Instructor: Marlene Morgan
Office: Bayou Bldg., Suite B1321
Email: morgan@uhcl.edu
Office Hours: T/Thr 12:00 PM – 3:00 PM & by appointment

Contacting the instructor: You are responsible for checking Blackboard once each day. All course communications MUST be through Blackboard messaging/BB email.

Phone: (281) 283-3570
Suite Secretary: Ms. Barbara Kelley, KelleyB@uhcl.edu

Syllabus Disclaimer: The instructor reserves the right to change the syllabus at any time and will notify students of any changes.

Quality Enhancement Plan (QEP)
Applied Critical Thinking for Lifelong Learning and Adaptability

Applied Critical Thinking Statement: This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student’s ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student’s personal life). Based on the Foundation for Critical Thinking model (http://www.criticalthinking.org/), critical thinking involves thinking for a purpose, asking questions, using information, applying concepts, drawing inferences and conclusions, identifying assumptions, anticipating implications and consequences, and recognizing points of view. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.
SPED Program Mission: The mission of the Department of Special Education is to prepare our candidates to be highly skilled teachers and leaders in the field of Special Education. The mission is accomplished by:

- Disseminating research-based theory and best-practices,
- Collaborating with individuals with exceptional learning needs, educators, parents, and agencies,
- Promoting service, advocacy, and leadership in the field of special education,
- Celebrating and fostering inclusion, diversity, independence and multiculturalism,
- Accepting professional and personal responsibility.

Therefore, all course work directly aligns with established professional standards as provided in this syllabus.

SPED 2301 Description and Expectations

I. Description of Course

Provides a foundational knowledge of various categories of disabilities and its effects on different variables to include gender, SPED, cultural responsiveness and access to general educational curriculum. Future educators working with children with exceptionalities are provided the opportunity to practice the necessary critical thinking skills required of the profession, such as recognizing relevant viewpoints on various issues, using relevant information for planning and implementing best practices in the general education classroom, and developing logical, reasonable inferences to guide instructional decisions. That is, professional education students are expected to take responsibility for their own learning. Effective teachers are problem solvers, critical thinkers and information seekers who can apply the standards of critical thinking to the pre-K-12 classroom. Reflective teachers are fair-minded, logical in their decision making and seek relevance in their instruction.


Other required materials: Each student will need to have the following:
1. A three ring notebook w/ clear cover sleeve for photo/title page on front (Interactive Notebook).
2. Dividers for required sections in the three-ring notebook.
3. Assorted materials printed out by students from websites/journals and copies of related materials assigned by instructor.
4. Paperback book chosen in class for assigned readings as a member of a book club.

Course Time/Location: Tuesday/Thursday. B 1219, 1:00pm – 2:20pm

This is a face-to-face course and Blackboard Required (Web Enhance).

II. Learning Expectations and Course Methodology

This course is based in the constructivist paradigm for teaching and learning. It is through experiencing and reflecting that students begin to understand the role and impact of special education methodologies and the importance of monitoring progress. In this course, the role of the instructor is to facilitate and stimulate learning through meaningful experiences, dialogue and questioning. Therefore, this course will consist of some lecture, class discussions, individual/group activities, projects, inquiry, and student presentations, all of which involve an expectation of thinking critically and reflectively.

III. Student Learning Objectives (SLOs)

Students will be expected to demonstrate understanding of the purpose and application of fundamental knowledge as it relates to specifically designed instruction by meeting learning outcomes that promote or require Critical Thinking.
Vocabulary of Critical Thinking

In this course, students will learn and use the vocabulary of critical thinking, which includes an understanding and use of both the **Elements of Thought** and the **Universal Intellectual Standards**.

**Elements of Thought:** In this course, we will use eight elements of thought:

1. **Purpose:** Goals and Objectives
2. **Question at Issue:** Problem, issue, and misconception
3. **Information:** Facts, data, evidence, observations, reasons, and experiences
4. **Interpretation and Inference:** Solutions and conclusions
5. **Concepts:** Definitions, models, laws, theories, and principles
6. **Assumptions:** Axioms, presuppositions, and a–priori facts or knowledge
7. **Implications and Consequences:** Inferences, effects, and outcomes
8. **Point of View:** Perspectives, frames of reference, and orientations

**Universal Intellectual Standards:**

Throughout the course, we will consider and use nine Universal Intellectual Standards:

1. **Clarity**
2. **Accuracy**
3. **Precision**
4. **Relevance**
5. **Depth**
6. **Breadth**
7. **Logic**
8. **Significance**
9. **Fairness**

*Source: Foundation for Critical Thinking at [http://www.criticalthinking.org](http://www.criticalthinking.org/)*

**Students will:**

1. **With clarity and accuracy,** describe the rights to privacy, confidentiality, and respect for differences among all persons (concepts).
2. **With depth and logic,** identify issues related to interpretation of education, such as labeling, bias, cultural diversity, second language learners, normalization, special education, continuum of services, levels of support, and inclusive practices.
3. **Accurately** identify basic terminology (information) and concepts used in education.
4. **Precisely** identify various concepts that may affect learning in diverse student populations.
5. **Consider, with fairness,** different viewpoints that reflect typical concerns of families of individuals with disabilities and others representing special populations.
6. **Describe the depth and inferences** of what some collaboration makes diverse students difficult, including those with exceptionalities, their families, teachers and other professionals, as well as the community and its citizens.
7. **Strategically analyze relevant information** (guiding principles) for various disabilities to create a guiding value artifact.

- **Individualism** is the fundamental and powerful concept that guides course learning in order to foster a deep understanding of the SLOs and concepts associated with SPED 2301. Consider the idea of individualism as a thinking tool for thinking about teaching special populations of students. All content in this course connects to the concept of individualism.

- **Central Questions to Guide Learning:**

  **What do I need to know to teach diverse individuals?**

  **How can I make effective instructional decisions?**

**4Cs of Critical Thinking Process**

There are four major aspects of the Applied Critical Thinking Process: Curiosity, Connections, Creativity, and Communication. The predominant C in the Student Learning Objectives is **Creativity.**

Students will demonstrate creativity through the production of an original work within the discipline.
<table>
<thead>
<tr>
<th>Objective</th>
<th>PPR Standards</th>
<th>UHCL Standards</th>
<th>TTESS Standards</th>
<th>TExES</th>
<th>Course Assignments/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 With clarity, describe the accuracy associated with rights to privacy, confidentiality, and respect for differences among all persons by considering multiple relevant points of view when interacting with traditionally marginalized populations.</td>
<td>4.1k, 4.2k</td>
<td>1.2</td>
<td>2 A (ii), 3 A (iii)</td>
<td>I</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>2 With depth and logic, identify issues related to interpretation of education, such as labeling, bias, cultural diversity, second language learners, normalization, special education, continuum of services, levels of support, and inclusive practices.</td>
<td>1.11k, 2.1k</td>
<td>2 A (iii)</td>
<td>IV</td>
<td>Book Club, Assignments 3, 4, &amp; 5 E-Portfolio</td>
<td></td>
</tr>
<tr>
<td>3 Accurately identify basic terminology (information) and concepts used in education.</td>
<td>1.2</td>
<td></td>
<td></td>
<td>Special Pops Resources &amp; Co-Teaching</td>
<td></td>
</tr>
<tr>
<td>4 Precisely identify various concepts that may affect learning in diverse student populations.</td>
<td>1.3k, 1.5k, 2.22k</td>
<td>4 B (ii)</td>
<td></td>
<td>Special Pops Resources &amp; Co-Teaching</td>
<td></td>
</tr>
<tr>
<td>5 Consider, with fairness, different viewpoints that reflect typical concerns of families of individuals representing special population and articulate appropriate information to deal with areas of concern.</td>
<td>4.4k, 4.5k</td>
<td>6 C (ii)</td>
<td>III</td>
<td>Book Club Assignments 2, E-Portfolio</td>
<td></td>
</tr>
<tr>
<td>6 Describe the depth and inferences of what some collaboration makes diverse students difficult, including those with exceptionalities, their families, teachers and other professionals, as well as the community and its citizens.</td>
<td>2.12k, 2.2, 5.3</td>
<td>6 B (ii)</td>
<td>Assignment 5 Co-Teach E-Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Strategically analyze relevant information (guiding principles) for various disabilities to create a guiding value artifact.</td>
<td>5.1</td>
<td>2 B (ii)</td>
<td>Assignment 6, E-Portfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following provides a description of the Major Learning Activities that are expected in this course. Several of the designated artifacts promote or require Critical Thinking that aligns with the Student Learning Objectives (SLOs) in Section III of this syllabus. Tasks that require critical thinking are indicated with an asterisk (*).

**Quizzes**

There will be 3 announced quizzes. Quizzes will be timed and made up of multiple choice, true/false, fill-in-the-blank, short answer items and creative artifact. Quizzes will be administered at the start of class. No time extensions for late arrivals and no make-up tests will be available. Grade of zero, for missed class. See syllabus schedule for dates of administration. Must also pass a syllabus quiz this semester.
Interactive Notebook Checks

Students are expected to complete assigned tasks that serve to reinforce learning and document independent critical analysis and note taking according to specific instructions in the student’s interactive notebook. Types of tasks will vary to align with the content explored. Students will complete/submit their 3-ring notebooks two times for verification of completed tasks. Late checks will not be accepted. If you are absent; no points awarded. (25 pts)

E-Portfolio : Final Upload

Students will create a power point which will serve as their electronic portfolio for this class. You must have a minimum of eight slides - On the last two slides (#7 and #8) you may include anything you feel is of importance to share. Yes, ANYTHING is perfect that represents you. On the six other slides, you must include the items listed in the instructions for the perfect grade.

Please note, you will upload this to Blackboard for grade on time.

Slide #1 Will include student's name, course name, instructor's name and a photo of student.

Slide #2 Will include bullet points about why you want to work as a professional teacher.

Slide #3 Will include two bullet points, about two in-class presentations that you found to be most valuable in your learning for this class. Describe why.

Slide #4 Will include bullet points explaining the assignment that made the biggest impact on you. Describe why.

Slide #5 Will include bullet points about your Service Learning OR STAR Assignment - the good, the bad, and the ugly - what you liked, didn't like, best experience, worst assignment - perceptions of what you experienced, etc. Describe.

Slide #6 Will include bullet points about your own personal growth (self-reflection) in this course. Reflect on your experiences in class and during observations/any outside experience. Reflect on what you have gained throughout this semester. The following are suggestions of things you may want use on this slide.

What assignments/topics created the greatest impression on you? Explain.

Has your view of teaching changed?

What have you learned from taking this course?

Slide #7 Free choice

Slide #8 Free choice

Expanded Perceptions: Book Club Membership

- Students are expected to complete assigned readings of designated books and engaged in facilitated class discussions with peers. There will be 4 class discussions valued at 10 points each. (No book = a 5 pt. loss ea. class) Students will not receive discussion points if they did not complete the required readings and attend class on “Book Club Meeting” dates.
Upon completion of the book reading, student will write a one to two-page reflection that specifically addresses how the experience impacted their perception of individuals with disabilities for 60 pts. Students will be allowed structured choice in predetermined books written specifically by individuals with disabilities. Be sure to have a cover page.

The purpose of this task is to expand students’ perception of disability beyond the traditional teaching perspective. If we are to effectively teach individuals with disabilities, we must first seek to understand what it means to have a disability and how such disabilities impact individual’s lives and learning. (Total 100 Pts)

**Individual Assignments® Critical Thinking Task**

**REQUIRED FORMAT FOR ALL WRITTEN ASSIGNMENTS**
- Font: Times New Roman or Arial, 12-point, with 1.5 spacing in a word document.
- Cover page for every assignment
  - **Cover page**: Include your name, course number, the assignment number, my name, date due, and directions for each assignment.
- Correct spelling, grammar, punctuation and sentence structure
- Citations: APA Style double spacing as required for References.

**REQUIRED STANDARDS OF QUALITY FOR WORK TO BE ACCEPTED**
- Scholarly, thoughtful, and complete work, free of mechanical errors, is expected.
- Read and work independently, in and out of class, on the Peer Reviewed articles/Journals throughout the course.
- Follow directions and edit your work, using procedures and rubrics in the syllabus and class.

ALL assignments must be uploaded to the Blackboard Assignment Tool (under Submit Assignments Here link) by the due date AND due time. Please note the due time is no later than 11:45 P.M.

**Grades** on all assignments are based on scholarly performance and demonstrated evidence of knowledge, skills and critical analysis. Everyone is measured with fairness according to proficiency standards and rubrics. Grades are not based on good intentions or good excuses.

**NOTE**: the article(s) are to be PEER REVIEWED and cited in appropriate APA format at the end of your paper; title under References. Citations throughout your assignment needs to be appropriately used in APA. If you do not use proper citation within your paper; you will fail this course. (Plagiarism)

Assignments (#1-5) need to be uploaded to Blackboard. Assignment #6 to be submitted to UAS/Blackboard/ & showcased as your final on the last day of school for points.

**Points will be deducted for directions not followed. Be sure you upload each assignment on time to BB. Nothing accepted late, in BB email or my UHCL email.**
ASSIGNMENT 1:

1. With clarity and accuracy, describe the rights to privacy, confidentiality, and respect for differences among all persons (concepts) (SLO 1).

2. Visit the CEC website (http://www.cec.sped.org/) and copy and paste the Special Education Professional Ethical Principles AND Practice Standards.

3. Copy and paste a sample of information from a website related to special education.

4. Obtain a copy of the TEKS from your content/grade area. Copy and paste only one area and not all of the TEKS for your future grade. IE: Math, 10th grade.

ASSIGNMENT 2:

1. Obtain a peer reviewed article useful to you from any special education journal related to cultural, bilingual, and/or linguistic issues related to students with disabilities and/or their families.

2. Consider, with fairness, different viewpoints that reflect typical concerns of families of individuals with disabilities and others representing special populations. (SLO 5)

3. Write a two to three-page discussion paper on (a) Reason for Selection of the article; (b) Application of Information to your teaching; (c) Possible Impact of article information on your role as a teacher of students with exceptionalities. This is not a summary paper; it is a thoughtful discussion of what the information means to you and the students you will teach.

ASSIGNMENT 3:

1. Find and provide a peer reviewed journal article that addresses some issue/strategy of behavior management such as (but not limited to) contingency contracts, PATHS, self-control strategies, peer mediation, positive behavior, group reinforcements, etc.

2. Write a two to three-page discussion paper on how you would apply the information to your classroom and justify why it is a viable method. Be sure to put the reference in APA style and use APA citation throughout your paper.

ASSIGNMENT 4:

1. Complete a peer reviewed research search (2009-present) related to technology (i.e., assistive technology, instructional technology, augmentative communication, computer, website, etc.) and students with disabilities. Many are available on Education Full Text.

2. Write a two to three-page discussion paper on how you would apply the information from the article to your classroom and include specific perceived benefits. Be sure to put the reference in APA style and use APA citation throughout your paper.
ASSIGNMENT 5:
1. Review peer articles in Teaching Exceptional Children or other professional journals. Choose three articles that are relevant and useful to you as a teacher (e.g., reading, social studies, math, social skills). Articles should relate to curriculum adaptations or instructional strategies.

2. Write a two to three-page discussion paper on (a) Reason for Selection of the three articles (how do they relate what area) and (b) Application of Information to your teaching/classroom, and (c) Possible Impact of information on the inclusive class and/or learning of students with exceptionalities. Be sure to put the references in APA style and use APA citation throughout your paper.

*ASSIGNMENT 6 (Values Project and Philosophy Paper) (Upload to UAS):

Strategically analyze relevant information (guiding principles) for various disabilities to create a guiding value artifact. (SLO 7)

Identifying a minimum of 5–6 guiding principles you will use in your classroom to ensure equity, opportunity, and inclusion for all students (that is, using the Turnbull guiding values discussed in class as an example, identify/make up your own teaching values that you will apply in your own classrooms). Design a creative/artistic interpretation of the guiding values with relevant information within your artifact. This should be an expression of creativity. Use any medium.

- After the cover page, provide detailing bullet points to each of your "Philosophy of Education" including a picture of your project embedded in the paper at the end. Failure to upload this required course assessment will result in no credit for the assignment.
- The Values Project is what you developed/created (1). Your Philosophy Paper explains your values and your embedded picture displays your creativity (2). Both need to be created, and uploaded to (1) Blackboard, (2) UAS and (3) presented on our last day of class for your final “Quiz” grade.
- You will find this assignment in UAS under the title as your Values Project and Philosophy Paper.
- If you upload the wrong assignment to UAS or miss this upload to UAS; it could also result in a letter grade drop for this course PLUS show as unacceptable in your UAS file.

### Professionalism/Service Learning Due: 100 Points

Experiences from the following list must be accomplished to receive full credit for professionalism/service learning. Examples include (unpaid) activities that benefit individuals with disabilities, their families, and/or colleagues.

**Examples:**
- CEC membership and engage in at least two CEC experiences (e.g.: webinars, discussion boards)
- Volunteer for the Special Rodeo in Baytown (6 hours) September 9th
- Complete 6 hours volunteering with at risk students at CADD (N.Arbor). To volunteer with CADD, contact Jelisa D. Scott, MA, BCBA. [scott@uhcl.edu](mailto:scott@uhcl.edu) Ms. Scott is currently the Program Manager.
- Engage in a community advocacy experience. SCH is 9/29 for 4 hours.
Attend SCEC meetings at UHCL; various dates during the semester.
SoleAna in Alvin. Horse therapy for special needs children. 6 hours plus

Create your own service learning experience: Please note other activities must be pre-approved in advance by the instructor on an individual basis and requested by e-mail to provide documentation of instructor approval

Demonstrations of professionalism/service learning will be submitted to Blackboard. Professional/service learning activities are to be submitted with verification for each activity.

**No points awarded without verification.

### STAR Activities

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Write a Comprehensive Research Paper or Literature Review on a special education topic (15 pages including references from scholarly journals). Must provide an organized overview of the topic including numerous references to related research.</td>
</tr>
<tr>
<td>50</td>
<td>Create a lesson or unit that covers 5 days (one subject) using appropriate materials, adaptations, and instructional strategies with a rubric(s) for work for students with disabilities in an inclusive classroom</td>
</tr>
<tr>
<td>50</td>
<td>Web search: Create a list of 25 of the most useful web sites that give ideas for modifications and accommodations; print out the home page for each site. Include a brief statement for each webpage that indicates why you think the page is particularly useful.</td>
</tr>
<tr>
<td>50</td>
<td>Interview a special education teacher currently teaching students with special needs; develop a format of questions and type up both the questions and the responses</td>
</tr>
<tr>
<td>50</td>
<td>Interview the parent of a child with special needs; develop a format of questions and type up both the questions and the responses</td>
</tr>
<tr>
<td>25</td>
<td>Perform a song to the class: Several songs have been written about being included in the mainstream (for example, one popular song is Don't Laugh At Me). May be performed individual or with one other peer. Students are expected to memorize the words to the song and perform it in a well-planned manner.</td>
</tr>
<tr>
<td>50</td>
<td>Book/movie reviews: Identify 25 of the most useful children’s book/movies that address individuals with disabilities and write a brief review for each one.</td>
</tr>
<tr>
<td>50</td>
<td>Organize a weekly study group for classmates; submit notes/outlines developed for each chapter review. Indicate which group members contributed what (e.g.: specific typed notes) to the group- required if all group members are seeking points for involvement with the group. The group must meet at least 5 times for no less than 30 minutes. A record of dates and times with signatures will need to be submitted.</td>
</tr>
</tbody>
</table>

*Be sure to start your paper with a cover page, using all criteria for written work including what your activity was.*
## Special Populations Trifold & PPT Printout /Co-teaching Presentation 100 Points

Over the course of the semester, students will contribute to the development of individual Resource Directories of services, agencies, organizations that provide services to children with disabilities and/or their families that he/she is responsible for contributing to the group project.

This assignment involves **collaborative effort though each student** will individually submit the required content. Each student will embed content associated with the various exceptionalities in their Interactive Notebook which serves to become a future reference for students.

This assignment/presentation has **THREE pieces to it.**

1) Your PowerPoint presentation.
2) Your Trifold **printed out** for everyone in the class that you print out give everyone.
3) Your PowerPoint slides **printed out** (three slides per page) for everyone in the class. (You Print Out)

- For each area of exceptionality (total of 12), Students are expected to **develop a tri-fold resource directory** in a format that can be included in peer's interactive notebooks.
- To **receive full credit**, students must prepare the tri-fold for everyone in the class that includes:
  
  1. IDEA Definition of the category
  2. Causes, Description, and/or relevant information
  3. Five local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups);
  4. Five additional organizations (regional, state, national) related to exceptionality area;
  5. A listing of books, journals/professional publications and catalogs related to each exceptionality
  6. Five websites and/or databases that provide information about each specific exceptionality. Be sure they are working sites.
  7. PLUS: Include a short description (2-3 sentences) of the types of information that can be found at the website/database/books (must be written in the student’s own words). A mere list of resources alone does not constitute meeting the expectation.

**To fulfill this requirement:**
Students will work collaboratively with the instructor to plan a co-teaching/learning experience for their chosen disability category which addresses the required information outlined above. In addition to “teaching the content”, students will create the interactive notebook handouts.

- For the co-teaching component of this experience, candidates will meet with the instructor at least one week prior to the lesson. **A powerpoint template will be provided to students either for their use or as a guide to ensure required content is addressed. Additionally, provide a handout of your slideshow, three slides to a page, for each student in the class and one for the instructor.**

- In addition to creatively and engagingly teaching peers, students are expected to **plan for a perceptive experience** which aims to broaden peers understanding of the disability category. This will be further explained prior to the lesson you will teach. Kahoot or other apps are OK.
**Grade Determination:** The following table provides a summarizing overview of alignment and point distribution between the Student Learning Objectives in Sections III and major activities indicated in IV.

<table>
<thead>
<tr>
<th>Aligned with SLOs</th>
<th>Activity or Artifact</th>
<th>Weighted Point Values</th>
<th>Self-Monitoring (Actual points earned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>3 Quizzes (50, 100,50)</td>
<td>200 Points</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Syllabus Quiz (25)</td>
<td>25 Points</td>
<td></td>
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<tr>
<td>T</td>
<td>Interactive Notebook Check</td>
<td>25 Points</td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>Special Populations Trifold &amp; PPT Printout Plus Co-teaching</td>
<td>100 Points</td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>Expanded Perspectives: Book Club Membership</td>
<td>100 Points</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>E-Portfolio</td>
<td>100 Points</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Professionalism/Service Learning</td>
<td>100 Points</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Individual Assignments</td>
<td>300 Points</td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>STAR Activities</td>
<td>100 Points</td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>Attendance Bonus points when possible. &lt;50&gt;</td>
<td>Course Total: 1050 Possible Points</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Distribution**

| 1050-987 A | 986–924 A- | 923-763 B | 762-672 C | 671-610 D | <609 F |

**Use of Electronics in Class:**
- Cell Phone Use: Please be respectful of your fellow classmates and the instructor. Turn off your cell phone or turn it on silent mode and put it away before class starts. *Keep phones put away during class time.* Points will be deducted from final grade if phones are used during class time.

**Computers:**
- Please be respectful of your fellow classmates and the instructor, *Please close your laptop computer* during class. Points may be deducted from your final grade if computers are used during restricted times.

**Important variables that can impact overall points earned**

**Attendance:** Because so much of learning takes place through activities and discussions during class sessions, attendance at all class sessions is required. This means **no late arrivals (14+ minutes)**, early departures, or absences. Attendance is defined as being present and participating in class discussions and activities. **Absences are not classified as excused or unexcused.** If you are not in class, you are absent.

This course design is based upon the concept of **Active Learning** and will utilize the basic elements of cooperative learning. Because this philosophy of student-centered learning will be a great part of each class session, student attendance is of great importance; therefore, students will sign-in each class period. While the instructor is available to help and it is possible for the student to learn the material through individual study, the nature of the information does not solely lend itself to this approach. If a student will not be in class, he/she must notify the instructor of his/her absence in advance. The student is still responsible to get any papers due uploaded to blackboard assignment link on time, and **get notes from another student** who did attend the class.
Attendance Grade:
0-2 Absences; no penalty
3 Absences= Referral to ARS and possible negative affect to your disposition.
4 Absences= Failure to pass the class (the candidate must drop the course or will receive an F & receive a zero on their disposition).

Bonus Points can be applied to final grade if candidate physically attends every class on time = 25 points
Do not assume that you will be able to make up work for a class you did not attend. If you are absent for any reason, you are responsible for getting notes, handouts, and assignments from your peers. If you are late to class, do not expect me to give you the information you missed; ask your peers. Arriving late as a habit, will result in a zero for attendance and possible referral to Academic Referral Support PLUS a zero on your disposition.

NOTE: Arriving late to class after 11 min. is an absence. Leaving class before dismissal by the instructor is considered an early departure.

Late Work Policy:
All assignments are due according to the syllabus/instructor. Blackboard assignment upload timeline will close and not allow you to upload your assignment.
NO assignment will be turned in at class time or accepted in email plus no assignment will be accepted for any excuse for not up-loaded to Blackboard upload link.
Work is due at the required time line; NOTHING is accepted late. You will receive a zero if you do not upload to Blackboard link on time.

NOTE: It is strongly recommended that you upload any due assignment NO LATER THAN ONE HOUR prior to the due-time. This allows you to potentially avoid and professionally circumvent any technology issues by giving yourself a positive “professional cushion” of time to troubleshoot with UCT (281-283-2828) if needed.

All assignments must be uploaded on time. It is the student’s responsibility to make any arrangements to ensure that they upload all assignments onto the Assignment tool on time using a reliable Internet connection and computer. Since the UHCL computer lab and UHCL library computer area are available to all students, students may choose UHCL’s Internet connection and computers or their home Internet connection and computer. Remember, your goal is to successfully upload your materials by any means necessary. So, be sure to select the best place to successfully upload your materials ON TIME.

Tentative Course Learning Plan
<Goes Here>
**Required**: Each student must read and follow Statement on Professional Dispositions, which is provided to define the standard of behavior SOE expects of candidates. As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions. The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

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**UAS Statement (Taskstream if applicable) (Assignment #6)**

Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#). Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student’s grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements. **Failure to upload these required key assessments by the designated due date will result in no credit for the assignment(s).**

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**6 Drop Rule Limitation**

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course. Reference: [UHCL Academic Records](#) for 6 Drop Rule details and the [Academic Calendar](#) for census date information.

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**ELPS**

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the *Pedagogy and Professional Responsibilities* TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

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**Pedagogy and Professional Responsibilities (PPR) and Content Area Standards**

All teachers must meet the standards that address Pedagogy and Professional Responsibilities (PPR) and Content Area Standards. Go to the Texas Education Agency website at [http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/); scroll down to “Standards for All Teachers”, and click on the “Pedagogy and Professional Responsibilities (EC-Grade 12)” link. At the same TEA site, the following standards are listed: Elementary Certificate Standards, Middle School Certificate Standards, Secondary Certificate Standards, or All-level Certificate Standards.

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**Texas Teacher Standards**

“The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.”

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under “Approved Educator Standards”, click on the “Texas Teaching Standards Adopted in Chapter 149” link.
Pre-K Guidelines

All EC-6 syllabi must include the Pre-K Guidelines
link http://tea.texas.gov/index2.aspx?id=2147495508&menu_id=2147483718

Field Experience Statement

1. **Required Formal Approval of School District**
   No candidate may begin any field experience prior to the formal approval by the school district.

2. **Required Criminal Background Check**
   In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person who is volunteering or completing any kind of field experience. Each person to whom this applies must provide the school district with driver’s license information and any other information necessary to conduct the criminal background check.

   For assignments that require either class wide, group participation, or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

   For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The College of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. **Courses that require field placement in registered child care programs will have criminal background checks processed through Texas Family and Protective Services.**

4. **Failure to Complete Field Experiences**
   If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator’s Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state’s code. The Code of Ethics may be found at: http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&p=pt=7&ch=247&rl=2

TExES Competencies

With assistance from almost 2000 Texas educators, parents, and business and community representatives, the State Board for Educator Certification (SBEC) created many new sets of standards in 2002 for beginning educators in an entry-level position. These standards are focused upon the Texas Essential Knowledge and Skills (TEKS), the required statewide public school curriculum, and they reflect current research on the developmental stages and needs of children from Early Childhood through Grade 12. All standards are used in the development of test frameworks for the Texas Examinations of Educator Standards (TExES). The special education standards are listed below:

Standard I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
Standard IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII. The special education teacher understands assistive technology as defined by state and federal regulations.

Standard IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X. The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI. The special education teacher promotes students’ performance in English language arts and reading.

Standard XII. The special education teacher promotes students’ performance in mathematics.

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**Academic Calendar**

**Academic Calendar**

2017-2018 Academic Affairs Administration Calendar (pdf) is a more comprehensive calendar with dates important to faculty.

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**Use of Class Products in University and/or Program Assessment**

The University of Houston–Clear Lake may use your work in this class to generate assessment data and to provide concrete examples of student artifacts. Any works used will be utilized only for educational purposes. Individual student identities will be protected.

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**COURSE RUBRICS:**

**SPED 2301 Interactive Notebook Instructions**

This semester you will create and utilize an interactive special education notebook in this class which will provide you with a reference to the content hopefully long after the semester ends. The notebook will include course materials that I provide, those that you find and/or create, personal comments from reflections, quotes, pictures, questions and answers, etc- the purpose is truly to provide an interactive means of enhancing your learning.

You will need one 3-ring notebook with a clear sleeve on the front. Be sure to follow the directions below

<table>
<thead>
<tr>
<th>Cover Page Under Clear Sleeve</th>
<th>Typed Cover Page with Name, Course, Semester, Instructor and Picture of You</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the Tabs</td>
<td>Create a Table of Contents: Label what is in your notebook</td>
<td>7</td>
</tr>
<tr>
<td>Tab One</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calendar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disposition Evaluation</td>
<td></td>
</tr>
<tr>
<td>Tab Two</td>
<td>The law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 principles of IDEA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 principles of NCLB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Important Laws</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEC Standards Assignment #1</td>
<td>8</td>
</tr>
</tbody>
</table>
Critical Thinking Assignments 1, 2 & 6

<table>
<thead>
<tr>
<th>Components</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts (SLO 1) Assignment 1</td>
<td>Is not clear and/or accurate when describing the rights to privacy, confidentiality, and respect for differences among all persons (concepts)</td>
<td>Is clear and accurate when describing rights to privacy, confidentiality, and respect for differences among all persons (concepts).</td>
<td>Is clear and accurate when describing the rights to privacy, confidentiality, and respect for differences among all persons and considers multiple relevant points of view when interacting with traditionally marginalized populations.</td>
</tr>
<tr>
<td>Different Points of view (SLO 5) Assignment 2</td>
<td>Does not consider, different viewpoints that reflect typical concerns of families of individuals with disabilities and/or others representing special populations and does not articulate appropriate strategies to deal with areas of concern. Failure to cite appropriately will result in Plagiarism and FAILURE of SPED 2301.</td>
<td>Consider, with fairness, different viewpoints that reflect typical concerns of families of individuals with disabilities and others representing special populations.</td>
<td>Consider, with fairness, different viewpoints that reflect typical concerns of families of individuals with disabilities and others representing special populations and articulate appropriate strategies to deal with areas of concern.</td>
</tr>
<tr>
<td>Information (SLO7) Assignment 6</td>
<td>Does not strategically analyze relevant information (guiding principles) for various disabilities to create a guiding value artifact.</td>
<td>Strategically analyze relevant information (guiding principles) for various disabilities to create a guiding value artifact.</td>
<td>Strategically analyze relevant information (guiding principles) for various disabilities to create a guiding value artifact and presents the evidence clearly and fairly.</td>
</tr>
</tbody>
</table>

Tab Three
- Chapters 5-16 Handouts and Tri-Fold Resources from presentations
- Additional handouts from Presentations on IDEA

Tab Four
- Service Learning
- Graded Rubrics received in class

Tab Five
- References / Extra handouts from other resources
## Assignments 3-5

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Citations</td>
<td>7- The article is cited in appropriate APA format at the top of the first page. Citations throughout document are appropriately cited. The article topic aligns with the assignment requirement. Article included w/assignment</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4- Every article cited in appropriate APA format. References throughout document have minor citation errors &amp; Included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0- Articles inappropriately cited, numerous errors, or not cited. <strong>Failure to cite appropriately will result in Plagiarism and FAILURE of SPED 2301.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly articulated Reason for the selection of the articles</td>
<td>13- Well synthesized summary of main points presented as connected to the assignment topic and response provides a clearly expressed justification associated with the relevance of the article choice. Directions followed for assignment.</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9- Clear summary of the general main points isolated for sections of the article (not synthesized). General indication of selection and somewhat included directions to assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0- Key elements from the article and/or reason for the selection not indicated. OR Article selection does not match the assignment requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your perceived applications of the information and impact for students with exceptionalities</td>
<td>30- Discussion is thoughtful, insightful and specific. Implied and inferred comments directly connect to present learning and future applications. Student demonstrates depth of thought and critical analysis directly as it applies to perceived applications and possible benefits for students.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20- Discussion is thoughtful and includes general connections to perceived applications and possible impacts on learning for students with exceptionalities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10- Obvious aspects of the discussion could be enhanced to support perceived applications of the information and/or potential uses for children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0- Discussion is superficial lacking depth of discussion supported by examples from the articles and perceived applications and impacts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free of grammatical errors/ Correct Format/ Good Writing organization and flow</td>
<td>Zero points deducted: No errors, well written-meets length requirement Minus 1 points- for less than 5 errors Minus 3 points-More than 5 errors, wrong format, or poorly organized response **A poorly written assignment will be required to be re-written and resubmitted for partial points. **Failure to cite appropriately will result in Plagiarism and FAILURE of SPED 2301.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL Points Earned:**

_____/50
**Values Project and Philosophy Paper for UAS Upload Assessment**

Additionally, both a picture of the guiding values project and your philosophy must be uploaded in UAS before final points are allotted and Backboard.

Individual points earned vary based on the quality of the preceding assignments. Students who exceed expectations associated with Assignment 6 can earn a supplemental 5 points. **You must also attend the final day of class to complete Quiz #3 for final points, showcasing your project and paper.**

<table>
<thead>
<tr>
<th>Components</th>
<th>Unacceptable</th>
<th>Minimalist</th>
<th>Acceptable</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and Thought</td>
<td>-75 points / 25 Points</td>
<td>-30 points / 70 Points</td>
<td>Full points 100</td>
<td>Full points (Plus 5 points towards course grade)</td>
</tr>
<tr>
<td></td>
<td>Student’s products were inconsistent with the expressed required task expectations</td>
<td>Student submitted tasks that demonstrated minimum effort toward the expressed expectations</td>
<td>Completed required tasks with sufficient details, creativity, and/or understandings consistent with expectations for both the guiding values task and philosophy paper and picture of project.</td>
<td>Completed both tasks with meaningful details that illustrated an understanding of the expectations. Student demonstrated notable initiative and creativity to effectively express one’s values and beliefs. Philosophy was well written.</td>
</tr>
<tr>
<td>Services and/or Agencies available to students and families provided in the tri-fold and PPT</td>
<td>Superior</td>
<td>Acceptable</td>
<td>Improvements Expected</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Five or more local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups) (20 pts)</td>
<td>Four local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups) (10 pts)</td>
<td>A minimum of three local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups) (5 pts)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Organizations (local, regional, state, national) related to the exceptionality area provided in the tri-fold and PPT | Five or more organizations included and described. (10 pts) | Four organizations included and described. (8 pts) | Two-three organizations included and described. (5 pts) |
|---|---|---|
| Books, journals/professional publications and catalogs related to the exceptionality area provided in the tri-fold and PPT | Five or more books, journals, professional publications, or catalogs are included and described. (10 pts) | Four books, journals, professional publications, or catalogs are included and described. (8 pts) | Two-three books, journals, professional publications, or catalogs are included and described. (5 pts) |

| Websites and/or databases related to each exceptionality area provided in the tri-fold and PPT | Five or more websites/databases included and described. (10 pts) | Four websites/databases included and described. (8 pts) | Two-three websites/databases included and described. (5 pts) |
|---|---|---|
| Mechanics | All grammar, usage, punctuation, and spelling are correct. Resources are easy to follow. Includes effective use of navigation. (10 pts) | Most grammar, usage, punctuation, and spelling are correct. Resources are somewhat easy to follow. Includes somewhat effective use of navigation. (8 pts) | Many errors in grammar, usage, punctuation, and spelling. Resources are hard to follow. (5 pts) |

| Final Product: IDEA Definition Cause, description, relevant information plus features for peer engagement. | Product shows the definition of IDEA plus Causes, Description, and Relevant information. Lesson included many creative features; student engagement was high extra effort is apparent. (20 pts) | Product missed the IDEA description but did show Causes, Description information plus is appropriately designed for interactive notebook; includes creative features; effort to meet expectations is apparent. (10 pts) | Product did not meet expressed expectations; lesson was not collaborative in nature; includes no additionally creative features for engaging peers in learning (merely shared information); no extra effort is apparent. (10 pts) |

| Co-teaching | Group effectively engaged in planning experience with instructor and showed supplemental initiative in designing a meaningful lesson (up to plus 20 points) | Group met the minimum co-teaching expectations by completing the PowerPoint template and/or planned for how information would be taught to peers (10 points expected) | Group did not meet the acceptable expectations for the following reasons: Did not bring handouts for class And/or did not attend (-50 to -100 points) |
SPED 2301
E-Portfolio Rubric
Worth 100 Points

<table>
<thead>
<tr>
<th>Slides #1 and #2 (possible 12 pts each)</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Improvements Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name, Couse name, instructor’s name, photo of self #1. Bullet points: Describe why you want to work as a Professional Teacher (24 pts)</td>
<td>Your name, instructor’s name, photo of self only #1 One bullet point: Describing why you want to work as a Professional Teacher (20 pts)</td>
<td>Your name, and or photo only. No bullet points to why you want to work as a Professional Teacher (0-5 pts)</td>
<td></td>
</tr>
</tbody>
</table>

| Slide #3 | Bullet points with clear descriptions about TWO different in-class presentations found most valuable. (14 pts) | Bullet points with clear descriptions about one in-class presentations and a small description for 2nd class presentation found most valuable. (10 pts) | Bullet points with clear descriptions about one in-class presentations found most valuable. (0-5 pts) |

| Slide #4 | Bullet points explaining the assignment that made the biggest impact on you with clear descriptions. (12 pts) | Bullet points explaining the assignment that made the biggest impact on you with unclear and few descriptions. (10 pts) | Did not complete P.R. Assignments (2-5) or completed only one peer reviewed assignments. (0-5 pts) |

| Slide #5 | Bullet points will describe either your Service Learning or STAR assignment; the good, bad, and ugly perceptions. (12 pts) | Your slide did not describe all pieces of your choice assignment. Many points were included yet other pieces missed. (10 pts) | Bullet points missed that were needed for this assignment of service learning or STAR assignment with their peer. Too much criteria missed for this slide. (0-5 pts) |

| Slide #6 | Self-Reflection: Describe experiences in class or outside experience, what you gained, what created the greatest impression, and/or what stretched you to think in a different way. (14 pts) | Self-Reflection: Your experience in class or outside of class is not expressed in descriptive ways or different way. (12-10 pts) | Very little redefinition describes your experiences that stretched you to think in a different way. (0-5 pts) |

| Slides #7 and #8 (possible 12 pts each) | You may include anything you feel is of importance to share. Yes, ANYTHING is perfect that represents you. (24 pts) | You may include anything you feel is of importance to share. Only a few items represented you on each slide. (15-21 pts) | Only one item represented you on each slide. (5-14 pts) |

| Free Choice/Critical Thinking | Most grammar, usage, punctuation, and spelling are correct. (8 pts) | Many errors in grammar, usage, punctuation, and spelling (5 pts) |

| Mechanics | Most grammar, usage, punctuation, and spelling are correct. (8 pts) | Many errors in grammar, usage, punctuation, and spelling (5 pts) |

TOTAL Points Earned:

Guidance for writing an excellent assignment reflection

Some foundational information:

*Critical thinking* is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness (Scriven & Paul, 1987).

*Reflective thinking*, on the other hand, is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Dewey (1933) suggests that reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap –
The following links provide information and tips for effective reflection writing:

- [http://guides.franklin.edu/content.php?pid=316956&sid=2602731](http://guides.franklin.edu/content.php?pid=316956&sid=2602731) (Suggested steps for writing effective reflection papers)
- [https://sites.google.com/site/reflection4learning/recipes-for-reflection/](https://sites.google.com/site/reflection4learning/recipes-for-reflection/) (Student developed Google site that provides a wealth of information about reflection)
- [http://cft.vanderbilt.edu/guides-sub-pages/metcognition/](http://cft.vanderbilt.edu/guides-sub-pages/metcognition/) (This site describes metacognition and ideas for “putting it into practice”)

For more information related to critical thinking visit: [http://www.criticalthinking.org/](http://www.criticalthinking.org/)

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### TEA Special Education Recommendations for Educator Preparation Programs

**Pedagogy and Professional Responsibilities**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARD</td>
<td>Admission, Review, Dismissal Committee</td>
</tr>
<tr>
<td>BIP / BMP</td>
<td>Behavior Intervention Plan / Behavior Management Plan</td>
</tr>
<tr>
<td>ESY / EYS</td>
<td>Extended School Year / Extended Year Services</td>
</tr>
<tr>
<td>FAPE / LRE</td>
<td>Free and Appropriate Public Education in the Least Restrictive Environment</td>
</tr>
<tr>
<td>FBA</td>
<td>Functional Behavioral Assessment</td>
</tr>
<tr>
<td>FIE</td>
<td>Full Individual and Initial Evaluation</td>
</tr>
<tr>
<td>IDEA 2004</td>
<td>Individuals with Disabilities Education Improvement Act</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
</tr>
</tbody>
</table>

Legal references cited below include Federal Regulations, TEA Commissioner’s/SBOE Rules, and State Laws. Source: [http://ritter.tea.state.tx.us/special.ed/rules/sbs.html](http://ritter.tea.state.tx.us/special.ed/rules/sbs.html). In addition, guidance resources located on the Texas Education Agency website are given. This list is meant to provide general guidance and is not meant to be all-inclusive.

**ARD Requirements Regarding General Education Teachers:**

- Development, review, and revision of IEP: §300.324, §89.1075
- General Program Requirements and Local District Procedures: §89.1075
- IEP Definition and Content: §300.320, §300.324, §89.1055
- IEP Team / ARD Committee: §300.321, §§89.1050
- Implementation of IEPs: §300.323, §300.324
- [http://ritter.tea.state.tx.us/special.ed/guidance/procsafe.html](http://ritter.tea.state.tx.us/special.ed/guidance/procsafe.html)

**Child with a Disability / Eligibility:**

- Definition: §300.8, §29.003, §89.1040

**Confidentiality / FERPA:**

- Personally identifiable, definition: §300.32
- Safeguards: §300.623

**Discipline:**

- Authority of School Personnel: §300.530
- Behavior Intervention Plans: §300.24, §300.34, §300.50
- Confinement, Restraint, Seclusion, and Time-Out: §37.0021, §§89.1053
- Manifestation Determination Review (MDR): §300.530
- Protections for children not determined eligible for special education and related services: §300.534

**Dispute Resolution:** IDEA requires school districts to ensure that all teachers of a student with disabilities implement the student’s IEP fully and appropriately. The State is mandated to investigate allegations of non-compliance and provide appropriate remedies for findings of non-compliance.

- FAPE: §300.101, §29.003
- Minimum State complaint procedures: §§300.152, §§89.1150

**Graduation Requirements:** §89.1070
Inclusion: A general term (not a legal reference) for the practice of educating students with disabilities to the greatest extent possible with their non-disabled peers.

Access to the general curriculum: §300.39, §75.1023, §29.002, §89.1075

Continuum of placements: §300.115, §300.116, §300.117, §300.101, §29.003

LRE: §300.114

Mainstream: §89.63

Physical Education: §300.108, §89.1131

Modifications / Accommodations:
- Assessment accommodations: §300.320, §39.023, §89.1055
- Evaluation, definition: 300.15
- Modifications: §89.1075
- Special education and related services: §300.320
- http://texasprojectfirst.org/ModificationAccommodation.html

Parent Involvement: IDEA makes clear the intention to involve the parents of students with disabilities fully and meaningfully in the education of their children.
- Counseling and training: §300.34
- Opportunity to examine records; parent participation in meetings: §300.322, §300.501
- Team member: §300.321

Post-Secondary Transition:
- Definition: §300.43
- IEP Requirement: §300.320, §300.321

Section 504: Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability and requires the provision of reasonable accommodations for people with disabilities. Students whose disabilities do not meet eligibility for special education services may be qualified to receive accommodations under Section 504.
- Screening and Treatment for Dyslexia and Related Disorders: §38.003
- http://www2.ednet10.net/dyslexia/Dyslexia-TEC-38-003.html

TEA Website Resources:
General educators should be aware of information resources available on the TEA website. The topics listed below are all found on the Special Education menu: http://ritter.tea.state.tx.us/special.ed/
- A Guide to the ARD Process
- Access to the General Curriculum
- Education Service Center Special Education Contacts
- Federal Regulations (includes State statutes and TEA rules)
- Legal Framework for the Child-Centered Educational Process
- Positive Behavior Support / Texas Behavior Support Initiative (TBSI)
- Resources for Parents (Texas Project FIRST)
- State Guidance

Texas Senate Bill 460 (passed June 14, 2014):
This bill addresses the requirement for training for public school teachers in the detection and education of students at risk for suicide or with other mental or emotional disorders and the inclusion of mental health concerns in coordinated school health efforts.
http://www.legis.state.tx.us/tlodocs/83R/billtext/html/SB00460F.HTM

Supplemental Resources:
IRIS Center: The IRIS Center, Peabody School of Education at Vanderbilt University, develops training enhancement materials to be used by faculty and professional development providers for the preparation of current and future school personnel. IRIS materials explore research-validated practices and key elements necessary to provide students with disabilities greater access to the general education curriculum.
http://iris.peabody.vanderbilt.edu/

CAST: CAST is an educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST works to apply Universal Design for Learning to education's greatest challenges.
http://www.cast.org/index.html

APA Formatting: You will be required to use APA formatting for all assignments. Please review the following website developed by Purdue University. [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

PPR Link: All teachers must meet the standards that address Pedagogy and Professional Responsibilities. Go to the Texas Education Agency. Website at [http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

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<td><em>It is important to note that this course provides an overview of a broad spectrum of topics related to special education and teaching students with diverse learning needs. It is essential for candidates to not procrastinate completing assignments (described above) and to commit at least 3-4 hours outside of class time weekly for all assignments, required readings and tasks.</em></td>
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