



Course Syllabus: SPED 6933 Ethics/Practice Standard Non-TxCert in SPED  
College of Education  
Section X20  
Spring 2025 (March 22- May 17)

#### Contact Information

Instructor: Dr. Emmanuel Sefah  
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#### 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.

#### Textbook & Instructional Materials

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

#### Course Description

Ethics/Practice Standards 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.

#### **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 implements 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, and 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) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure 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 methods of assessment to engage learners in their own growth, to monitor learner progress, and to 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, and pedagogy, as well as knowledge of learners and the community context.

**Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop 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 his or her practice, particularly

the effects of his or her 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.

Course Objectives/Learning Outcomes/Course Competencies

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	Assignment s
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 Assignment, Quizzes, and Ethics Project

Students will address ethical issues in regard 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.	Competency 7: Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.	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.	Competency 7: Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.	Weekly Assignment, Ethics 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.

**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 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 you can (do not wait until the night before it's due).

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](#)

### AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not exactly copy and paste its response and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

### Grading/Assessment

Table 1: Points allocated to each assignment

Assignments	Points
Quizzes (5 at 25 pts each)	125
Discussions (75@6)	450
Midterm Exam	100
Ethics Interview	100
Professional Development	100
Final Exam	100
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

### Course Schedule:

All assignments are due by 10:00 pm Friday or Saturday of the assigned week unless otherwise noted below.

<b>Week</b>	<b>Topics / Activities</b>	<b>Assignments/Important Dates</b>
Week 1 03/23-03/29	Complete Self Introduction  Read Chapter 1: Introduction  Complete Comparing Code of Ethics Assignment	Self Introduction-Due 3/29 at 10:00 pm.  <u>Complete Discussion 1: Code of Ethics Comparison</u> (Due 3/29 at 10:00 pm).  Begin working on your Ethics Interview Due 4/21 at 10:00 pm.  Start looking at larger projects for the course, Professional Development Project.
Week 2 03/30-04/05	The Nature of Ethical Deliberation	<u>Complete Discussion 2: Case 4</u> (Due 4/5 at 10:00 pm).  Complete Chapter 2 Quiz Due 4/4 at 10:00 pm.  Continue working on Ethics Interview Due 4/21.
Week 3 04/06-04/12	Public Policy and the Mission of Special Education	Read Chapter 3: Public Policy and the Mission of Special Education  <u>Complete Discussion 3: Personal Code of Ethics</u> (Due 4/12 at 10:00 pm).  Complete Chapter 3 Quiz Due 04/11 at 10:00 pm.  Continue working on Ethics Interview and Professional Development Project.
Week 4 04/13-04/19	Pragmatist Ethical Theory	Read Chapter 4 Pragmatist Ethical Theory  Complete Chapter 4 Quiz (Due 4/16 at 10:00 pm).  Turn in your Ethics Interview Due 4/21 at 10:00 pm.  Continue working on Professional Development Project.

<b>Week</b>	<b>Topics / Activities</b>	<b>Assignments/Important Dates</b>
Week 5 04/20-04/26	Midterm	<u>Complete Discussion 4</u> Case 6 (Due 4/26 at 10:00 pm).  Midterm must be complete by 04/25 at 10:00 pm.  Continue working on Professional Development Project.
Week 6 04/27-05/03	Read Chapter 5: Institutional Demands and Constraints	Complete Chapter 5 Quiz Due 5/4 at 10:00 pm.  <u>Complete Discussion 5: Ethical Dilemma</u> Due 5/3 at 10:00 pm.
Week 7 05/04- /05/10	Read Chapter 6 Obligations of Schools to Students and Their Families	Turn in the Professional Development Project Due 5/5 at 10:00 pm.  Complete Chapter 6 Quiz Due 5/9 at 10:00 pm.  <u>Complete Discussion 6:Case 7</u> (Due 5/9 at 10:00 pm).
Week 8 05/11-05/17	Final Exam	Take Final Exam (Due 5/15 at 10:00 pm).

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

#### Projects Required

##### Ethics Interview

Students will interview someone who is working (or retired) in a supervisory or practitioner capacity in the school system (ex. Special Education Director, Coordinator, Educational Diagnostician, etc.) about ethics and leadership in their positions. They will summarize their findings in a one to two-page paper.



### 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.

This assignment will be submitted in TK 20 and D2L. You are required to select a topic relevant to your area of study, such as Learning Disability, Emotional Disturbance, Dyslexia, Low-Incidence Disability, Autism, or Parent Advocacy, etc. Your task is to create a 1-1.5-hour training session complete with a PowerPoint presentation (maximum 20 slides), training notes (approximately 1/2-3/4 page per slide), and clear references to the research literature used in creating the training, citing all sources appropriately.

### Weekly Assignments Discussion

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.

#### Quizzes

Students will take a concept quiz each week. It is strongly recommended that the assigned chapter is read before attempting the assignment. The quiz consists of 5 short true/false questions over key concepts that will be covered in the textbook.

#### Mid-Term Exam

Student will take a mid term exam that will cover all course material. This is worth 100 pts.

#### Final Exam

You will have 30 minutes to complete this exam. It consists of 10 True/False questions. There are 10 questions. All questions comes from your textbook. Ensure your internet connection is strong; you must complete this once you open it. This is worth 100 pts.

#### Extra Credit

Extra credit assignments will not be given in this course.

### Late Work

Late work 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

Holiday break: April 17, 2025. Check date on [Academic Calendar](#).  
Spring 2025 Commencement: May 16, 2025. Check date on [Academic Calendar](#).  
Last Day to drop with a grade of "W:" Wednesday, April 30, 2025. 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

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.

### 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

[https://cm.maxient.com/reportingform.php?MSUTexas&layout\\_id=6](https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6)

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 <https://msutexas.edu/titleix/>

#### Grade Appeal Process

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

### **Appendix A: Standards/Competencies**

[Special Education EC-12 Standards](#)

[Texas Educational Diagnostician Standards Exam Competencies](#)

[High Leverage Practices](#)

Commented [m1]: If you want to combine tables A  
and B please do so.