Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ________________________________
   Educational Psychology

2. Course prefix, number and complete title of course: __________________________
   SPED 623 - Self Determination and Advocacy

3. Course description (not to exceed 50 words): ________________________________
   Conceptualization and theoretical framework of self-determination for students with
   disabilities; the role of self-determination in improving student outcomes; and best practices in promoting
   self-determination among students with disabilities.

4. Prerequisite(s): __________________________________________________________
   Graduate Status

   Cross-listed with: _________________________________________________________
   N/A

5. Is this a variable credit course? ____________________________________________
   □ Yes  □ No
   If yes, from _________ to _________

6. Is this a repeatable course? ________________________________________________
   □ Yes  □ No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester?
   □ Yes  □ No

7. Has this course been taught as a 489/689? _________________________________
   □ Yes  □ No
   If yes, how many times? ____________________________

   Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      __________________________
      M.A. and Ph.D. in Educational Psychology
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
   Attach approval letters.

10. Prefix  Course #  Title (excluding punctuation)  Lect.  Lab  SCH  CIP and Fund Code
    S  P  E  D  6  2  3  S  E  L  F  D  E  T  E  R  M  I  N  A  T  I  O  N  
    &  A  D  V
    Admin. Unit  Acad. Year  FICE Code
    0  3  0  0  0  3  1  3  0  2  0  2  0  0  0  0  9  2  0  0  9  -  1  0  0  0  0  3  6  3  3  2

   Approval recommended by: __________________________________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________

   Head of Department
   Date

   Head of Department (if cross-listed course)
   Date

   Submitted to Coordinating Board by:
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________

   Associate Director, Curricular Services
   Date

   Chair, College Review Committee
   Date

   Dean of College
   Date

   Dean of College
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

1. This request is submitted by the Department of Educational Psychology

2. Course prefix, number and complete title of course: SPED 623 - Self Determination and Advocacy

3. Course description (not more than 50 words): Current issues and practices related to the transition of students from school to work; partnerships with business and industry; secondary and post-secondary education linkages; work-based training.

4. Prerequisite(s)

5. Is this a variable credit course? ☐ Yes ☑ No

6. Is this a repeatable course? ☐ Yes ☑ No

7. Has this course been taught as 289/489/689? ☐ Yes ☑ No

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) M.A. and Ph.D in Educational Psychology
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    SPED 623 SELF DETERMINATION & ADV

    | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-----|-------------------------------|-------------|------------|-----------|
    | 0     | 3   | 0   | 20                            | 00          | 09         | 10        |
    | 0     | 0   | 3   | 0920202000409200910          | 00          | 03632       | Level     |

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Questions regarding this form should be directed to Sandra Williams at 845.8836.
OAR/AS – 04/07
SPED 623 Self-Determination and Advocacy
Course Syllabus

Instructor: Dan Dalun Zhang, Ph.D.
Phone: 862-6514
Email: dalun@tamu.edu

Office: 637C Harrington
Office Hours: Mon. 5:30-7:00 p.m.
Tue. 1:30-4:30 p.m.

Prerequisite: Graduate status, permission of professor

Course Description
(3 credit hours) Conceptualization and theoretical framework of self-determination for students with disabilities; the role of self-determination in improving student outcomes; and best practices in promoting self-determination among students with disabilities.

Course Objectives
1. To acquaint students with the self-determination movement and historical facts about self-determination for individuals with disabilities
2. To understand the importance of self-determination for individuals with disabilities
3. To examine the construct and models of self-determination: definition, defining characteristics, and component elements
4. To discuss educational practices that promote self-determination at various educational levels
5. To identify educational practices that promote autonomous behavior, self-regulated behavior, self-advocacy and leadership skills, and self-realization and psychological empowerment
6. To examine and analyze self-determination curricula
7. To understand the cultural impact on student acquisition and application of self-determination skills
8. To understand the role of families in fostering their children’s self-determination skills
9. To identify strategies for teaching students to lead their own IEP/transition planning meetings
10. To apply knowledge learned from this class into practices by volunteering in statewide youth leadership forum

Required Readings


Handouts provided by instructor

Course Expectations

Individual Paper: Each class member will select a topic pertaining to one of the issues in self-determination in which that person has interest and will prepare a comprehensive paper that contributes to theory development in that area. (30%)

Class Presentation: Each student will select one topic or subtopic from the class syllabus based on either individual expertise or personal interest. The student will research the topic and prepare an oral presentation and a handout for other students. The student will present the topic on the appropriate day. An outline of the presentation must be approved by the instructor a minimum of one week before the presentation. The presentation must be multimedia and 10-15 minutes in length. (20%)

Journal Article Review: Three journal articles (from 2000 to present) that relate to culturally diverse learners with disabilities are required. A format for this assignment will be distributed in the first class meeting. Students will share their reviewed article during class. (10%)
Field Placement: Each student is required to participate in assigned field work. Students will have opportunities to engage in Texas Youth Leadership Forum training activities by serving as volunteers in mentoring student delegates in their learning. Student can also attend field activities sponsored by the Center for Disability and Development affiliated projects (20%)

Final Report: Each student will submit a final report to summarize and reflect involvement in filed placement. The report needs to include a summary of activities involved in, what was learned during the field placement, and what can be used in future educational practice. Detailed instruction will be provided in class. (20%)

Absence Policy: Students are expected to attend all classes and attendance will be taken. Students who are absent three non-excused times may not receive a grade higher than a B; students who are absent five non-excused times may not receive a grade higher than a C; students who are absent seven times (for any reason) may not receive a grade higher than an F unless arranged ahead of time with the instructor. There will be no make-up assignments without a university-approved excuse.

Course Grades
Evaluation will be based on objective and essay examinations, written assignments, class participation, and the journal from the clinical experiences. Grades will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.

Students with Special Needs
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118, or call 845-1637.

Statement Regarding Class Handouts
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Academic Integrity

"An Aggie does not lie, cheat, or steal or tolerate those who do." Please become familiar with the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor. All assignments MUST be turned in with the following statement typed on them and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

______________________________________________
Signature of Student
Topics

- The self-determination movement
- Importance of self-determination for individuals with disabilities
- The construct and models of self-determination: definition, characteristics, and component elements
- Educational practices that promote self-determination
- Self-determination instructional materials
- Student leadership and self-advocacy
- Family roles in fostering self-determination of individuals with disabilities
- Filled practice of self-determination instructional strategies