

Midwestern State University
Gordon T. & Ellen West College of Education
 SPED: 6273 Foundations of Special Education
 Leadership for Non-Texas Certification Majors
Summer II 2022

Contact Information:

Instructor: Dr. Emily Smith
 Office Hours: By Appointment
 Email: emily.smith@msutexas.edu

Instructor Response Policy

Please allow 24 hours response time on weekdays during the semester. I prefer you email me through my MSU email account (emily.smith@msutexas.edu) but I also check the email associated with this course each morning.

Required Text

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

Course/Catalog Description

Provides a foundation for candidates who are going to assume leadership positions in the field of special education, with an emphasis on 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. This course may not be used for Texas educational diagnostic certification.

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:	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.	Weekly Assignments, Quizzes, and Professional Development Project

Students will address ethical issues in regards to student with behavioral and social interaction skills.	Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	Weekly Assignments and Reading
Students will use a case-based approach to address ethical dilemmas and decision-making scenarios.	Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.	Weekly Assignments, Professional Development Project

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.

Student Handbook

Refer to: [Student Handbook-2020-21](#)

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](#)

Methods of Instruction

This course will be presented in a manner that will 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 can (do not wait until the night before).
 4. All assignments are due Sunday night by midnight unless otherwise specified. You have two full weeks to complete your assignments; therefore, no late work will be accepted.
- Grading Procedures

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.

Course Requirements:

Weekly Assignments:

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

Ethics Interview:

Students will interview someone from their field of study concerning ethical issues in the workplace. Findings from the interview will be reported in a one to two-page paper.

Chapter Quizzes

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

Professional Development Project

Students will select a topic pertinent to their area of study (Learning Disability, Emotional disturbance, Dyslexia, Low-Incidence disability, Autism, parent advocacy, ect.). 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.) In addition the candidate will develop a brief **professional development plan** (how could this presentation be improved) based on this information; self-assessment with relevant standards; and entire experience.

Course Calendar (tentative)

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

<i>Week</i>	<i>Topics / Activities</i>	<i>Assignments/Important Dates</i>
Week 1	Codes of Ethics and	Read Chapter 2

<i>Week</i>	<i>Topics / Activities</i>	<i>Assignments/Important Dates</i>
07/05/2022	The Nature of Ethical Deliberation	Complete Chapter 2 Quiz Complete Code of Ethics Assignment Begin working on Professional Development Project
Week 2 07/11/2022	Public Policy and the Mission of Special Education	Read Chapter 3 Complete Chapter 3 Quiz Complete Personal Code of Ethics Assignment Continue working on Professional Development Project
Week 3 07/18/2022	Pragmatist Ethical Theory	Read Chapter 4 Complete Chapter 4 Quiz Complete "Case 6" Take Midterm Exam Continue working on Professional Development Project
Week 4 07/25/2022	Institutional Demands and Constraints	Read Chapter 5 Complete Chapter 5 Quiz Complete "Case 7" Continue working on Professional Development Project
Week 5 08/01/2022	Obligations of Schools to Students and Their Families	Read Chapter 6 Complete Chapter 6 Quiz Complete "What I Learned Class Conference" by Wednesday. Turn in Professional Development Project and Ethics Interview Take Final Exam by 08/04/2022 at midnight

Grading for the Course:

Weekly Assignment (5@10 Points each) 50 Points
 Ethics Interview 50 Points
 Weekly Quiz (5@20 Points each) 100 Points
 Professional Development Project 100 Points
 Midterm/Final (2 and 100 Points each) 200 Points
 Total 500 Points

Conversion

100-90% A
 89-80% B
 79-70% C
 69-60% D
 < 60% F

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 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: July 7th.

Last Day to drop with a grade of "W:"

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 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](#).

[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) exists 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.

Grade Appeal Process

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

References/Scientifically-Based Research/Additional Readings:

Decker, D. M., Wolfe, J. L., & Belcher, C. K. (2022). A 30-year systematic review of professional ethics and teacher preparation. *The Journal of Special Education, 55*(4), 201-212.

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

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

Mintz, K., & Wasserman, D. Research Ethics and Intellectual Disability: Finding the Middle Ground between Protection and Exclusion. In *The Disability Bioethics Reader* (pp. 282-291). Routledge.

Paul, J., French, P., & Cranston-Gingras, A. (2001). Ethics and special education. *Focus on Exceptional Children, 34*(1), 1-16.

Pokorski, E. A., & Barton, E. E. (2021). A systematic review of the ethics of punishment-based procedures for young children with disabilities. *Remedial and Special Education, 42*(4), 262-275.

Appendix A: Standards/Competencies

Standards

Educational Diagnostician Standard I

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

Educational Diagnostician Standard II

The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities.

Educational Diagnostician Standard III

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

Educational Diagnostician Standard IV

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

Educational Diagnostician Standard V

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

Educational Diagnostician Standard VI

The educational diagnostician selects, administers and interprets appropriate formal and informal assessments and evaluations.

Educational Diagnostician 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.

Educational Diagnostician Standard VIII

The educational diagnostician knows and demonstrates skills necessary for scheduling, time management and organization.

Educational Diagnostician Standard IX

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

Educational Diagnostician Standard X

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

[Framework with Competencies](#)

DOMAIN I—IDENTIFICATION AND ASSESSMENT

Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

For example:

- A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
- B. Apply knowledge of the educational diagnostician's role in assisting local educational

agencies (LEAs) in complying with Child Find.

C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.

D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.

E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.

F. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

For example:

A. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).

B. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.

C. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.

D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.

E. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).

F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

G. Demonstrate understanding of procedures for student screening; prereferral, including

Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.

H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.

I. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE).

For example:

- A. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
- B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
- C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
- D. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.
- E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
- F. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).
- G. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines.

DOMAIN II—CURRICULUM, INSTRUCTION, AND INTERVENTION

Competency 004 (Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

For example:

- A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
- B. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).
- C. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
- D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
- E. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.

F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

For example:

A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students

need in order to participate in and contribute effectively to their school, home, community, and work

environments.

B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.

C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.

D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.

E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.

F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.

G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

DOMAIN III—PROFESSIONAL RESPONSIBILITIES

Competency 006 (Consultation and Collaboration): 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.

For example:

A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).

B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development,

reevaluations, transition planning, and dismissal and/or graduation.

C. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.

D. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.

E. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).

F. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007 (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

For example:

A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

B. Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and compliance with local, state, and federal monitoring and evaluation requirements.

C. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.

D. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education

Program (IEP) processes, rules, and procedures as determined by state and federal regulations.

E. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.

F. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).

G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.

H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 008 (Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.

For example:

A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.

B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

C. Describe how a teacher would implement and monitor the progress of the recommendation.