Course Syllabus Spring 2019
EDSP 3210 Educational Aspects of Exceptional Learners
Online Course (3 hours)

<table>
<thead>
<tr>
<th>Instructor: Dr. Mei Chang</th>
<th>Meeting Dates: None-Internet Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Mail: Use “Inbox” in Canvas</td>
<td>Class Location: Internet</td>
</tr>
<tr>
<td>Office: Matthews Hall, 322-DB</td>
<td>Office Hours: Tuesday/Thursday 1:00-4:00PM</td>
</tr>
<tr>
<td>Phone: (940) 565-2338</td>
<td>or by appointments</td>
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Course Description

This course provides an overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. This introductory course emphasizes the definition, prevalence, classification, causes, and psychological and behavioral characteristics of the disability categories recognized in the IDEA federal special education law.

Competency Goal Statements: The competencies for this course are taken from the CEC Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculums. (See Appendix A; Pages 10-12)

Required Textbooks and Materials:


2. Additional articles and readings may be required to be read by all students. These readings will be available on Canvas.

Strongly Recommended:

Course Requirements & Performance Evaluation of Goals and Outcomes

Course Engagement/Participation Activities: Appropriate participation consists of engaging in virtual class discussions and activities, as well as exhibiting professionalism at all times. I recognize that some students may be more comfortable asking questions and contributing ideas during large group discussions than others. Thus, engagement/participation will be assessed via a variety of activities and discussion and via a variety of formats. NO MAKE-UPS will be permitted for any course engagement/participation activity once it’s concluded. There will be multiple opportunities allowing you to take part in class activities virtually, including self-introduction, completing post-exam course feedbacks, and the semester-end Student Perceptions of Teaching (SPOT), as well as the Child Abuse Recognition and Reporting Online Training described below.

Child Abuse Recognition and Reporting Online Training Module: All students must complete the online Child Abuse Recognition and Reporting training module available at https://www.dfps.state.tx.us/training/reporting/. If you have already completed the training module, you will just need to post your certificate to Canvas. Further information about submission of your Certificate of Completion can be found at the beginning Module 1 in Canvas.

Learning Self-Checks: The purpose of Learning Checks is to help you keep up with your weekly reading. At the end of each lesson, there is a reading check assignment. The reading checks will consist of 10-20 multiple choice and/or true/false on assigned chapters. Some chapters include short answer questions. Students will be able to retake the reading checks up to two times if they would like to improve their scores. Learning Check questions/answers will not be released to students to prevent/minimize academic dishonesty. For a list of computer labs available on campus for completing the reading checks and exams, check www.gacl.unt.edu/locations.php.

Online Discussions: You will be randomly placed into a Discussion Group ("team") by the end of the first week of class and you will only participate in the smaller discussion boards. This will make them less cumbersome to deal with, and will promote better interactions. Participation in Discussions is mandatory. Discussion Boards are related to the content of that particular lesson in the module. The posts and responses are expected to be thoughtful and to reflect critical thinking skills.

Disability Resource Notebook (DRN): Students will select a disability of interest and organize a comprehensive resource notebook that may be used in the classroom. The DRN must cover a disability category included in the Individuals with Disabilities Education Improvement Act (IDEA-2004). The list of 13 disability categories is posted on Canvas. This notebook will serve as a resource to you, other school professionals, your students and their families. Your DRN will include 5 sections; with some sections containing three parts (e.g., Organizations and Services, Web Resources). Grading rubric and instructions on completing this assignment will be posted in Canvas.

TEACHER CANDIDATES ONLY—(Folioteck Submission Required): Please see addendum below for further information on Folioteck e-Portfolio. If you are seeking a teaching certificate, you are required to submit this assignment to both Canvas and Folioteck.
Grading is based on the copy submitted to Canvas. Please note that if you are not seeking a teaching certificate, you will not have to submit this assignment to Foliotek.

**Foliotek e-Portfolio Addendum**

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. *This course may require assignment(s) to be uploaded and graded in Foliotek.* The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. **All students must register in the program portfolio that aligns with their degree plan.** Registration codes and tutorials can be found on this site: [https://www.coe.unt.edu/office-educator-preparation/foliotek](https://www.coe.unt.edu/office-educator-preparation/foliotek)

**Grading Criteria:** Your final course grade will be computed on the basis of the cumulative weighted percentage for each course activity listed below at the end of the semester. If you have difficulty with an assignment, either in understanding or completing it, please contact your instructor immediately to discuss this. The course point breakdown is:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighted %</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Checks</td>
<td>60%</td>
<td>A = 90-100%</td>
</tr>
<tr>
<td>Disability Resource Notebook</td>
<td>20%</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>15%</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>Course Engagement Activities</td>
<td>5%</td>
<td>D = 60-69%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td>F = 59 and below</td>
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**Syllabus and Calendar Change Policy**

I reserve the right to make additions or changes to the syllabus, calendar and/or course activities, with timely written and verbal notification to the students.

**Course Policies and Requirements:**

**Completion/Submission of Assignments:** Read assignment instructions carefully before starting and/or submitting them to ensure accuracy. Assignments are to be submitted through the Canvas Assignment function unless instructed otherwise. All students are responsible for paying careful attention to assignment submission deadlines.

- **Written Assignments:** All written assignments must be presented in typewritten form, using appropriate APA format (single-spaced, 12-point font, Times New Roman, one-inch margin on all 4 sides), if relevant. Assignments should be turned in on the date
announced. For the final DRN project, 20%-point deduction will be applied to the first day of late submission and then 10%-point deduction for each subsequent day.

- **APA Format for Assignments**: Use APA 6th edition guidelines for all course assignments (12-point font, Times New Roman, one-inch margin on all 4 sides). This website links to APA format guidelines: [http://www.apastyle.org/](http://www.apastyle.org/). While APA Format requires double-spaced, *single-spaced* is expected for all written assignments for this course. There is a video posted to our Beginning Information page that shows you how to set your word processor up for APA format. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: [http://www.plagiarism.org/plagiarism-101/overview/](http://www.plagiarism.org/plagiarism-101/overview/)

In all cases, written assignments should adhere to standard usage of English grammar and be free of typographical errors.

**No Make-up Learning Checks**: Students will be given more than one day to complete the reading checks. Therefore, there will be **NO make-up Learning Checks for this course**. It is *highly recommended that you do not wait until the last day or final hour to begin a Learning Check in case an unforeseen event occurs and you are unable to complete the assessment in a timely manner. Technical issues with computer/laptop operation (including crash) or Internet connection will not be excuses for non-completion. A zero (0) will be given for non-completion regardless of the reasons other than the University identified emergent situations with approved documentations. The no make-up rule also applies to the online discussion activities.

**Late Assignments**: Assignments should be submitted through Canvas by 11:59 pm on the day they are due, unless other directions are provided by the instructor. Assignments turned in after the date due will be considered late. Twenty percent (20%) of available points for the assignment will be deducted for the first day of late submission and then 10% for subsequent each day of late submission during the first week after the due date. After one week from the due date, assignments submitted will receive zero points. Thus, an assignment that is three days late is able to obtain only 60% of the points for the assignment regardless of the quality of the work. The point deduction will be made after grading is complete. The date that the assignment was received by the instructor on Canvas will be considered the date submitted. Submitting an assignment late does not alter the due dates on other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Students should strive to keep up with the assignment schedule to avoid the late submission penalty.

**Incompletes**: A grade of "Incomplete" will be granted *only if* a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for *extreme personal reasons*. Documentation of reason is required, and the grade of incomplete must be approved in advance by the department chair. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and
submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.

**Academic Integrity and Dishonesty**: Students caught cheating or plagiarizing will receive a “0” for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to, a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes but is not limited to: a.) the work of another person without full and clear acknowledgement; and b.) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**Disability Accommodation**: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at [http://disability.unt.edu](http://disability.unt.edu). You may also contact them by phone at (940) 565-4323.

**EagleConnect**: All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [https://eagleconnect.unt.edu](https://eagleconnect.unt.edu). This is the main electronic contact for all course-related information and/or material.

**Emergency Notification & Procedures**: UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and students. Please make certain to update your phone numbers at [http://www.my.unt.edu](http://www.my.unt.edu). Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to
evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Retention of Student Records:** Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have the right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: [http://essc.unt.edu/registrar/ferpa.html](http://essc.unt.edu/registrar/ferpa.html)

**Professionalism:** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT’s Programs in Special Education, as well as a foundational topic of this course. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- ensuring that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course (especially for those of us who are highly distractible);
- using personal computers is encouraged for those students who prefer this medium for note taking, however, professionalism dictates that students use their computers for class-related activities only during class time; all assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

**Succeed at UNT:** UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here is how to succeed at UNT: Show Up, Find Support, Get Advised, Be Prepared, Get Involved, Stay Focused. To learn more about campus resources and information on how you can achieve success, go to [http://success.unt.edu/](http://success.unt.edu/).
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS/TASKS</th>
<th>Ch.</th>
<th>ASSIGNMENTS</th>
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</thead>
</table>
| 1    | Jan. 15-20 | * Get familiar with Navigating CANVAS  
                     * Read Introduction to the Course Folder; Welcome Message; Syllabus  
                     * Complete Self-Introduction (Discussion Board)  
                     * Begin Abuse Recognition Online Training       |     | Self-Introduction  
                           Due 1/20                                          |
| 2    | Jan. 21-27 | Begin **Module 1: Special Education History, Legislation, and Issues and Services**  
                     Lesson 1: History of Special Education Disabilities  
                     Lesson 2: Legislation课  
                     Lesson 3: Issues and Services                        | 1   | Discussion #1 Opens 1/21  
                           Child Abuse Online Training Due 1/27                   |
| 3    | Jan. 28-Feb. 3 | Continue/Complete Module 1: Lessons 1, 2, & 3                                      |     | Learning Checks #1, 2, & 3 Due 2/3 |
| 4    | Feb. 4-10  | Complete **Module 2: High Incidence Disabilities**  
                     Lesson 1: Intellectual Disabilities (ID)                       | 5   | Learning Checks #4  
                           Due 2/10  
                           Discussion #1 Due 2/10                                       |
| 5    | Feb. 11-17 | Complete Module 2  
                     Lesson 2: Learning Disabilities (LD)                                  | 6   | Discussion 2 Opens 2/11  
                           Learning Checks #5  
                           Due 2/17                                                 |
| 6    | Feb. 18-24 | Complete Module 2  
                     Lesson 3: Speech/Language Impairments (SLI)                           | 10  | Learning Checks #6  
                           Due 2/24                                                   |
| 7    | Feb. 25-Mar. 3 | Complete Module 2  
                     Lesson 4: Emotional/Behavioral Disorders (E/BD)                        | 8   | Learning Checks #7  
                           Due 3/3                                                   |
| 8    | Mar. 4-10  | Complete Module 2  
                     Lesson 5: Autism Spectrum Disorders (ASD)                             | 9   | Learning Checks #8,  
                           Discussion #2, Midpoint Survey, and  
                           DRN Disability Selection All Due 3/10                   |
| 9    | Mar. 11-17 | Spring Break (No Classes)                                                     |     | Discussion 3 Opens 3/18  
                           Learning Checks #9  
                           Due 3/24                                                |
| 10   | Mar. 18-24 | Complete **Module 3: Low Incidence Disabilities**  
                     Lesson 1: Other Health Impairments (OHI)                              | 14  | Learning Checks #10  
                           Due 3/31                                                  |
| 11   | Mar. 25-31 | Complete Module 3  
                     Lesson 2: Vision Impairments (VI)                                       | 12  | Learning Checks #11  
                           Due 4/7                                                   |
| 12   | April 1-7  | Complete Module 3  
                     Lesson 3: Hearing Impairments (HI)                                       | 11  | Learning Checks #11  
                           Due 4/7                                                   |
| 13 | April 8-14 | Complete Module 3  
Lesson 4: Multiple and Severe Disabilities | 13 | Learning Checks #12  
Due 4/14  
(4/15 SPOT Open) |
| --- | --- | --- | --- | --- |
| 14 | April 15-21 | Complete Module 3  
Lesson 5: Orthopedic Impairments | 14 | Learning Checks #13  
Due 4/21  
Discussion 3 Due 4/21 |
| 15 | April 22-28 | Complete *Module 4: Giftedness, Collaboration, & Looking to the Future*  
Lesson 1: Students with Special Gifts (15)  
Lesson 2: Parents and Families (4) | 15, 4 | Learning Checks #14 & 15 Due 4/28  
Final Survey 4/28 |
| 16 | April 29 - May 3 | Complete Module 4  
Lesson 3: Exploring what’s like to live with a disability & Looking to the future of the profession | 16 | Learning Checks #16  
Due 5/2  
SPOT Due 5/2  
DRN Due 5/3 |

**NOTE:** The instructor reserves the right to make schedule changes given unusual circumstances and/or at my discretion. The instructor expects students to adapt to changes with equanimity.
Appendix A

Competency Goal Statements: The competencies for this course are taken from the *CEC Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculums*.

<table>
<thead>
<tr>
<th>I. Philosophical, Historical, and Legal Foundations of Special Education</th>
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<tbody>
<tr>
<td>1. Current educational terminology and definitions of individuals with disabilities including identification criteria and labeling controversies, using professionally accepted classification system and current incidence and prevalence figures. (K1)</td>
</tr>
<tr>
<td>2. Evolution and major perspective from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities. (K2)</td>
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<tr>
<td>3. Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare. (K3)</td>
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<tr>
<td>4. The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that under gird the growth and improvement of knowledge and practice in the field of special education. (K4)</td>
</tr>
<tr>
<td>5. Legal system to assist individuals with disabilities (K5)</td>
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<tr>
<td>6. Continuum of placement and services, including alternative programs available for individuals with disabilities. (K6)</td>
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<tr>
<td>7. Laws, regulations, and policies related to the provision of specialized health care in the educational settings. (K7)</td>
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<tr>
<td>8. Delineate the principles of normalization versus the educational concept of “least restrictive environment” in designing educational programs for individuals with disabilities. (S3)</td>
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<tr>
<th>II. Characteristics of Learners</th>
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<tbody>
<tr>
<td>9. Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities. (K1)</td>
</tr>
<tr>
<td>10. Various etiologies and medical aspects of conditions affecting individuals with disabilities. (K3)</td>
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<tr>
<th>IV. Instructional Content and Practice</th>
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<tbody>
<tr>
<td>11. Impact of disabilities on auditory skills. (K4)</td>
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<tr>
<td>12. Assist students in the use of alternative and augmentative communication systems. (S18)</td>
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<tr>
<td>13. Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications. (S19)</td>
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<tr>
<td>14. Adapt lessons that minimize the physical exertion of individuals with specialized health care needs. (S22)</td>
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<tr>
<td>15. Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs. (S24)</td>
</tr>
<tr>
<td>16. Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities. (S25)</td>
</tr>
</tbody>
</table>
V. Planning and Managing the Teaching and Learning Environment
17. Appropriate use of assistive devices to meet the needs of individuals with disabilities. (K4)
18. Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum. (S6)

VII. Communication and Collaboration
19. Types and importance of information generally available from family, school, officials, legal system, and community service agencies. (K4)

VIII. Professionalism and Ethical Practices
20. Rights to privacy, confidentiality, and respect for differences among all persons interacting with individual with disabilities. (K2)
21. Types and transmission routes of infectious disease.

Competency Goal Statements/State of Texas Standards (as measured by the TExES EC-12 examination of Pedagogy and Professional Responsibilities (PPR), #160)

<table>
<thead>
<tr>
<th>Domain I</th>
<th>Designing instruction and assessment to promote student learning.</th>
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<tr>
<td><strong>Competency 001:</strong> The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs.</td>
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<tr>
<td>E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students’ social and emotional development impacts their development in other domains (i.e., cognitive, physical).</td>
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<tr>
<td>G. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.</td>
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<tr>
<td>H. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.</td>
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<tr>
<td><strong>Competency 002:</strong> The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.</td>
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<tr>
<td>A. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.</td>
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<tr>
<td>B. Accepts and respects students with diverse background and needs.</td>
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<tr>
<td><strong>Competency 004:</strong> The teacher understands learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments.</td>
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<tr>
<td>D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.</td>
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M. Incorporates students’ different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

P. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students’ increasing ability over time to engage in abstract thinking and reasoning.

**Domain II**

**Competency 005:** The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students’ respect for the community and the people in it).

**Domain IV**

**Competency 011:** The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.

C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.

D. Communicates effectively with families on a regular basis (e.g., to share information about students’ progress) and responds to their concerns.

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**Competency Goal Statements/State of Texas Standards (as measured by the TExES EC-12 examination of Special Education content, #161)**

1.1k. The historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice of the education of individuals with disabilities;

1.3k. Current educational terminology and definitions of a variety of disabilities, including professionally accepted classification systems and current incidence and prevalence figures;

1.4k. Issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

1.7k. The continuum of placement and services available for individuals with disabilities

1.8k. Assurances and due process rights related to assessment, eligibility, placement, and services;

2.1s. Practice within the standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;

2.4s. Respect the culture, gender, and personal beliefs of individual students and families;

2.9s. Safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);

3.5s. Communicate and collaborate effectively with paraprofessionals and other school and community personnel to deliver special education services

3.6s. Encourage and assist parents/guardians to become active participants in their children’s education