



**SPED 4301 STUDY OF COGNITIVE AND LOW INCIDENCE DISABILITIES  
SPRING, 2018**

*SPED 4301-01 is a required course for Special Education Certification.*

**College of Education  
Department of Language, Literacy and Special Populations**

*Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

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**Office hours:**

Campus	Mondays	8:30- 9:30; 12:30-3:30;
Campus	Tuesdays	8:30-3:30;
Campus	Wednesdays	8:30- 9:30; 12:30-5:30;
Campus	Fridays	by appointment

**Course Format:**

Through lecture presentations, class activities and discussions, online research and text readings, and online quizzes, the candidates and instructor will work collaboratively to meet course objectives. Essential learning objectives for candidates include: Gaining factual knowledge, fundamental principles, generalizations and theories. Important objectives include developing clearer understanding of and commitment to personal values and developing skills, competencies and points of view need by professionals in the field.

**Day and time the class meets:** 9:30-10:50 MW, see course schedule; all classes at the SHSU Campus

**Location of class:** TEC 113 and School Districts

**Course Description:** This course includes a study of the nature and causes of intellectual disabilities and other developmental disabilities. The characteristics, needs, and life span issues of individuals with cognitive impairments, physical and health impairments and low incidence disabilities are explored. The course is taught as part of the Special Education block comprised of two courses (SPED 4301/4302) for a total of six (6) credit hours and is required in the degree plans of candidates seeking EC-12 Special Education certification. SPD 4301 presents the theories and research based practices recommended for effective instruction and collaborative support of individuals with cognitive and low incidence disabilities. Through the field experiences and portfolio assignments required in SPD 4302- Collaborative Partnerships across the Lifespan, candidates then apply knowledge of these theories and practices through directed classroom and community-based activities.

**Textbooks:** Westling, D., Fox, L., & Carter, E. (2015). *Teaching Students with Severe Disabilities*. 5<sup>th</sup> Edition. Upper Saddle River; Pearson. ISBN-13: 978-0-13-310465-3

Browder, D.M., & Spooner, F. (2011). *Teaching Students with Moderate and Severe Disabilities*. New York, NY: Guilford Publishing. ISBN-13: 978-1-60623-991-9

**IDEA Objectives:** Essential: Gaining factual knowledge (terminology, classifications, methods, trends)  
Important: Learning fundamental principles, generalizations, or theories  
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

### **TK20 Account**

*Tk20 Account* **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu>

### **Course Objectives:**

1. Recognize, identify and analyze the theories and philosophical aspects of special education and intellectual disabilities as they relate to acceptance, medical issues, accessibility/ acceptability in society.
2. Differentiate and recall the identification criteria, etiology, prevalence figures, physical development, assessment, placement options, support services, and communication problems of students with cognitive and low incidence disabilities.
3. Examine the historical foundation, relevant theories, teaching philosophies, and appropriate curricula for students with cognitive and low incidence disabilities
4. Recognize current issues related to the inclusion of students with significant impairments.
5. Examine the factors influencing special education that are related to diversity issues, medical issues, family issues, social skills, and transition.
6. Define and describe practices and strategies necessary to plan and implement assessments and teaching methods across learning environments, utilize technology in learning, modify and adapt lesson plans, and evaluate the programs of students with cognitive and low incidence disabilities.
7. Define and illustrate concepts of FAPE, LRE, collaboration, inclusion, assistive technology, adaptive skills training, academic instruction, community-referenced instruction vocational preparation, employment, and transition.
8. Recognize the relationship between communication and behavior and between behavior and learning.
9. Distinguish and define the essential components and procedures for conducting systematic instruction of students with low incidence disabilities.
10. Internalize confidentiality procedures and other ethical considerations and will apply professionalism during interactions with students, parents, community members and other educators.

Please view attached NCATE Accreditation, Conceptual Framework, and Standards Matrix.

## Course Requirements:

1. **In-Class Attendance.** Regular attendance and participation in assigned classes are essential. Absences beyond the 3-hour university policy of excused absence may result in a grade reduction. Candidates should contact the instructor regarding any extenuating circumstances **prior to** class absences. Late arrivals and early departures are recorded and may result in a grade reduction. **If you miss more than 20% (20%=9 hours or three 3-hour class meetings) of the class meeting hours for ANY reason you will not be able to receive course credit.**
2. **Field Experience Attendance.** If you are going to be absent from your field experience scheduled days, you must contact your mentor teacher and university instructor by email. More than one absence on the scheduled day may result in a grade reduction. Candidates must accrue at least 40 hours in their field sites to receive course credit.
3. **In-class Quizzes and Assignments:** There will be a sign quiz at the end of class as well as In-Class Assignments. Sign Quizzes are worth 5 points and you may drop your lowest grade. In-Class Assignments are worth 2 points each. No make ups will be available for these activities.
4. **Textbook, Quizzes and Tests.** The textbooks are required and essential to the course. Related chapters from the text are noted on the course schedule for various instructional topics and field based assignments. Candidates are to read the assigned chapters prior to the designated lecture dates and completion of the related field based assignments. Weekly online quizzes are given throughout the semester to check candidates' knowledge and understanding of textbook topics and information. Scheduled tests will also be given. Text information is supplemental to lecture notes.
5. **Field Experience Work Sampling:** There are 10 assignments based on your field experience. These assignments are due throughout the semester and will be submitted and graded on Tk-20. The field experiences and work sample assignments completed during the SPD 4302 portion of the SPED block are designed to provide opportunities for direct application of the theories and concepts presented in the SPED 4301 course and will contribute to the performance-based assessment of curriculum objectives and outcomes. Field experience and all 10 field-based assignments must be completed in order to receive course credit.
6. **Syndrome Report:** You will develop a class presentation with a handout on a specific syndrome associated with a severe disability. These reports will be done individually.
7. **Group Reports on Academic Interventions for Learners with Significant Disabilities:** Each group will present a report on a specific academic area. The report should include an overview of the content area, teaching methods, materials, resources, assistive technology, a webliography, and at least one group activity for the class.
8. **Special Education Test of Content Knowledge** must be completed at the end of the course during the scheduled final examination time. This is a 50-item test. Topics and a study guide will be provided.
9. **TExES Representative Form Exam:** After completion of this course and required field experiences, candidates will have the opportunity to demonstrate proficiency on the Special Education TExES Representative Form.
10. **Academic Dishonesty Policy:** Plagiarism, templating classmate's assignments, copying, and use of the work of others will result in a grade of 0 and referral to the Professional Concerns Committee and possibly the Dean of Students for Sam Houston State University.

- 11. Cell Phone & Electronic Media Policy** [Sam Houston State University Academic Policy Statement 100728](#). Phones must be stored **off of the table in your bag** and silenced (e.g., airplane mode, including silencing of text notification) during class time. For SPED 4301 students may not text, email, Facebook, and/or use game applications during class. Personal computers, tablets, and/or iPads are appropriate only during dates when classroom assignments using electronic media are involved. Use of phones, tablets, iPads, or computers during class will result in loss of points to total grade; the second violation will result in a referral to the Professional Concerns Committee. If you have an emergency and need to answer your phone please clear it with me prior to class. Cell phones are not to be used in your classroom during your field experience. It is best to store your phone in your vehicle.
- 12. Classroom Professionalism:** During class time everyone needs to focus on the content of class. If candidates are working on class assignments, assignments for other classes, or scoring standardized tests these materials will be confiscated and given to the other instructor. Candidates should not work on materials or projects during class- avoid cutting and pasting. These activities will result in loss of points for total grade.
- 13. Student Syllabus Guidelines** with link - <http://www.shsu.edu/syllabus/>

### Course Evaluation:

	<u>Points</u>	<u>Grade Distribution</u>
Mid-Term @ 50 pts.	50	A = 93 - 100%
Chapter Quizzes 10 @ 10	100	B = 85 - 92%
Sign Language Quizzes 15 @ 5	75	C = 75 - 84%
Test of Content Knowledge	50	D = 60 - 74%
Syndrome Report	10	
Group Report on Academic Content	25	
Chapter Summary & Reflection	40	

\* The instructor may modify assignments to meet the needs of students in the class

\*\*Professionalism points do not count toward total points but constitute a deduction if there are problems in the area as described in Course Requirements.

\*\*\*The number of quizzes may be reduced according to class needs.

### Course Schedule

Date	Topic/Activity	Location	Assignments <b>DUE 11:00 PM</b>
<i>CLASS 1</i> W 1/17	Orientation, Introduction to Severe Disabilities Ch. 1: Students with Severe Disabilities: <i>Westling, Fox, &amp; Carter</i>  <b>Field Experience Information</b> <b>Discuss Sped. Portfolio</b>	TEC	Download Syllabi, print & bring to class; Read Chapter 1, <i>Westling, Fox, &amp; Carter</i>
<i>CLASS 2</i> M 1/22	Ch. 2: Philosophy & Practices for Teaching Students with Severe Disabilities: <i>Westling, Fox, &amp; Carter</i>	TEC	Read Chapter 2 <i>Westling, Fox, &amp; Carter</i>  <b>DUE 1/22:</b> <b>Ch 2: Summary and Reflection</b>

<b>CLASS 3</b> W 1/24	Ch. 3, Collaboration among Professionals & Paraprofessionals; Ch.4, Parents, Families, & Cultural Issues: <i>Westling, Fox, &amp; Carter</i>  <b>Discuss Field Experience placements</b>	TEC	Read Chapter 3 & 4, <i>Westling, Fox, &amp; Carter</i>  <b><i>Sign-up for Syndrome Reports</i></b>  <b><i>Sign-up for Groups Report on Academic Content</i></b>  <b>Sign Language 1 DUE 1/24</b>
<b>CLASS 4</b> M 1/29	Ch.13, Managing Sensory & Motor Systems: <i>Westling, Fox, &amp; Carter</i>  <b>Field Experience Discussion</b>	TEC	Read Chapter 13, <i>Westling &amp; Fox, &amp; Carter</i>  <b>Sign Language 2 DUE 1/29</b>
<b>CLASS 5</b> W 1/31	Ch. 14, Providing Support for Health & Medical Needs: <i>Westling, Fox, &amp; Carter</i>  <b>TEExES Representative Exam</b>	TEC	Read Chapter 14 <i>Westling, Fox, &amp; Carter</i>  <b>DUE 1/31:</b> <b>Ch 14: Summary and Reflection</b>
<b>CLASS 6</b> M 2/5	Ch.15, Personal Care Skills; Ch.18, Teaching Community & Domestic Skills: <i>Westling, Fox, &amp; Carter</i>  <b>Discuss Field Experience, ORID, and Assignments</b>	TEC	Read Chapter 15 & 18, <i>Westling, Fox, &amp; Carter</i>  <b>Syndrome Report due (presentation &amp; handout)</b>
<b>CLASS 7</b> W 2/7 Online	Ch. 6, Determining Instructional Goals; Ch. 7, Teaching Students to Acquire New Skills Discrete Trial Training, Systematic Instruction: <i>Westling, Fox, &amp; Carter</i>	TEC	Read Chapter 6 & 7, <i>Westling, Fox, &amp; Carter</i>  <b>DUE 2/11:</b> <b>Ch 6: Summary and Reflection</b> <b>Ch 7: Summary and Reflection</b>
<b>CLASS 8</b> M 2/12	Ch. 12, Providing Support to Improve Challenging Behavior: <i>Westling, Fox, &amp; Carter</i> <b>Discuss Field Experience, Discuss Assignments 1 &amp; 2</b>	TEC	<b>Syndrome Report due (presentation &amp; handout)</b> Read Chapter 12, <i>Westling, Fox, &amp; Carter</i> <b>Sign Language 3 DUE 2/12</b>
<b><i>Field Experience I Begins</i></b>			
W 2/14	Field Experience Placement I	School	<b>ORID 1</b>
Sun 2/18 <i>Assignment</i>	ORID 1		<b>Due 2/18</b> <b>a. ORID 1</b>

CLASS 9 M 2/19	Ch. 8, Teaching Skills for Generalization and Maintenance; Ch. 9, Evaluating Student Progress: <i>Westling, Fox, &amp; Carter</i> <b>Discuss Assignments 3 &amp; 4;</b> <b>Discuss Group Report</b>	TEC	Read Chapter 8 & 9, <i>Westling, Fox, &amp; Carter</i> <b>Sign Language 4 &amp; 5</b>  Continue with Syndrome Reports
W 2/21	Field Experience Placement I –	School	ORID 2
Sun 2/25 Assignments	ORID 2 Quiz 1, Ch. 8: <i>Westling, Fox, &amp; Carter</i>		Due 2/25: a. ORID 2 b. Quiz 1
CLASS 10 M 2/26	Teaching Academic Skills: Ch 3, Standards-Based IEPs and Progress Monitoring: <i>Browder &amp; Spooner</i>  <b>Discuss Group Report</b>	TEC	Read Ch. 3, <i>Browder &amp; Spooner</i> <b>Sign Language 6</b>
W 2/28	Field Experience Placement I	School	ORID 3 <b>Begin work on Mid Term Essay Exam</b> (Midterm Opened 2/28 @ 12:00 pm)
Sun 3/4 Assignments	ORID 3 Quiz 2, Ch.3: <i>Browder &amp; Spooner</i> <b>Assignments 1 &amp; 2</b>		DUE 3/4: a. ORID 3 b. Quiz 2 Ch. 3: <i>Browder &amp; Spooner</i> c. Assignments 1 & 2
CLASS 11 M 3/5	Teaching Academic Skills: Ch. 5: Literacy : <i>Browder &amp; Spooner</i>  Field Experience Discussion	TEC	Read Chapter 5, <i>Browder &amp; Spooner</i>
W 3/7	Field Experience Placement I	School	ORID 4
Sun 3/11 Assignments	ORID 4 Quiz 3 Ch. 5: <i>Browder &amp; Spooner</i>  <b>Assignments 3 &amp; 4</b>		DUE 3/11 a. ORID 4 b. Quiz 3 Ch. 5: <i>Browder &amp; Spooner</i> C. Assignments 3 & 4
<b>Spring Break</b>			
CLASS 12 M 3/19	Assistive Technology Inservice <b>Group I Report: Ch. 5, Literacy &amp; Comprehension</b>		Read Chapter 6, Comprehension, <i>Browder &amp; Spooner</i>

	<i>Browder &amp; Spooner</i> Field Experience Discussion Discuss Assignment 5 & 6		Group I Report: Ch. 5, Literacy & Comprehension <i>Browder &amp; Spooner</i> Sign Language 7 Issue Paper
<b>Field Experience II Begins</b>			
W 3/21	Field Experience Placement II	School	
Sun 3/25 Assignments	<b>ORID 5</b> <b>Mid-Term:</b> <i>Westling, Fox, &amp; Carter</i> Ch. 1-4, 7-9, 12-15		<b>DUE 3/25</b> a. <b>ORID 5</b> b. <b>MIDTERM DUE</b>
CLASS 13 M 3/26	Teaching Academic Skills: Ch. 7, Mathematics: <i>Browder &amp; Spooner</i> <b>Group II Report</b> Discuss Field Experience	TEC	Read Chapter 7, <i>Browder &amp; Spooner</i> <b>Group II Report: Ch. 7, Mathematics, Browder &amp; Spooner</b> Sign Language 8
W 3/28	Field Experience Placement II	School	ORID 6
Sun 4/1 Assignment	ORID 6 Quiz 4 Ch. 7: <i>Browder &amp; Spooner</i>		<b>DUE 4/1:</b> a. <b>ORID 6</b> b. <b>Quiz 4 Ch. 7:</b> <i>Browder &amp; Spooner</i>
CLASS 14 M 4/2	Teaching Academic Skills: Ch. 8 & 9, Science & Social Studies: <i>Browder &amp; Spooner</i> <b>Group IV Report: Science &amp; Social Studies</b> Discuss Assignments 7 & 8	TEC	Read Ch.7 & 8: <i>Browder &amp; Spooner</i> <b>Group III Report: Science &amp; Social Studies, Browder &amp; Spooner</b> Sign Language 9 & 10
W 4/4	Field Experience Placement II –	School	ORID 7
Sun 4/8 Assignments	ORID 7 Quiz 5 Ch. 8: <i>Browder &amp; Spooner</i>		<b>DUE 4/8 :</b> a. <b>ORID 7</b> b. <b>Quiz 5 Ch. 8:</b> <i>Browder &amp; Spooner</i> c. <b>Assignments 5 &amp; 6</b>

<b>CLASS 15</b> <b>M 4/9</b>	Ch. 5, Planning Instructional Programs: <i>Westling, Fox, &amp; Carter</i> <b>Discuss Assignments 9 &amp; 10</b>	TEC	Read Ch. 5 & 6, <i>Westling, Fox, &amp; Carter</i> <b>Sign Language 11 &amp; 12</b>
<b>W 4/11</b>	Field Experience Placement II	School	<b>ORID 8</b>
<b>Sun 4/15</b> Assignments	ORID 8 Quiz 6 Ch. 5, <i>Westling, Fox, &amp; Carter</i>		<b>DUE 11/5:</b> a. <b>ORID 8</b> b. <b>Quiz 6 Ch. 5:</b> <i>Westling, Fox, &amp; Carter</i>  c. <b>Assignments 7 &amp; 8</b> d. <b>Teaching Lesson Reflection</b>
<b>CLASS 16</b> <b>M 4/16</b>	Ch. 10, Creating Inclusive Environments: <i>Westling, Fox, &amp; Carter</i> Quiz 7 Ch.10: <i>Westling, Fox, &amp; Carter</i>	TEC	Read Ch. 10, Creating Inclusive Environments: <i>Westling, Fox, &amp; Carter</i>  <b>DUE 4/16</b> a. <b>Quiz 7 Ch. 10:</b> <i>Westling, Fox, &amp; Carter</i>
<b>W 4/18</b> <b>Online</b>	Ch 11: Teaching Communication Skills		Read Ch 11: <i>Westling, Fox, &amp; Carter</i> <b>DUE 4/18:</b> a. <b>Quiz 8 Ch 11:</b> <i>Westling, Fox, &amp; Carter</i>
<b>Sun 4/22</b> Assignments	ORID 9  Assignments 9 & 10		<b>DUE 4/22:</b> a. <b>Assignments 9 &amp; 10</b>
<b>CLASS 17</b> <b>M 4/23</b>	Ch. 19: Using AT: <i>Westling, Fox, &amp; Carter</i>  <b>Review for Test of Content Knowledge</b>	TEC	Read Ch. 19: <i>Westling, Fox, &amp; Carter</i>  <b>DUE 4/23:</b> a. <b>Quiz 9 Ch. 19:</b> <i>Westling, Fox, Carter</i> a. <b>Sign Language 13, 14, &amp; 15</b>
<b>CLASS 18</b> <b>W 4/25</b>	Ch 21: Transitioning to Adulthood <i>Westling, Fox, &amp; Carter</i>  <b>Review for Test of Content Knowledge</b>		<b>DUE 4/25:/</b> a. <b>QUIZ 10</b> b. <b>Field Experience Logs</b>
<b>CLASS 19</b> <b>M 4/30</b>	<b>Test of Content Knowledge</b>		In Class Exam
<b>CLASS 20</b>	<b>Exit Conference</b>	TEC	Scheduled Exit Conference <b>Bring Sped Block Portfolio</b>



W 5/2			
CLASS 21 M 5/7	Exit Conference	TEC	Scheduled Exit Conference <b>Bring Sped Block Portfolio</b>

\*Dates may be modified by the instructor to meet class needs

### Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students  
[Procedures in Cases of Academic Dishonesty #810213](#)  
[Disabled Student Policy #811006](#)  
[Student Absences on Religious Holy Days #861001](#)  
[Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction  
[Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

#### ATTENDANCE POLICY:

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. My policy: Attendance (absences, tardiness, and early exits) will be documented each class period. This information will be used to decide borderline grades and to write letters of recommendation. If you have to be absent, be sure you have arranged for a colleague to obtain handouts. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

#### Expectations:

**Late Assignment Policy:** Assignments will be accepted late, but will receive reduction in grade provided the instructor has been notified of the reason the assignment is late and a new agreed upon due date has been set.

**Professionalism:** Professional behavior and demeanor are part of a candidate's future as an educator. The College of Education's Conceptual Framework states that candidates will have, as part of their Knowledge Base, the "dispositions that enable them to be understanding, respectful, and inclusive in their creation of nurturing environments for diverse learners;..." **Points will be deducted from your total grade for problems with the following: class participation, class discussion, positive attitude and affect, alertness during class (no sleeping during class), class punctuality and attendance, texting, Facebook, email, web surfing, games, cell phone use, working on assignments for other classes, etc.**

**Time Requirement:** For each hour in class, you will be expected to commit at least three hours outside of class for SPED 4301.

## **Bibliography/Reading List:**

- Allor, J. H., Mathes, P. G., Champlin, T., & Cheatham, J. P. (2009). Research-based techniques for teaching early reading skills to students with intellectual disabilities. *Education and Training in Developmental Disabilities, 44*(3), 356 – 366.
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- Browder, D., Mims, P., Spooner, F., Alhgrim-Delzell, L., & Lee, A. (2008). Teaching elementary students with multiple disabilities to participate in shared stories. 3-12.
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- Kockhar-Bryant, Carol A. and Bassett, Diane S. Editors.(2002). Aligning transition and standards-based education: issues and strategies. Council for Exceptional Children. Arlington, VA.
- Fenlon, A.G., McNabb, J., Pidlypchak, H. (2010). “So much potential in reading!” Developing meaningful literacy routines for students with multiple disabilities. *Teaching Exceptional Children, 43*(1), 42-51.
- Joseph, L.M. & Seery, M.E. (2004). Where is the phonics? A review of literature on the use of phonetic analysis with students with mental retardation. *Remedial and Special Education, 25*, 88-94.
- Kliewer, C. (2008). Joining the literacy flow: Fostering symbol and written language learning in young children with significant developmental disabilities through the four currents of literacy. *Research & Practice for Persons with Severe Disabilities, 33*(3), 103-121.
- McCoy, K. M. (2009). *Strategies for Teaching Students with Special Needs*. Denver: Love Publishing.
- Ryndak, Diane L. and Alper, Sandra. (2009). Curriculum and instruction for students with significant disabilities in inclusive settings. Allyn & Bacon, Boston: MA.
- Van der Bijl, C., Alant, E., Lloyd, L. (2006). A comparison of two strategies of sight word instruction in children with mental disability. *Research in Developmental Disabilities, 27*, 43-55.

## **College of Education Information**

### **Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation

and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.