



Course Syllabus: Ethics and Practice Standards in Special Education  
College of Education and Professional Studies  
SPED 6963 Section X21  
Spring 2025; March 17-May 12

Contact Information

Instructor: Edward Schultz  
Office: 310 Bridwell Hall  
Office hours: M 11-12; T 10-12; W 10-12  
Office phone: (940) 397-6203  
E-mail: Edward.schultz@msutexas.edu  
Zoom: <https://msutexas-edu.zoom.us/j/4982114111>

Instructor Response Policy

I am prompt in my replies during the work week and usually answer emails on the weekend. I prefer D2L communication, but if your matter is urgent, use my MSU email. If you do not get a response within 24 hours, send me a gentle reminder.

Textbook & Instructional Materials

The Ethics of Special Education 2<sup>nd</sup> Edition (2018), Howe, Ferrell, Miramontes, ISBN 9780807758953

Course Description

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, poly analysis, and the role of the special education administrator, including current legal issues and trends and independent study in an area of interest.

Course Objectives/Learning Outcomes/Course Competencies

The Standards covered in this class are from the SBEC TExES Overview and Exam Framework for Educational Diagnosticians (253).

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

(1) The 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 in the least restrictive environment 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.

(c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

(1) The 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.

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

(1) The educational diagnostician knows and understands:

(A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement in the least restrictive environment within a continuum of services;

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Study Hours and Tutoring Assistance

If you need individual help with assignments, please schedule an appointment.

## 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](#)

## Grading/Assessment

[Click here to enter text.](#)

Table 1: ALL assignments must be completed or your FINAL grade will be an F.

Assignments	Points
Ethics Case Response (6 total @ 10 pts from appendix A)	60
Professional Development Project	100
Lecture Notes 4 (25 points)	100
Book questions (10 at 10 points each)	100
Total Points	360

Table 2: Total points for final grade.

Grade	Points
A	324-360
B	288-323
C	252-288
D	216-252
F	Below 216

## Work

All assignments must be submitted via D2L in PDF or Word Document

## Projects Required

The candidate must 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 (10 articles) used to create the training, citing all sources. In addition to delivering 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 presenting and get their feedback.) Finally, the candidate will develop a brief professional development plan based on this information, self-assessment with relevant standards, and entire experience. (you will be assigned to a group of 3; see appendix C for Rubric)

### Text Book Questions/Activities

These questions will consist of direct questions regarding the book's content, solicit your opinion on cases, and relate your real-world experiences to specific book sections.

### Standards Lecture Notes

We will have four recorded lectures that require lecture notes. Lecture notes can be in any format that shows you listened to the entire lecture. These lectures will address the educational diagnostician standards that you will be expected to know. Turn in lectures 1 and 2 in one document and do the same for 3 and 4.

### Case Studies

In your textbook, you will find 13 case studies in Appendix A. After each case, there are two to three questions for each case. Select any 6 you wish, and make sure to include the title and page# of the case. You must answer all the questions thoughtfully and completely. Please submit on one document.

### Late Work

Due dates are to be adhered to, communicate with me if you have any issues that arise which will prevent you from turning in your work on time.

### Important Dates

Last day for term schedule changes: 1/22/25 [Academic Calendar](#).

Deadline to file for graduation: 2/17/25 Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" 4/20/25 Check date on [Academic Calendar](#).

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

We will not be taking attendance and lectures will also be recorded. We do expect you to log in regularly to D2L for course announcements.

## 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 that 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](#).

## Instructor Class Policies

There is zero tolerance on cheating using AI (or any other forms of cheating). Programs such as Grammarly are allowable to assist in improving your own writing, but using them to generate content is considered cheating for this course and there are no assignments that will justify its use in this class.

## 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) 397-4140. 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 MSU TEXAS. 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 [Safety / Emergency Procedures](#). 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."](#)

## Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

### 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.

## Course Schedule

Week	Activities/Assignments/Exams	Due Date
March 17	Lecture 1; Pro Dev project ; Case Reviews; Book Questions	
March 24	Pro Dev project ; Case Reviews; Book Questions	
March 31	Lecture 2; Pro Dev project ; Case Reviews; Book Questions	Lecture Notes 1 and 2
April 7	Pro Dev project ; Case Review Book Questions	
April 14	Lecture 3 Pro Dev project ; Case Reviews	Book Questions 4/12
April 21	ProDev; lecture Notes	(6) Case Reviews due
April 28	Lecture 4	
May 5	ProDev; lecture notes	ProDev Project 5/7; Lecture Notes 5/9

### References/Scientifically-Based Research/Additional Readings:

American Psychological Association, APA Task Force on Psychological Assessment and Evaluation Guidelines. (2020). APA Guidelines for Psychological Assessment and Evaluation. Retrieved from <https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>

Eriksen, J. L., & Cormier, D. C. (2024). Considering ethical obligations to overcome stagnant psychological report-writing practices. *\*Professional Psychology: Research and Practice\**, 55(4), 336–344. American Psychological Association.

Kathrin E. Maki, John H. Kranzler & Jessica M. Wheeler (2022): Ethical Dilemmas in School Psychology: Which Dilemmas Are Most Prevalent Today and How Well Prepared Are School Psychologists to Face Them?, *School Psychology Review*, DOI: 10.1080/2372966X.2022.2125338



## Appendix A: Standards/Competencies

Standard	NTASC	Assess/Assign
<p>b) Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.</p>	<p>Standard #1: Learner Development            Standard #2: Learning Differences            Instructional Practice            Standard #6: Assessment            Standard #7: Planning for Instruction            Standard #8: Instructional Strategies</p>	<p>Case Reviews            Book Questions            Lectures</p>
<p>(c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.</p>	<p><i>Professional Responsibility</i>            Standard #9: Professional Learning and Ethical Practice            Standard #10: Leadership and Collaboration</p>	<p>Case Reviews            Book Questions            Lectures</p>
<p>(e) Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.</p> <p>(A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement in the LRE</p>	<p>Standard #3: Learning Environments            Standard 4: Content Knowledge            Standard 5: Application of Content</p>	<p>ProDev Project            Lectures</p>

## Appendix B:

### Instrument: Professional Development Project Rubric

<b>SPED Prof Dev Project Criteria</b>	<b>Accomplished 4</b>	<b>Expected 3</b>	<b>Developing 2</b>	<b>Below 1</b>
<p><b>SPED Competency 004 (Academic Instruction and Strategies):</b> <i>Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodation s, modifications, and interventions, for students with disabilities.</i> <b>CEC.APS.2, 3, 4</b></p>	<p>The candidate's presentation and topic:</p> <ol style="list-style-type: none"> <li>a. relates to current relevant need</li> <li>b. contains a rationale on why this topic is important for specific disability</li> <li>c. sourced adequately in both research AND practice</li> <li>d. includes a statement on how this training will improve practice</li> </ol> <p>AND presentation contains all current evidence-based practice including:</p> <ol style="list-style-type: none"> <li>a. strategies and curriculum materials AND</li> <li>b. links to access resources</li> </ol> <p>AND demonstrates a clear understanding of accommodations and modifications with examples that:</p> <ol style="list-style-type: none"> <li>a. differentiate modifications from accommodations AND</li> <li>b. include the 4 types of accommodations</li> </ol>	<p>The candidate's presentation and topic contain only 3 of the 4 following:</p> <ol style="list-style-type: none"> <li>1. relates to current relevant need</li> <li>2. a rationale on why this topic is important for specific disability</li> <li>3. sourced adequately in both research AND practice</li> <li>4. a statement on how this training will improve practice</li> </ol> <p>AND presentation contains all current evidence-based practice including:</p> <ol style="list-style-type: none"> <li>a. strategies OR curriculum materials AND</li> <li>b. links to access resources</li> </ol> <p>AND demonstrates a clear understanding of accommodations and modifications with examples that:</p> <ol style="list-style-type: none"> <li>a. differentiate modifications from accommodations OR</li> <li>b. include the 4 types of accommodations</li> </ol>	<p>The candidate's presentation and topic contain only 2 of the 4 following:</p> <ol style="list-style-type: none"> <li>1. relates to current relevant need</li> <li>2. a rationale on why this topic is important for specific disability</li> <li>3. sourced adequately in both research AND practice</li> <li>4. a statement on how this training will improve practice</li> </ol> <p>HOWEVER, presentation contains some practices that do not have sufficient evidence of effectiveness OR is missing links to resources AND demonstrates some superficial understanding of accommodations and modifications with NO distinction OR &lt;4 types of accommodations</p>	<p>The candidate's presentation and topic contain only 1 of the following:</p> <ol style="list-style-type: none"> <li>1. relates to current relevant need</li> <li>2. a rationale on why this topic is important for specific disability</li> <li>3. sourced adequately in both research AND practice</li> <li>4. a statement on how this training will improve practice</li> </ol> <p>HOWEVER, presentation does not contain current practices, no links OR does not make a distinction between accommodations and modifications OR &lt;4 types of accommodations OR any misinformation</p>
<p><b>SPED Competency 006 (Consultation and Collaboration):</b></p>	<p>The candidate's presentation demonstrates ALL of the following:</p>	<p>The candidate's presentation demonstrates 5 of the following:</p>	<p>The candidate's presentation demonstrates 3 of the following:</p>	<p>The candidate's presentation does not demonstrate:</p> <ol style="list-style-type: none"> <li>a. knowledge of</li> </ol>

<b>SPED Prof Dev Project Criteria</b>	<b>Accomplished 4</b>	<b>Expected 3</b>	<b>Developing 2</b>	<b>Below 1</b>
<p><i>Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.</i> <b>CEC.APS.4, 6, 7 CAEP A.1.1.4</b></p>	<ul style="list-style-type: none"> <li>a. knowledge of responsive consultation and collaboration</li> <li>b. understanding of the special education process</li> <li>c. knowledge of the roles of people in school</li> <li>d. knowledge of encouraging participation</li> <li>e. principles of record keeping</li> <li>f. knowledge of legal timelines</li> </ul>	<ul style="list-style-type: none"> <li>a. knowledge of responsive consultation and collaboration</li> <li>b. understanding of the special education process</li> <li>c. knowledge of the roles of people in school</li> <li>d. knowledge of encouraging participation</li> <li>e. principles of record keeping</li> <li>f. knowledge of legal timelines</li> </ul>	<ul style="list-style-type: none"> <li>a. knowledge of responsive consultation and collaboration</li> <li>b. understanding of the special education process</li> <li>c. knowledge of the roles of people in school</li> <li>d. knowledge of encouraging participation</li> <li>e. principles of record keeping</li> <li>f. knowledge of legal timelines</li> </ul>	<ul style="list-style-type: none"> <li>a. responsive consultation and collaboration</li> <li>b. understanding of the special education process</li> <li>c. knowledge of the roles of people in school</li> <li>d. knowledge of encouraging participation</li> <li>e. principles of record keeping</li> <li>f. knowledge of legal timelines</li> </ul>
<p><b>SPED Competency 007 (Legal and Ethical Practice):</b> <i>Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.</i> <b>CEC.APS.3, 5, 6</b></p>	<p>The candidate's research project demonstrates ALL of following:</p> <ul style="list-style-type: none"> <li>a. knowledge of models and theories</li> <li>b. knowledge of state and federal laws</li> <li>c. knowledge of due process rights</li> <li>d. knowledge of ARD guidelines</li> <li>e. knowledge of all individual rights and responsibilities</li> <li>f. ethical practice</li> <li>g. assessment instrument qualifications</li> <li>h. knowledge of relevant organizations</li> </ul>	<p>The candidate's research project demonstrates 6 of following:</p> <ul style="list-style-type: none"> <li>a. knowledge of models and theories</li> <li>b. knowledge of state and federal laws</li> <li>c. knowledge of due process rights</li> <li>d. knowledge of ARD guidelines</li> <li>e. knowledge of all individual rights and responsibilities</li> <li>f. ethical practice</li> <li>g. assessment instrument qualifications</li> <li>h. knowledge of relevant organizations</li> </ul>	<p>The candidate's research project demonstrates 4 of following:</p> <ul style="list-style-type: none"> <li>1. knowledge of models and theories</li> <li>2. knowledge of state and federal laws</li> <li>3. knowledge of due process rights</li> <li>4. knowledge of ARD guidelines</li> <li>5. knowledge of all individual rights and responsibilities</li> <li>6. ethical practice</li> <li>7. assessment instrument</li> </ul>	<p>The candidate's research project does not demonstrate:</p> <ul style="list-style-type: none"> <li>a. knowledge of models and theories</li> <li>b. knowledge of state and federal laws</li> <li>c. knowledge of due process rights</li> <li>d. knowledge of ARD guidelines</li> <li>e. knowledge of all individual rights and responsibilities</li> <li>f. ethical practice</li> </ul>

SPED Prof Dev Project Criteria	Accomplished 4	Expected 3	Developing 2	Below 1
			qualifications 8. knowledge of relevant organizations	g. assessment instrument qualifications h. knowledge of relevant organizations