

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.

SPED 4030.02 Survey of Exceptionalities

August 26-December 14, 2013

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



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.



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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 seevers@uhcl.edu. **BlackBoard is NOT used for email communication for this course, and email sent to Dr. Seevers in BlackBoard will NOT be checked.**

Required Texts: Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2010). *Exceptional lives: Special education in today's schools*. 6th edition. Columbus, OH: Merrill.

Optional Texts: Schumm, J.S. (1999). *Adapting reading and math materials for the inclusive classroom*. Reston, VA: Council for Exceptional Children.

Lenz, K. & Schumaker, J. (1999). *Adapting language arts, social studies, and science materials for the inclusive classroom*. Reston, VA: Council for Exceptional Children.

Other required materials: Each student will need to have the following: Assorted materials printed out by students from websites/journals and copies of related materials assigned by instructor; a 2 pocket folder; 1 colored pen (not red); a 2 inch binder with 13 dividers for resource directory materials.

Course Description: The course will provide a study of the various categories of disability to include etiology and effects of disability on various aspects of development. A critical approach to learning about individuals with exceptionalities and the inclusive classroom entails organizing and internalizing facts, taking command of professional jargon and to connect to important concepts that will fundamentally transfer the way we view the inclusive classroom. In other words, our goal in this course will be to question our current concepts and ideas about inclusion and reason scientifically. The essential point is that you should do your own thinking. Your role is not to passively take in what your instructor or textbooks tell you, rather it is to think critically.

Student Learning Objectives: Students will:

1. use relevant data to develop a visual philosophy of education that is precise and reflects clarity in thought
2. clearly and accurately identify significant concepts (e.g. UDL, assessment) in the textbook
3. clearly and accurately synthesize research information and precisely communicate the significant implications and logical consequences of the research
4. understand the historical, social, and legal ramifications of special education
5. develop an understanding of ethical considerations
6. develop an understanding of current issues and trends related to special education through professional publications and organizations
7. articulate the pros and cons of current issues and trends in the education of individuals with disabilities or at risk not limited to identification criteria and labeling controversies, using professionally accepted classification systems, and current incidence and prevalence figures
8. demonstrate an understanding of the principles of IDEA

9. delineate the principles of normalization versus educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities
10. demonstrate an understanding the nature of various exceptionalities and the impact on areas of development/learning
11. understand differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare
12. demonstrate an understanding of issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds
13. articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities
14. demonstrate an understanding of continuum of placement and services available for individuals with disabilities
15. demonstrate an understanding of the laws, regulations, and policies related to the provision of specialized health care in the educational setting
16. understand the rights and responsibilities of parents, students, teachers, and other professionals, and schools as they relate to individual learning needs
17. understand the rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities
18. understand the types and importance of information generally available from family, school officials, legal system, and/or community service agencies
19. articulate personal philosophy of special education including its relationship to/with regular education
20. articulate common environmental personal barriers that hinder accessibility and acceptance of individuals with disabilities
21. articulate the teacher's ethical responsibility to individual's who function similarly to individuals with exceptionalities
22. understand the characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect and substance abuse
23. describe characteristics of effective preschool programs, of effective elementary programs, of middle and secondary programs, and of effective program options for adults with exceptionalities
24. identify sources of unique services specialized materials, networks, and organizations of individuals with exceptionalities
25. apply knowledge of variations in beliefs, traditions, and values across cultures within society and effect of the relationship among child, family and schooling
26. develop an understanding of issues related to special education, such as labeling, bias, cultural diversity, second language learners, normalization, continuum of services, levels of support, and inclusive practices.
27. understand basic terminology used in special education
28. understand the process of and issues related to referral and assessment
29. use effective, research-based instructional strategies and practices to meet learning needs
30. demonstrate the ability to modify academic content for exceptional students or those at risk
31. select, adapt and use instructional strategies and materials according to characteristics of the learner
32. demonstrate an understanding of integrating social skills into the curriculum
33. choose appropriate adaptations and assistive technologies to accomplish instructional objectives
34. identify ways in which technology can assist with planning and managing the teaching and learning environment
35. identify strategies for facilitating maintenance and generalization of skills across learning environments
36. explain the characteristics of an environment that encourages self-advocacy and increased independence
37. explain the strategies for crisis intervention
38. demonstrate an understanding of classroom management for exceptional students
39. demonstrate an understanding of the psychological and social-emotional characteristics of individuals with exceptionalities and those at risk
40. articulate effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions

41. demonstrate procedures to increase individual's self-awareness, self-control, self-reliance, and self-esteem
42. demonstrate an understanding of factors that may affect learning in students with exceptionalities
43. demonstrate an understanding of typical concerns of families of individuals with exceptionalities and appropriate strategies to deal with areas of concern
44. demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional needs
45. develop an understanding of collaboration among students with exceptionalities, their families, teachers and other professionals, as well as the community and its citizens
46. exercise objective professional judgment in the practice of the profession
47. demonstrate an understanding of the importance of the teacher as a role model
48. demonstrate proficiency in oral and written communication
49. use copyrighted materials in an ethical manner
50. participate in the activities of professional organizations relevant to individuals with exceptionalities or at risk.

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 this course is *Connections*.

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:

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|----------------|---|
| 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.

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 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.

Instructional Methods: 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 not primarily to tell and correct, but rather to monitor and guide and ask questions such as What does this mean? What did you notice? What decisions would you make? Professional education students take responsibility for their own learning. They are problem solvers and information seekers. In addition, disciplined thinkers do a great deal of active thinking to take ownership of the content they are learning. It is expected

that the learner will raise questions, make inferences and generate implications that embodies different points of view. Therefore, this course will consist of some lecture, class discussions, individual/group activities, projects, student presentations, and role playing.

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 will be affected by unprofessional or disruptive behavior in class.

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.

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 Honesty Code is the university community’s standard of honesty and is endorsed by all members of the University of Houston – Clear Lake 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: 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. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University’s student disability services center. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. Should you need special accommodations, please contact me after class or in my office.

Disposition Statement:

As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional

dispositions, regardless of the student's academic record. The statement defining what is meant by "professional dispositions" is given at http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf

Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and at other appropriate times, the instructor(s) will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

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 instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Excellent Standards, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.

All course assessments (indicated with *) must be uploaded to the UAS on the SOE webpage. **Failure to upload these required key assessments 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. 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. 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. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

ELPS:

Below is the url for the English Language Proficiency Standards. Pursuant to new 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 standards, if there are any questions, please raise them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

TEA Matrix Statement:

UHCL's School of Education was re-accredited in 2010 by the Texas Education Agency. In the TEA report it was suggested that every student in any of our EC-6 certification programs be required to read the TEA Matrix. This is a matrix showing 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.

Use of Class Products in Assessment:

The University of Houston–Clear Lake may use your work in this class to generate assessment data. Any works used will be used only for educational purposes.

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 week. Work turned in after one week will not be accepted. That is, no points will be awarded for assignments that are one week late or more.

Completed Work:

All graded assignments can be picked up in Suite 1321-03 one week after the end of the semester. Candidate work and projects will be kept for one long semester. At the end of the long semester, all projects and assignments will be subject to disposal.

Course Requirements:

Three tests/Cornell Note Reviews (10, 10, 5 pts each)	25 points
Star Activities (One must be TAG)	30 points
Evidence of Professional Activity/Service Learning	10 points
Resource Directory	10 points
<u>Individual Assignments (Assignment 2&6 Critical Thinking Activities)</u>	<u>25 points</u>
Course total	100 points

Grade Distribution:

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
84-86	B	63-66	D
80-83	B-	60-62	D-
77-79	C+	<60	F

Assignments :

Due dates for assignments are established in the course calendar (see attached). Assignments turned in on the due date will be evaluated on the basis of 100% of points. Assignments turned in within one week after the due date will be deducted by 10% . No assignment will be accepted after being one week late. All assignments must be submitted in class.

1. **Exams/Cornell Note Reviews (25%):** There will be **3** announced tests. Tests will be timed and made up of multiple choice, true/false, fill-in-the-blank, and short answer items. Tests 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. Cornell notes will make up 50% of your test grade. See attached example of the Cornell note format at the end of the syllabus. Each chapter assigned is due at the beginning of class, no exceptions.

2. **Star Activities:** One important way to understand the information presented in the text is through the analysis of the author's reasoning. Therefore, you will clearly and accurately identify relevant concepts (e.g. UDL, assessment) in the textbook (SLO 2) by completing the Text Analysis Guide (TAG) for The Turnbull text. See attached example of the Text Analysis Guide format. All 8 elements will be addressed.

An additional 20 points from the following list must also be accumulated.

20 points=Write a Comprehensive Research Paper or Literature Review on a special education topic

20 points=Design brochures for each of the 13 special education classifications of disabilities that includes characteristics, various modifications, interventions, accommodations and strategies that help teach students with disabilities in general education

10 points=Create a lesson or unit that covers 5 days using appropriate materials, adaptations, and instructional strategies with a rubric(s) for work for students with disabilities in an inclusive classroom

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

10 points= Interview a special education teacher currently teaching students with special needs; develop a format of questions and type up the responses

10 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)

10 points=Book/movie reviews: Identify 25 of the most useful children's book/movies that address individuals with disabilities and write a review for each one

10 points=Organize a weekly study group for classmates; submit notes/outlines developed for each chapter review

Be creative-other activities pre-approved in advance by the instructor on an individual basis requested by e-mail **Due Class #15

3. Evidence of professionalism (10%): **10 points** from the following list must be accumulated to receive full credit for professionalism.

Examples include (unpaid) activities that benefit individuals with disabilities, their families, and/or colleagues:

- 10 points = SCEC membership and participation in 3 meetings
- 10 points= CEC membership (forms on SCEC bulletin board)
- 5 points = membership in Family-to-Family Network, Inc. (forms on SCEC Bulletin Board)
- 10 points = volunteer at SCEC Take a Buddy to the Fair event
- 10 points =attendance at an ARD meeting or 504 meeting as an observer and a 1 page paper on the process (instructor approval in advance required.)
- 10 points= 10 hours volunteer work with at risk or students in special education in a public school setting
- 10 points = other activities pre-approved in advance by the instructor on an individual basis requested by e-mail

*Approved list of special education directors interested in volunteers is located on SCEC bulletin board

Demonstrations of professionalism will be submitted in a folder **class #15**. Professional activities are to be submitted with verification for each activity.

**No points awarded without verification.

4. *Resource directory (10%): Class will be divided into teams (two to four) to produce collaborative products for each team. Each student will have a 2 inch binder with a designed cover page and 13 dividers. The first divider will say IDEA and then a divider for each area of exceptionality .**Each team member will be assigned an exceptionality area to research. During class #13 each student will bring in the personal** Resource Directory of services, agencies, organizations that provide services to children with disabilities and/or their families that he/she is responsible for to complete the group project.

- For each area of exceptionality (e.g., visual impairments; total of 12), develop a resource directory:

Each section should include:

- (a) A minimum of four local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups);
 - (b) Four additional organizations (local, regional, state, national) related to exceptionality area;
 - (c) A listing of books, journals/professional publications and catalogs related to each exceptionality)
 - (d) A listing of at least 4 websites and/or databases that provide information about specific exceptionalities. Be sure they are working sites. Include a short description (2-3 sentences) of the types of information that can be found at the website/database..
- Each team member's work will be assembled with all the others into a resource directory (Note: This is the only assignment that may be done collaboratively with your team).
 - Turn in the final directory with a designed title page with all members' names on it **Due Class #15**
 - Provide an index to include a listing of exceptionalities and the student responsible for that area. It is expected that this product will reflect the professionalism of the real world. **Failure to upload this required course assessment will result in no credit for the assignment(s).**

5. Individual assignments (25%): In addition to tests, individual assignments will be used to determine your final grade in this course.

These assignments are completed at high level, that is with critical analysis 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) by class #12 .

Assignment 1 is due on **class #3** and assignment 6 is due **class #15**.

All other individual assignments are due on **class #12**. 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 followed 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 #3**

ASSIGNMENT 2: Clearly and accurately synthesize research information and precisely communicate the significant implications and logical consequences of the research by analyzing articles in *Teaching Exceptional Children* or other professional journals (SLO 3). Be sure to follow the following steps:

1. Use your **curiosity** to identify a particular area of interest in the field of special education. That is, **choose and copy** three related articles that are relevant and useful to you as a future teacher (e.g., **reading, social studies, math, social skills**).
2. Make realistic **connections** and **communicate** effectively by writing a three page discussion paper on (a) **Purpose** of the three articles (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.
3. You must clearly identify the a) **purpose** which must be **clear, significant and fair**; b) the **application of information** (data) must be **clear, accurate, and be in depth**; and c) the impact (**implications and consequences**) should be **significant, logical, clear, and precise** allowing you to think through the consequences likely to follow from the decisions you make. See rubric attached.

Due class #12

ASSIGNMENT 3:

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 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 #12**

ASSIGNMENT 4:

1. Do a search (2010-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 three page discussion paper on how you would apply the information from the article to your classroom. Be sure to put the reference in APA style at the top of your application paper. **Due class #12**

ASSIGNMENT 5:

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 three page discussion paper on how you would apply the information to your classroom. **Due class #12**

***ASSIGNMENT 6:**

- * Using relevant data from the Turnbull text, create a visual philosophy of education that is precise and reflects clarity in thought (SLO 1). That is, identify a minimum of 5 guiding principles you will use in your classroom to ensure equity, opportunity, and inclusion for all students. Create an artistic interpretation of the guiding values you have identified. This should be an expression of creativity. Use any medium. **Each candidate is required to present his/her guiding values on class #15 to receive credit for assignments 1-5 and upload a**

picture and brief description of his/her final project into the SOE UAS system. Failure to upload this required course assessment will result in no credit for the assignment(s).

- ***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(s). Due class #15**

It is strongly suggested that in writing your papers you make use of the Writing Center in the Student Services Building.

Calendar of Important Dates

Fall 2013

April 8 - April 18	Early Registration
April 19 - August 23	Open Registration
August 24 - September 3	Late Registration

Regular Session (15-Weeks)

August 26 -	First Class Day
September 11 -	Census Date
November 11 -	Last Day to Drop/Withdraw
December 7 -	Last Class Day
December 16 -	Grades due by Noon

First Eight-Week Session

August 26 -	First Class Day
September 3 -	Census Date
September 30 -	Last Day to Drop/Withdraw
October 19 -	Last Class Day and Final Exam
October 24 -	Grades due by Noon

Second Eight-Week Session

October 21 -	First Class Day
October 28 -	Census Date
November 25 -	Last Day to Drop/Withdraw
December 14 -	Last Class Day and Final Exam
December 16 -	Grades due by Noon

August 19 -	Financial Aid Disbursements Begin
August 23 -	Fee Payment Deadline for Early and Open Reg. 5 p.m.
August 26 - September 25	Online Graduation Application Available
September 2 -	University Holiday (Labor Day)
September 4 -	Fee Payment Deadline for Late Reg. 6 p.m.
September 26 - October 25	Online Late Graduation Application Available
November 27 -	First day of Student Thanksgiving Holidays
December 7 - December 14	100% Online courses only may schedule finals
December 9 - December 14	Regular Session Finals week
December 14 -	Degree Conferral Date
December 14 -	Official Closing of Fall Semester
December 19 -	Graduation Clearances due by Noon
TBD -	Commencement Ceremony
December 20 -	Grades available over E-Services Online

**PROPOSED COURSE SCHEDULE and ACTIVITIES
Fall 2013**

	Primary Topics & Class Activity	Assignments/readings Due
08/27	#1. Course overview Guiding values, Professionalism CEC Code of Ethics, sped journals www.CEC.sped.org	
09/03	#2. Preludes, Laws, Students, Staff Professional organizations, journals Who are the students? The personnel? Expectations & typical results: Realistic goals. Sped leaders History of Discrimination, at risk students ⇒CLA: Principles of IDEA	Ch 1 and CNR 1
09/10	#3. Six Principles of IDEA, Implementation Federal Funding/Entitlements; Nondiscriminatory Evaluation ⇒Case Study: Susie from Southern Mexico	Ch 2, 3 and CNR 2, 3 Assignment #1 Due
09/17	#4. TEST # 1 (chapters 1, 2, 3) Learning Disabilities: Classification, characteristics Etiology, prevalence, evaluation for; Curriculum & methods; Inclusion, collaboration Resource teachers; Program options, social skills ⇒Activity: CLA: Academic Clubs	Ch 5 and CNR 5
09/24	#5. Emotional or Behavioral Disorders: Definition Characteristics, Etiology, Prevalence, Evaluation Curriculum, methods, Participation, Program options Multiple services, peer mediation, abuse, PATHS, Applied Behavior Analysis, Productive Self-Concept Suicide prevention, IDEA and discipline, social skills AD/HD:Attention Deficit/Hyperactivity Disorder Definition: Characteristics, Prevalence, etiology Effective teaching practices: Accommodations Evaluation procedures, Curriculum & Methods	Ch 7, 8 and CNR 7, 8
10/01	#6. Severe and Multiple Disabilities: Definition Characteristics, etiology, prevalence, communication, Evaluation procedures, Curriculum & Methods, Inclusion, collaboration, program options, Making Action plans (MAPs), Task analysis Assistive and Adaptive technology	Ch 10 and CNR 10

Primary Topics & Class Activity**Assignments/readings Due**

Prompting strategies, personnel, APGAR

Activity: ⇒ **CLA: Using MAPs**

10/08 **#7. Intellectual Disability:** Definition, AAMR, Characteristics, etiology, Prevalence, Evaluation, Curriculum, Methods, Participation, Collaboration, Personnel, Program Options, Supports Intensity, Self-Determination, GAP & IEP comparisons

Activity: ⇒ **A New Home for Ryan**

video: **Your baby has Down Syndrome**

Ch 9 and CNR 9

10/15 **#8. Autism:** definition, Characteristics, etiology prevalence, evaluation procedures, curriculum & methods, collaboration, program options, positive behavioral support, communication, social skills

Activity: Case Study

Video: autism

Ch 11 and CNR 11

10/22 **#09. Other Health Impairments:**

Definition, causes

Prevalence, Evaluation Procedures, Curriculum & Methods, Participation, Program Options, Schools and medical support

Physical Disabilities: Definition, Causes, prevalence, Evaluation procedures, Curriculum & Methods, Participation, Program options Medical technology, computers, augmentative communication, Selecting an AAC system

Activity: CLA: Jigsaw 2 (154)

Video: Skip Stahl

Ch 12 & CNR 12

10/29 **#10. TEST #2 (chapters 5, 7-12)**

Gifted and Talented: Definition, characteristics, etiology prevalence, evaluation procedures, curriculum & methods, collaboration, program options, effective instructional strategies

Ch 16 and CNR 16

Primary Topics & Class Activity**Assignments/readings Due**11/05 **#11. Research /Library Day**11/12 **#12. Traumatic Brain Injury:****Ch 13, 6 & CNR 13, 6**

Characteristics, etiology, Prevalence, Evaluation,
Curriculum & Methods: Behavior, Self Esteem
Inclusion, Collaboration, Personnel, Program Options
Cognitive retraining, behavioral interventions,
Activity: Case Study

**Assignments #2, 3, 4, 5 due today
(include 1 also)**

Communication Disorders: Definition, Characteristics,
Etiology, prevalence, Evaluation, Curriculum & Methods
Inclusion, Collaboration, Personnel, program options
Speech, articulation, language development/impairment,
Organic and functional language problems, social interaction,
Cultural and linguistic issues

11/19 **#13. Hearing Loss:** Definition, Characteristics,
etiology, prevalence, evaluation, Curriculum & Methods
Deaf Culture, communication, experiential learning,
Scaffolding, visual aids, classroom design, inclusion
Collaboration, personnel, program options, state programs
Manual alphabet

Ch 14 ,15 & CNR 14, 15

**Bring completed personal resource
directory to class**

Blindness & Low Vision: Definition, Characteristics,
etiology, prevalence, evaluation, Curriculum & Methods
tactile kinesthetic approach, orientation &
mobility, classroom design, inclusion, Collaboration,
personnel, program options, state programs

11/26 **#14. TEST #3 (chapt. 6, 13-15)**

12/03 **#15. Course wrap-up/review**
Values presented to class (mandatory)

Coordinate final team resource directory
Turn in team resource directory.

**Turn in folder with professional activities/
verification.**

**Assignment 6 due: Values presentation and
philosophy of education paper.**

Star Activities

Analyzing the Logic of a Text

- 1) The main PURPOSE of this text is _____.
(Here you are trying to state, as accurately as possible, the author's intent in writing the text. What was the author trying to accomplish? What is the central aim?)
- 2) The key QUESTION that the author is addressing is _____.
(Your goal is to figure out the key question that was in the mind of the author when she wrote the text. What was the key questions addressed in the text? What questions are being raised Are the complexities in the questions considered?)
- 3) The most important INFORMATION in this text is _____.
(You want to identify the key information the author used, or presupposed, in the text to support her main arguments. Here you are looking for facts, experiences, and/or data the author is using to support his conclusions. What information does she need to settle the question?)
- 4) The main INFERENCES in this text are _____.
(You want to identify the most important conclusions the author comes to and presents in the text. How does he reach this conclusion? Is there another way to interpret the information?)
- 5) The key CONCEPT(s) we need to understand in this text is (are) _____. By these concepts the author means _____.
(To identify these ideas, ask yourself: What are the most important ideas that you would have to know to understand the author's line of reasoning? Then briefly elaborate what the author means by these ideas.)
- 6) The main ASSUMPTION(s) underlying the author's thinking is (are) _____.
(Ask yourself: What is the author taking for granted {that might be questioned}? The assumptions are generalizations that the author does not think he/she has to defend in the context of writing the text, and they are usually unstated. What assumptions may have led the author to her conclusion?)
- 7) If we accept this line of reasoning (completely or partly), the implications are _____.
(What consequences are likely to follow if people take the author's line of reasoning seriously? Here you are to pursue the logical implications of the author's position. You should include implications that the author states, and also those the author does not state.)
If we fail to accept this line of reasoning, the IMPLICATIONS are _____.
(What consequences are likely to follow if people ignore the author's reasoning?)
- 8) The main POINT(s) OF VIEW presented in this text is (are) _____.
(The main question you are trying to answer here is: What is the author looking at, and how is he seeing it? Is there another point of view that should be considered? Identify the strengths and weaknesses. Strive to be fairminded in evaluating all points of view. Consider how the assumptions may shape the author's point of view.)

Resource Directory Review

1. Class will be divided into teams (two to four) to produce collaborative products for each team. Each team member will be assigned exceptionality areas to research. I strongly suggest grouping some of these where you will find overlap, such as Hearing Impairments, Visual Impairments and Deaf-Blindness. The 12 areas are:
 - a. Specific learning disabilities;
 - b. Emotional disturbance;
 - c. Mental retardation;
 - d. Multiple disabilities;
 - e. Deaf-blindness;
 - f. Autism;
 - g. Other health impairments;
 - h. Orthopedic impairments;
 - i. Traumatic brain injury;
 - j. Speech or language impairments;
 - k. Hearing impairments;
 - l. Visual impairments

2. The resource directories must be completed as a collaborative project. **Points will be given for creativity and extra effort.** It must be uploaded to UAS before the group will receive a final grade.

3. For each area of exceptionality, the resource directory should include:
 - a. A minimum of four local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups);
 - b. An additional listing of organizations/agencies (local, regional, state, national) related to the exceptionality area;
 - c. A listing of books, journals/professional publications and catalogs related to each exceptionality;
 - d. A listing of at least 4 websites and/or databases that provide information about specific exceptionalities. Be sure they are working sites. Include a short description (2-3 sentences) of the types of information that can be found at the website/database.

Resource Directory Rubric

	Superior	Accomplished	Beginning
Services and/or Agencies available to students and families	Five or more local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups) (1.2 pts)	Four local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups) (1 pt)	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)
Organizations (local, regional, state, national) related to the exceptionality area	Five or more organizations included and described. (1.2 pts)	Four organizations included and described. (1 pt)	Two-three organizations included and described. (.5 pts)
Books, journals/professional publications and catalogs related to the exceptionality area	Five or more books, journals, professional publications, or catalogs are included and described. (1.2 pts)	Four books, journals, professional publications, or catalogs are included and described. (1 pt)	Two-three books, journals, professional publications, or catalogs are included and described. (.5 pts)
Websites and/or databases related to each exceptionality area	Five or more websites/databases included and described. (1.2 pts)	Four websites/databases included and described. (1 pt)	Two-three websites/databases included and described. (.5 pts)
Mechanics	All grammar, usage, punctuation, and spelling are correct. Directory is easy to follow. Includes effective use of navigation. (1.2 pts)	Most grammar, usage, punctuation, and spelling are correct. Directory is somewhat easy to follow. Includes somewhat effective use of navigation. (1 pt)	Many errors in grammar, usage, punctuation, and spelling. Directory is hard to follow. (.5 pts)
Final Product	Product is easily accessible; much collaboration is evidenced; includes many creative features; extra effort is apparent. Has been uploaded to UAS and submitted electronically. (6 pts)	Product is accessible; is collaborative in nature; includes creative features; much effort is apparent. Has been uploaded to UAS and submitted electronically. (5 pts)	Product is not easily accessible; is not collaborative in nature; includes no creative features; no extra effort is apparent. Has been uploaded to UAS and submitted electronically. (2.5 pts)

DATE: 04-09-2012
SOURCE: chap 13 (Traumatic Brain Injury)

MAIN POINTS:	NOTES:
TBI	<ol style="list-style-type: none"> 1. Acquired injury 2. External physical force 3. Open & closed head injury
Characteristics	<p>Physical changes:</p> <ul style="list-style-type: none"> spasticity rigidity ataxia/tremor atrophy <p>Cognitive</p> <ul style="list-style-type: none"> Dep. in age related usually improves attention problems <p>Emotional, Behavioral, Social changes</p> <ul style="list-style-type: none"> anxiety symptoms PTSD risky beh. aggression
Causes	<ul style="list-style-type: none"> Falls Automobile accidents Events of being struck (sports) Assaults
UDL	<ul style="list-style-type: none"> Instructional pacing Frequent student response Adequate processing time Monitoring responses Frequent feedback
Strategies	<ol style="list-style-type: none"> 1. Collaborative learning 2. Cooperative learning <ul style="list-style-type: none"> Positive interdependence (A ↔ B) individual accountability 3. Problem Solving & decision making.
Assessment	Analytic Rubric

SUMMARY: Students who have TBI face difficulties in their academic and social lives. Depending on the severity of the TBI, the student might not be able to recall information or have difficulties processing/writing info. Parents, teachers, and paraprofessionals should help the student adjust in the classroom by adjusting their teaching methods and collaboratively working to help the student succeed.

SPED 4030
Assignment 2 Rubric

TOTAL Points Earned: _____/5

Components	Criteria	Possible Points	Points Earned
APA Citations	<p>1- every article cited in appropriate APA format at the top of the document. Citations throughout document appropriately cited</p> <p>.5- every article cited in appropriate APA format. References throughout document have minor citation errors.</p> <p>0-articles inappropriately cited, numerous errors, or not cited</p>	1	
Clearly articulated Reason for the selection of the articles	<p>2- well synthesized summary of main points presented as connected to each article and includes a clearly expressed justification</p> <p>1-clear summary of the general main points isolated for each article (not synthesized). General indication of selection</p> <p>0-key elements from the articles and/or reason for the selection not indicated</p>	2	
Your perceived applications of the information and impact for students with exceptionalities	<p>2-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.</p> <p>1-Discussion is thoughtful and includes general connections to perceived applications and possible impacts on learning for students with exceptionalities.</p> <p>0-Discussion is superficial lacking depth of discussion supported by examples from the articles and perceived applications and impacts.</p>	2	
Free of grammatical errors/ Correct Format/ Good Writing organization and flow	<p>Zero points deducted: No errors, well written-meets length requirement</p> <p>Minus 1 points- for less than 5 errors</p> <p>Minus 3 points-More than 5 errors, wrong format, or poorly organized response</p> <p><i>**A poorly written assignment will be required to be re-written and resubmitted for partial points.</i></p>		
TOTAL Points Earned:			_____/5

SPED 4030 Assignment Rubric 3

Components	Criteria	Possible Points	Points Earned
APA Citations	<p>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.</p> <p>.5- every article cited in appropriate APA format. References throughout document have minor citation errors.</p> <p>0-articles inappropriately cited, numerous errors, or not cited</p>	1	
Clearly articulated Reason for the selection of the articles	<p>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.</p> <p>.5-clear summary of the general main points isolated for sections of the article (not synthesized). General indication of selection</p> <p>0-key elements from the article and/or reason for the selection not indicated. OR Article selection does not match the assignment requirements.</p>	1	
Your perceived applications of the information and impact for students with exceptionalities	<p>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.</p> <p>2-Discussion is thoughtful and includes general connections to perceived applications and possible impacts on learning for students with exceptionalities.</p> <p>1- Obvious aspects of the discussion could be enhanced to support perceived applications of the information and/or potential uses for children.</p> <p>0-Discussion is superficial lacking depth of discussion supported by examples from the articles and perceived applications and impacts.</p>	3	
Free of grammatical errors/ Correct Format/ Good Writing organization and flow	<p>Zero points deducted: No errors, well written-meets length requirement</p> <p>Minus 1 points- for less than 5 errors</p> <p>Minus 3 points-More than 5 errors, wrong format, or poorly organized response</p> <p><i>**A poorly written assignment will be required to be re-written and resubmitted for partial points.</i></p>		
TOTAL Points Earned:			____/5

SPED 4030 Assignment Rubric 4

Components	Criteria	Possible Points	Points Earned
APA Citations	<p>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.</p> <p>.5- article cited in appropriate APA format. References throughout document have minor citation errors.</p> <p>0-article inappropriately cited, numerous errors, or not cited</p>	1	
Clearly articulated Reason for the selection of the articles	<p>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.</p> <p>.5-clear summary of the general main points lacking details (not synthesized). General indication of selection</p> <p>0-key elements from the article and/or reason for the selection not indicated. OR Article selection does not match the assignment requirements.</p>	1	
Your perceived applications of the information and impact for students with exceptionalities	<p>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.</p> <p>2-Discussion is thoughtful and includes general connections to perceived applications and possible impacts on learning for students with exceptionalities.</p> <p>1- Obvious aspects of the discussion could be enhanced to support perceived applications of the information and/or potential uses for children.</p> <p>0-Discussion is superficial lacking depth of discussion supported by examples from the articles and perceived applications and impacts.</p>	3	
Free of grammatical errors/ Correct Format/ Good Writing organization and flow	<p>Zero points deducted: No errors, well written-meets length requirement</p> <p>Minus 1 points- for less than 5 errors</p> <p>Minus 3 points-More than 5 errors, wrong format, or poorly organized response</p> <p><i>**A poorly written assignment will be required to be re-written and resubmitted for partial points.</i></p>		
TOTAL Points Earned:			____/5

SPED 4030 Assignment Rubric 5

Components	Criteria	Possible Points	Points Earned
APA Citations	<p>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.</p> <p>.5- article cited in appropriate APA format. References throughout document have minor citation errors.</p> <p>0-article inappropriately cited, numerous errors, or not cited</p>	1	
Clearly articulated Reason for the selection of the articles	<p>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.</p> <p>.5-clear summary of the general main points lacking details (not synthesized). General indication of selection</p> <p>0-key elements from the article and/or reason for the selection not indicated. OR Article selection does not match the assignment requirements.</p>	1	
Your perceived applications of the information and impact for students with exceptionalities	<p>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.</p> <p>2-Discussion is thoughtful and includes general connections to perceived applications and possible impacts on learning for students with exceptionalities.</p> <p>1- Obvious aspects of the discussion could be enhanced to support perceived applications of the information and/or potential uses for children.</p> <p>0-Discussion is superficial lacking depth of discussion supported by examples from the articles and perceived applications and impacts.</p>	3	
Free of grammatical errors/ Correct Format/ Good Writing organization and flow	<p>Zero points deducted: No errors, well written-meets length requirement</p> <p>Minus 1 points- for less than 5 errors</p> <p>Minus 3 points-More than 5 errors, wrong format, or poorly organized response</p> <p><i>**A poorly written assignment will be required to be re-written and resubmitted for partial points.</i></p>		
TOTAL Points Earned:			____/5

Assignment 6 Values Project / Visual Philosophy

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.

Components	Unacceptable	Acceptable	Excellent (Target)	Comments
	-12 points / 25 point pool	-7 points / 25 point pool	Full points	
Effort and Thought	Candidate's products were inconsistent with the expressed required task expectations; lacked clarity and precision	Completed required tasks with sufficient precision and clarity that illustrate a minimal understanding of the expectations; understandings relevant but inconsistent with the experiences from the class; candidate submitted tasks that demonstrated minimum effort toward the expressed expectations	Completed required tasks with precision and clarity that illustrate an understanding of the expectations; understandings relevant and consistent with the experiences from the class; candidate demonstrates notable initiative and creativity to effectively express one's values and beliefs.	

UAS upload confirmed by required date	
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SPED 4030 Special Education TAG Rubric

QLT Standard	Components	Unacceptable	Acceptable	Excellent (Target)
		UAS 0	UAS 1	UAS 2
<i>Communication Connections</i>	<i>Purpose Clarity</i>	Candidate is unclear about the central purpose, trivial purposes and goals are adopted as significant, chooses purposes that are self-serving at the expense of others	Candidate takes the time to state the purpose clearly; examples are provided; significant purposes and goals are provided	Candidate takes the time to state the purpose clearly; examples are provided; significant purposes and goals are provided; desires and rights of others are equally considered
<i>Communication Connections</i>	<i>Question Precision</i>	Candidate expresses questions vaguely and find questions difficult to reformulate for clarity; confuses irrelevant questions with relevant ones; often ask loaded questions	Candidate re-expresses question in a variety of way; distinguishes relevant from irrelevant questions; are sensitive to the assumptions built into the questions they asked	Candidate reasons through a questions complexities; re-expresses question in a variety of way; distinguishes relevant from irrelevant questions; are sensitive to the assumptions built into the questions they asked
<i>Communication Connections</i>	<i>Information Accurate, relevant, fair</i>	Candidate asserts a claim without considering all relevant information; gathers only that information that supports his own point of view; does not carefully distinguish between relevant and irrelevant information; distorts the data or states it inaccurately	Candidate assert claims only when they have sufficient evidence to back it up; actively search for information against (not just for) their own position; focus on relevant information and disregard what is irrelevant information; presents the evidence clearly and fairly	Candidate's reasoning is based on data, experience and research; Candidate assert claims only when they have sufficient evidence to back it up; actively search for information against (not just for) their own position; focus on relevant information and disregard what is irrelevant information; presents the evidence clearly and fairly
<i>Communication Connections</i>	<i>Inferences Clarity, significance</i>	Candidate is often unclear about the inferences being made; often makes inferences that do not follow from the evidence or reasons presented; often makes inferences that are contradictory; often makes inferences that are superficial	Candidate clearly articulates the inferences made; usually makes inferences that follow from the evidence or reasons presented; usually comes to conclusions that are consistent with each other; usually makes inferences that are deep rather than superficial	Candidate clearly articulates the inferences made; often makes inferences that follow from the evidence or reasons presented; often comes to conclusions that are consistent with each other; often makes inferences that are deep rather than superficial
<i>Communication Connections</i>	<i>Concept</i>	Candidate is unaware of the key concepts and ideas; cannot accurately explain the basic implications of his words; often uses concepts in ways inappropriate to the subject or issue	Candidate is able to explain the implications of words; is aware of key concepts and ideas; aware of irrelevant concepts and ideas and use concepts and ideas relevant to their function	Candidate is able to explain the implications of words; is aware of key concepts and ideas; aware of irrelevant concepts and ideas and use concepts and ideas relevant to their function; and think deeply about the concepts used
<i>Communication Connections</i>	<i>Assumptions Fair, logical</i>	Candidate is often unclear about her assumptions; often makes unjustified or unreasonable assumptions; makes assumptions that are contradictory; ignores his assumptions	Candidate is clear about assumptions; makes assumptions that are justifiable, given the situation and evidence; makes effort to figure out assumptions	Candidate is clear about assumptions; makes assumptions that are reasonable and justifiable, given the situation and evidence; makes effort to figure out assumptions
<i>Communication Connections</i>	<i>Implications</i>	Candidate is unclear and imprecise in the possible consequences she articulates; traces out only the consequence she had in mind at the beginning, either positive or negative, but usually not both	Candidate clearly and precisely articulates the implications and possible consequences; searches for potentially negative as well as potentially positive consequences	Candidate clearly and precisely articulates the implications and possible consequences; searches for potentially negative as well as potentially positive consequences; anticipates the likelihood of unexpected negative and positive implications

<i>Communication Connections</i>	<i>Points of View (POV)</i>	Candidate does not see issues from POV significantly different from her own; cannot reason with empathy from different POV; is unaware of her own biases	Candidate keeps in mind that people have different points of view, especially on controversial issues; consistently articulates other POV and reason from those points to adequately understand them; seeks other viewpoints; recognizes when she is most likely to be biased	Candidate keeps in mind that people have different points of view, especially on controversial issues; consistently articulates other POV and reason from those points to adequately understand them; seeks other viewpoints; recognizes when she is most likely to be biased; approaches problems and issues with a richness of vision and an appropriately broad world view
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