical Dilemma and professional Development Project.
Week 3 07/21-07/27	Pragmatist Ethical Theory	<p>Read Chapter 4</p> <ol style="list-style-type: none"> 1. Complete Chapter 4 Quiz (*Due 7/27) 2. Complete Case 6 Assignment (* Due 7/26). 3. Continue working on your Professional Development Project (Due *8/3).
Week 4 07/28-8/3	Institutional Demands and Constraints Obligations of Schools to Students and Their Families	<p>Read Chapter 5 and 6</p> <ol style="list-style-type: none"> 1. Complete Chapter 5 and 6 Quiz (*Due 08/3). 2. Complete Case 7 Assignment Due 8/2 3. Turn in Professional Development Project *Due 8/2. 4. Continue working on Ethical Dilemma Project by (*08/7) at Midnight.
Week 5 08/4-08/8		<ol style="list-style-type: none"> 1. Turn in Ethical Dilemma Project by (*08/7) at Midnight. 2. Take Finals by 08/08.

Grading

Assignments	Points
Weekly Assignment (4@10 Points each)	40
Weekly Quiz (4@20 Points each)	80
Ethics Dilemma Project	100
Professional Development Project	100
Final Exam	100
Total Points	420

Table 2: Total points for final grade.

Grade	Points
A	100-90%
B	89 to 80%
C	79 to 70%
D	69 to 60%
F	Less than 60%

Quizzes

You will complete six 5 True/False quizzes (5@20 Points each).

Final Exams

Candidates will take a final exam. The exam will be administered on D2L and consist of true/false questions.

Professional Development Project

The Professional Development Project assessment measures the ability of the candidate to design professional development suitable for training educators to improve instructional programs for students with Exceptional Learning Needs (ELN). This is a major grade for the class and candidates who fail to meet the standards will be remediated and monitored.

Extra Credit

Extra credit assignments will not be given in this course.

Late Work

Late will only be accepted in extreme circumstances (death in the family, illness, etc.). I must be contacted prior to the assignment's due date, and appropriate documentation must be provided.

Make Up Work/Tests

Make up work will only be accepted in extreme circumstances (death in the family, illness, etc.). I must be contacted prior to the due date, and appropriate documentation must be provided.

Important Dates

Deadline to file for August graduation: June 24th. Last Day to drop with a grade of "W:" July 31st Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish

an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational

programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 3974140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References/Scientifically Based Research/Additional Readings:

Felder, F. (2021). The Ethics of Inclusive Education: Presenting a New Theoretical Framework.

Howe, K. R., Boelé, A. L., & Miramontes, O. B. (2018). *The ethics of special education*. Teachers College Press.

Hussin, H. B. M. (2021). Why Special Education Is Always In Our Hearts?. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(11), 5202-5210.

Idris, N. D. M. (2021). Formation of Special Education Leadership Study Questionnaire Set That Influences The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(11), 5319- 5323.

Shriberg, D., Brooks, K., & de Oca, J. M. (2020). Child rights, social justice, and professional ethics. In *International handbook on child rights and school psychology* (pp. 37-48). Springer, Cham.

Appendix A: Standards/Competencies [Special](#)

[Education EC-12 Standards](#)

[Texas Educational Diagnostician Standards Exam Competencies](#)

[High Leverage Practices](#)