CAEP: UHCL is one of only 14 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.

Instructor: Marlene Morgan  
Email: morgan@uhcl.edu  
Office: Bayou Bldg., Suite 1321  
Office Hours: Mon 9:30 - 10 AM; 11 - Noon; 3 – 4 PM  
Wed 9:30 - 10 AM; 11 – Noon; & by appointment

Contacting the instructor: The official communication between UHCL and you is your UHCL email. Any communication sent from the instructor will go to your UHCL email; any email communication sent by you should be sent to morgan@uhcl.edu.

Phone: 281-283-3550  
Suite Secretary: Ms. Debbie Mitchell, Mitchell Debbie@uhcl.edu

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

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.

CEC Standards:

Standard I. Foundations
Standard II. Development and Characteristics of Learners
Standard III. Individual Learning Differences
Standard IV. Instructional Strategies
Standard V. Learning Environments and Social Interactions
Standard VI. Language
Standard VII. Instructional Planning
Standard VIII. Assessment
Standard IX. Professional and Ethical Practice
Standard X. Collaboration
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, SED, cultural responsiveness and access to general educational curriculum.


Other required materials: Each student will need to have the following: A three ring notebook. Assorted materials printed out by students from websites/journals and copies of related materials assigned by instructor.

Course Time/Location: Monday/Wednesday/Friday. This is a face-to-face course and web enhanced. Bayou Building Room 1228, 10:00 – 10:50 am

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. Professional education students are expected to take responsibility for their own learning. Effective teachers are problem solvers and information seekers. 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.*

**Students will:**

1. Describe the implications associated with rights to privacy, confidentiality, and respect for differences among all persons by considering multiple viewpoints when interacting with traditionally marginalized populations.
2. With clarity, identify issues related to 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 and concepts used in education.
4. Precisely identify various factors that may affect learning in diverse student populations.
5. Consider, with fairness, different viewpoints that reflect typical concerns of families of individuals representing special population and articulate appropriate strategies to deal with areas of concern.
6. Understand the models and implications of collaboration among diverse students including those with exceptionalities, their families, teachers and other professionals, as well as the community and its citizens.
7. Strategically analyze relevant Resources for various disabilities

- **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?

- The following provides a Graphical Representation of the integrated process for studying the content associated with SPED 2301.

IV. 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 20 Points
There will be 3 announced quizzes. Quizzes will be timed and made up of multiple choice, true/false, fill-in-the-blank, and short answer items. Quizzes will be administered at the start of class. No time extensions for late arrivals and no make-up tests will be available. See syllabus schedule for dates of administration.

Interactive Notebook Checks 5 Points
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 five times for verification of completed tasks. Late checks will not be accepted.

Expanded Perceptions: Book Club* Critical Thinking Task 10 Points
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 2 points each. Students will not receive discussion points if they did not complete the required readings. 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. Students will be allowed structured choice in predetermined books written specifically by individuals with disabilities. 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.

Individual Assignments 25 Points
Individual assignments (25%):
These assignments are to be completed at high level of expectation that is critical analysis of each topic expected. Assignments may require computer use. Each assignment is to be labeled with your name, course number, the assignment number, and directions.

Assignments (#1-5) are due in a two pocket folder (be sure to follow directions) on the dates specified.

Turn them in with the paper stapled to the front of the journal article. Be sure to include a cover page for each assignment (as shown in class).

Be sure you follow all directions.

Points will be deducted for directions not followed. Put the completed assignments in a pocket folder with your typed name and course number on the front upper right corner of the folder.

ASSIGNMENT 1:
1. Visit the CEC website (http://www.cec.sped.org/) and print out the Code of Ethics and Standards of Practice for Special Educators.
2. Print out a sample of information from a website related to special education.
3. Obtain a copy of the TEKS from your content/grade area. Due class #2

ASSIGNMENT 2:
1. Obtain and copy an 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. 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. At the top of the discussion paper type the reference for the articles in APA style. Due Class #3

ASSIGNMENT 3:
1. Find and copy a 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. Due class # 6

ASSIGNMENT 4:
1. Do a research search (2007-present) related to technology (i.e., assistive technology, instructional technology, augmentative communication, computer, website, etc.) and students with disabilities. Obtain a copy of an article that interests you. 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 at the top of your application paper. Due class # 8

ASSIGNMENT 5: Review articles in Teaching Exceptional Children or other professional journals
1. Choose and copy 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. At the top of the discussion paper type the reference for the articles in APA style. Due class #9

*ASSIGNMENT 6:
- Identify a minimum of 5 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. This should be an expression of creativity. Use any medium.
- *Have a one-page paper detailing your own "Philosophy of Education." Failure to upload this required course assessment will result in no credit for the assignment. (1-5: Total value 25 percent of course grade). Due class # 13

<table>
<thead>
<tr>
<th>Professionalism/Service Learning</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences from the following list must be accomplished to receive full credit (5 points) for professionalism/service learning. Examples include (unpaid) activities that benefit individuals with disabilities, their families, and/or colleagues.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>• SCEC membership and participation in 3 meetings</td>
<td></td>
</tr>
<tr>
<td>• CEC membership (forms on SCEC bulletin board) and engage in at least two CEC experiences (e.g.: webinars, discussion boards)</td>
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<tr>
<td>• Volunteer at SCEC Take a Buddy to the Fair event (spring semester only)</td>
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<tr>
<td>• Complete 5-6 hours volunteer work with at risk or students in special education in a public school setting</td>
<td></td>
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<tr>
<td>• Engage in an community advocacy experience (5-6 hours)</td>
<td></td>
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<tr>
<td>• Volunteer for the special Olympics in Baytown (5-6 hours)</td>
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</tbody>
</table>
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 in a folder Class #15 Professional/service learning activities are to be submitted with verification for each activity. **No points awarded without verification.**

<table>
<thead>
<tr>
<th>Special Populations Resources and Co-teaching</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>This task 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Over the course of the semester, student 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.</strong></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>For each area of exceptionality (e.g., visual impairments; total of 12), Students are expected to develop resource directory information in a format that can be included in peer’s interactive notebooks. In order to receive full credit, students should prepare information that includes:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) IDEA Definition of the category</td>
<td></td>
</tr>
<tr>
<td>(b) Causes, Description, and/or relevant information</td>
<td></td>
</tr>
<tr>
<td>(c) A minimum of four local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups);</td>
<td></td>
</tr>
<tr>
<td>(d) Four additional organizations (regional, state, national) related to exceptionality area;</td>
<td></td>
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<tr>
<td>(e) A listing of books, journals/professional publications and catalogs related to each exceptionality</td>
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<tr>
<td>(f) A listing of at least 4 websites and/or databases that provide information about each specific exceptionality. Be sure they are working sites.</td>
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<tr>
<td>(g) 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Content will be assembled over the course of the semester:</strong></td>
<td></td>
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<tr>
<td><strong>To fulfill this requirement:</strong></td>
<td></td>
</tr>
<tr>
<td>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 handout.</td>
<td></td>
</tr>
<tr>
<td>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. 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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAR Activities</th>
<th>20 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 points=Write a Comprehensive Research Paper or Literature Review on a special education topic (15 pages including references from scholarly journals). Most provide an organized overview of the topic including numerous references to related research.</td>
<td></td>
</tr>
<tr>
<td>10 points=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>
<td></td>
</tr>
<tr>
<td>10 points= 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>
<td></td>
</tr>
</tbody>
</table>
10 points= 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.

10 points= Interview the parent of a child with special needs; develop a format of questions and type up both the questions and the responses.

5 points= 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.

10 points= 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.

10 points= 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.

**Be creative. If you think of other activities, please seek pre-approval in advance of the instructor. Request should be made on an individual basis requested by e-mail or in written format with the approved signature of the instructor. Submit the approval with evidence of your activity.**

V. 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 (10,5,5)</td>
<td>20 Points</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Interactive Notebook Checks</td>
<td>5 Points</td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>Expanded Perspectives: Book Club</td>
<td>10 Points</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Professionalism/Service Learning</td>
<td>10 Points</td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>Special Populations Resources embedded in Interactive Notebook</td>
<td>10 Points</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Individual Assignments</td>
<td>25 Points</td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>STAR Activities</td>
<td>20 Points</td>
<td></td>
</tr>
</tbody>
</table>

**Course Total 100 Possible Points**

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>94-100</th>
<th>A</th>
<th>90-93</th>
<th>A-</th>
<th>83-89</th>
<th>B</th>
<th>70-79</th>
<th>C</th>
<th>60-66</th>
<th>D</th>
<th>&lt;60</th>
<th>F</th>
</tr>
</thead>
</table>

*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, 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. Your grade can also be affected by unprofessional or disruptive behavior in class (which will also be noted in the assessment of your dispositions in UAS).

The final grade in the course is affected as follows:
- 0-2 absences: no change in your grade
- 3 absences – grade is lowered 25%
- 4 absences or greater – grade is an “F”.

**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.**

**Late Work Policy:**
All assignments are due at the beginning of the class as delineated in the syllabus. Late assignments are subject to a 10% grade reduction for the first day and 10% each pursuing day. **Work turned in after one week will not be accepted for a grade.**

<table>
<thead>
<tr>
<th>Use of Class Products in University and/or Program Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Week (M/W/F)</td>
</tr>
<tr>
<td>-------------</td>
</tr>
</tbody>
</table>
| 1           | * Course Overview  
* Overview of Today’s Special Education                                                |                                     |                                          |
| 2           | IDEA: Ensuring Progress in the General Education Curriculum through Universal Design for Learning and Inclusion | Chapter 1 & 2                       | Assignment 1 Due (Printed Materials)     |
| 3           | * Issues & Responses in Today’s Culturally Diverse Schools  
* Families and Their Partnerships with Professionals | Chapter 3 & 4                       | Assignment 2 Due (Topic: Cultural, Bilingual, and/or Linguistic Issues and Students with Disabilities) |
| 4           | * Understanding Students with Learning Disabilities                                           | Chapter 5                           |                                          |
| 5           | **Independent Library Research Day and Student Conferences**                                  |                                     |                                          |
| 6           | Understanding Students with:  
* Emotional or Behavioral Disorders  
* and those with Attention Deficit/ Hyperactivity Disorder | Chapter 7 & 8 Complete Required Reading for Book Club | Book Club 1 Assignment 3 Due (Topic: Behavior Management) |
| 7           | Understanding Students with:  
* Intellectual Disabilities  
* Multiple Disabilities  
* TBI                                                            | Chapters 9, 10 & 13 Complete Required Reading for Book Club | Book Club 2 |
| 8           | Understanding Students with:  
* Communication Disorders  
* Autism                                                           | Chapter 11 & 6                      | Assignment 4 Due (Topics: Technology and Students with Disabilities) |
| 9           | * Understanding Students with Physical Disabilities and Other Health Impairments               | Chapter 12 Complete Required Reading for Book Club | Book Club 3 Assignment 5 Due (Topic: Content area Curriculum Adaptations) |
| 10          | **Quiz 2 (Chapters 5-13)**  
* Understanding Students who are Gifted and Talented                         | Chapter 16                          |                                          |
| 11          | Understanding Students with:  
* Hearing Loss  
* Vision Impairments                                              | Chapter 14 & 15                     |                                          |
| 12          | **Service Learning Day: No formal Class- complete service learning activities/professionalism** |                                      |                                          |
| 13          | **Presentations of Guiding Values:**  
Gally Form  
* Unpacking IEPs                                                   |                                      | Professional Activities Folder (with verifications) Assignment 6 Due: Values Presentation and Philosophy of Education Paper |
| 14          | * Course Debriefing  
* Review for Final Quiz                                              | Complete Required Reading for Book Club | Book Club 4 Star Activities Due Resource Directory in Interactive Notebook Due |
| 15          | **Final Exam**  
Course conclusion                                                        |                                      |                                          |

This tentative learning plan is subject to change at the instructor’s discretion. Candidates will be notified prior to any changes.
VII. University and SoE Policies

**Academic Honesty Policy**

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

**Honesty Code**

The [Academic Honesty Policy](#) (pdf) in the Student Life Policies Handbook, is the university community’s standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

*I will be honest in all my academic activities and will not tolerate dishonesty.*

**Americans with Disabilities Statement**

If you believe you have a disability requiring an accommodation, contact Disability Services at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

*Should you need special accommodations, please contact me after class or in my office.*

**Disposition Statement**

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.

**UAS Statement**

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

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 SOE candidates, meets State Standards, and fulfills national accreditation requirements. All course assessments (indicated with *) must be uploaded to the UAS on the SOE webpage.

*Failure to upload these required key assessments by the designated due date will result in no credit for the assignment(s).*

**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.

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.

TEA Matrix Statement

UHCL’s School of Education was re-accredited in 2010 by the Texas Education Agency. The TEA Matrix shows how our courses align with TEA’s 17 Curriculum Topics for the Pedagogy and Professional Responsibilities TExES. The alignment between our courses and the 17 topics is so strong that it was recommended that we should make the curriculum items transparent to the teaching candidates. As a requirement for this course, you are to go to http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/TEA_Matrix.pdf and familiarize yourself with TEA’s 17 Curriculum Topics and how the courses in your EC – 6 Certification Program align with those topics.

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.

Academic Calendar

### VIII. Course Rubrics

#### Assignments 2-5

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APA Citations</strong></td>
<td>1- the article is cited in appropriate APA format at the top of the document. Citations throughout document are appropriately cited. The article topic aligns with the assignment requirement.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.5- every article cited in appropriate APA format. References throughout document have minor citation errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0-articles inappropriately cited, numerous errors, or not cited</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clearly articulated Reason for the selection of the articles</strong></td>
<td>1 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.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.5-clear summary of the general main points isolated for sections of the article (not synthesized). General indication of selection</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><strong>Your perceived applications of the information and impact for students with exceptionalities</strong></td>
<td>3- 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>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2- 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>1- 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><strong>Free of grammatical errors/ Correct Format/ Good Writing organization and flow</strong></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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL Points Earned:** ____/5
Assignment 6  
Values Project and Philosophy Paper

As a reminder, to earn full and final credit for the first 5 assignments you must complete and submit both your Guiding Values artifact and the related philosophy paper. Additionally, both a picture of the guiding values project and your philosophy must be uploaded in UAS before final points are allotted. Successful completion of the task will result in the award of points earned from Assignments 1-5: A potential of 25 points. Individual points earned actually vary based on the quality of the preceding assignments. Students who exceed expectations associated with Assignment 6 can earn a supplemental 2 points.

<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable</th>
<th>Minimalist</th>
<th>Acceptable</th>
<th>Exceeds Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort and Thought</td>
<td>-12 points / 25 point pool</td>
<td>-8 points / 25 point pool</td>
<td>Full points</td>
<td>Full points (Plus 2 points towards course grade)</td>
<td></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 understanding consistent with expectations for both the guiding values task and philosophy paper.</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>
<td></td>
</tr>
</tbody>
</table>
## Interactive Notebook and Co-teaching Requirement:

<table>
<thead>
<tr>
<th>Services and/or Agencies available to students and families</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Improvements Expected</th>
</tr>
</thead>
<tbody>
<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) (1 pts)</td>
<td>Four local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups) (.8 pt)</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizations (local, regional, state, national) related to the exceptionality area</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Improvements Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five or more organizations included and described. (1 pts)</td>
<td>Four organizations included and described. (.8 pt)</td>
<td>Two-three organizations included and described. (.5 pts)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Books, journals/professional publications and catalogs related to the exceptionality area</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Improvements Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five or more books, journals, professional publications, or catalogs are included and described. (1 pts)</td>
<td>Four books, journals, professional publications, or catalogs are included and described. (.8 pt)</td>
<td>Two-three books, journals, professional publications, or catalogs are included and described. (.5 pts)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Websites and/or databases related to each exceptionality area</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Improvements Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five or more websites/databases included and described. (1 pts)</td>
<td>Four websites/databases included and described. (.8 pt)</td>
<td>Two-three websites/databases included and described. (.5 pts)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Improvements Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>All grammar, usage, punctuation, and spelling are correct. Resources are easy to follow. Includes effective use of navigation. (1 pts)</td>
<td>Most grammar, usage, punctuation, and spelling are correct. Resources are somewhat easy to follow. Includes somewhat effective use of navigation. (.8 pt)</td>
<td>Many errors in grammar, usage, punctuation, and spelling. Resources are hard to follow. (.5 pts)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Product</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Improvements Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product is designed well for future reference; much collaboration is evidenced; lesson included many creative features; student engagement was high extra effort is apparent. (5 pts)</td>
<td>Product is appropriately designed for interactive notebook; lesson and product were collaborative in nature; includes creative features; effort to meet expectations is apparent. (4 pts)</td>
<td>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. (2.5 pts)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-teaching</th>
<th>Superior</th>
<th>Acceptable</th>
<th>Improvements Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group effectively engaged in planning experience with instructor and showed supplemental initiative in designing a meaningful lesson (plus 1 point)</td>
<td>Group met the minimum co-teaching expectations by completing the powerpoint template and/or planned for how information would be taught to peers (0 points-expected)</td>
<td>Group did not meet the acceptable expectations for the following reasons: (-2 points)</td>
<td></td>
</tr>
</tbody>
</table>
### 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 – during learning situations.” (as cited on: http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html)

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/metacognition/](http://cft.vanderbilt.edu/guides-sub-pages/metacognition/) (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/)
TEA Special Education Recommendations for Educator Preparation Programs
Pedagogy and Professional Responsibilities  Curriculum (TAC §228.30)

<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 web site 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,
- FAPE: §300.17, §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/](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](http://www.cast.org/index.html)

**Websites:**

- [www.schwablearning.org](http://www.schwablearning.org)
- [www.cec.org](http://www.cec.org)
- [www.allkindsofminds.org](http://www.allkindsofminds.org)
- [www.ldonline.org](http://www.ldonline.org)
- [www.nichy.org](http://www.nichy.org)
- [www.wrightslaw.com](http://www.wrightslaw.com)
- [www.nidcd.nih.gov](http://www.nidcd.nih.gov)

**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/)

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If you have a question regarding course policy or expectations, please read through the syllabus **FIRST.** If your question is not answered in the syllabus, you are welcome to contact me. If you contact me and the answer is already in your syllabus, the only response you will receive is “Read your syllabus.” I will do everything I can to help you succeed in this class within the parameters stated in the syllabus. If you choose to waste your time and money by not doing what is expected of you, do not expect me to help you by going outside the stated policies.

Disruptive or disrespectful behavior of any kind (using cell phones or other electronics, talking while others are talking, etc.) toward other students or the instructor will not be tolerated.