**Sam Houston**
**STATE UNIVERSITY**

**SPD 2301 INTRODUCTION TO SPECIAL EDUCATION**
**SPRING SEMESTER 2017**

*SPD 2301 is a required course for Special Ed. EC-12and EC-6 Generalist Teacher Certifications*
**College of Education**
**Department of Language Literacy and Special Populations**

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

**Instructor:**          Teresa Anderson, M.Ed.
                         Adjunct Instructor
                         P.O. Box 2119/SHSU
                         Huntsville, Texas 77341
                         Phone:  936-676-8997  Fax 936-294-1131
                         Email:  Tga007@shsu.edu
                         Office Hours:  online or by appointment
                         Online Course Blackboard: Virtual Office for questions

**Course Description:**  This survey course presents characteristics of special needs students, historical perspectives and legal foundations of special education, recommended education approaches, current trends and issues in special education.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

   **Essential:**  Learning how to find and use resources

   **Important:** Understanding fundamental principles

**Text/Readings:**

          **\*Required:** Colarusso, R. P., O'Rourke, C. M. & Leontovich, M. A. (2013). **Special Education for All Teachers**. Georgia State University: Kendall Hunt Publishing

          **\*Required:** Solomon, A. (2012). **Far From the Tree: Parents, Children, and the Search for Identity**. New York, NY: Scribner. 978-0-7432-3671-3

**\*IMPORTANT**: These same textbooks will also be required for Sped 3301 Learning and Instruction for Children with Disabilities.

**Standards Matrix:**

| Objectives / Learning Outcomes-TLW | Activities (\* indicates field-based activity) | Performance Assessment | Standards: S-Spa Standard *TS-Texas Educator DDP-Diversity and Disposition Proficiencies CF-Conceptual Framework NETS- ISTE NETS Technology Standards* |
|---|---|---|---|
| #1 Recognize and describe characteristics of students with specific disabilities | \*school site experiences and observations text readings and class discussions | Video analysis tests Research Paper | Spec.Ed. 4.1k, 4.3k, 4.6k,4.8k,4.9k,4.10k<br><br>EC-12 Prof. Dev.- 1.2k, 1.3k, 2.23k<br><br>*CEC Core- #2 Characteristics of Learners* CF 5 NETS 3a DDP-1,2,4 Nets 3a |
| #2 Examine and distinguish the protections and requirements of federal laws | \* school site observations text readings and class discussions group reports | Video analysis Tests Oral presentation | Spec.Ed. 1.1k, 1.5k, 1.6k, 1.7k, 1.8k,1.9k<br><br>EC-12 Prof.Dev.-4.1k, 4.2k, 4.3k, 4.13k, 4.14k,<br><br>*CEC Core-#1 Foundations* **CF 5, DDP 4** |
| #3 Identify and define elements utilized for IEP and program development | \*school site observations text readings and class discussions | Video analysis Tests | **Spec.Ed. 5.4k, 5.5k,6.3k, 6.4k, 6.8k, 6.9k,**<br><br>**EC-12 Prof. Dev. 1.2k, 1.14k, 1.25k,** *CEC Core-#4 Instructional Content and Practice* **CF 5, DDP 4** |
| #4 Differentiate practices needed to support inclusive instructional arrangement | \* school site visits text readings and class discussions | Video analysis Tests | **Spec. Ed.- 6.1k, 6.4k, 6.8k, 8.6k, 9.7k,10.2k EC-12 2.1k, 2.2k, 2.3k,2.19k, 2.20k, 2.21k 2.22k, 3.9k** *CEC Core- #5 Planning and* |

| | | | *Managing the Teaching and Learning Environment* **CF 5, DDP 6, 9** |
|---|---|---|---|
| #5 Define and describe special education services and supports | *~~school site visits~~ text readings and class discussions | Video analysis Tests | **Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k, EC-12- 1.14k** *CEC Core- #5* |
| #6 Observe and describe elements and interactions that support collaborative models and professional roles | * ~~school site visits~~ text readings and class discussions civic engagement activities | Video analysis Tests | **Spec. Ed.- 3.3k, 3.5k, EC-12-4.1k,4.2k 4.4k,** *CEC Core- #7 Communication and Collaborative Partnerships* **CF 5 DDP 1,2** |
| #7 Adhere to standards of ethical practice, confidentiality professional conduct | *~~school site visits~~ class discussions civic engagement activities | Video Analysis Tests | **Spec. Ed.- 2.5k, 3.6k, EC-12 4.14k** *CEC Core- #7 Communication and Collaborative Partnerships & #8 Professionalism and Ethical Practices* **CF 5, DDP4** |
| #8 Recognize approaches, current trends and issues in special education | texts readings and class discussions group reports professional development activities | Video analysis Tests | **Spec. Ed.-10.1k, 10.2k, 6.1k NETS ISTE Standard # 3 EC-12 2.6k, 2.16k, 2.18k** *CEC Core-#1, #2, #4,#5,#6, #7, #8* **CF 5, DDP-3** |

www.sbec.state.tx.us - www.cec.sped.org
http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx

**NCATE Accreditation**
**The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.**

**"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.**

The NCATE website is source for additional information accessed as follows:

http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf

http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

**Conceptual Framework Statement**
**The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.**

**The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:**

Knowledge Base (CF1)
Technological Learning Environment (CF2)
Communication (CF3)
Assessment (CF4)
Effective Field Experience with Diverse Learners (CF5)
Web link on *Educator Preparation Services* site for ***Conceptual Framework***:
http://www.shsu.edu/~edu_edprep/

**College of Education Information:**
**Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that our response to these surveys is critical to SHSU program excellence.**

### SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)

8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. (*Please provide additional information for the candidate if the DDP is administered during your course.)*

**Course Format:**
**Through presentation videos, Blackboard, discussion board, group activities, text readings, class assignments and assessments, the students and instructor will work to achieve course objectives.  Supplemental lecture materials will be posted on Blackboard for reference. Participation in discussions is required! This is part of your overall grade.**

**Course Content:**
The learner will:
1. Recognize and describe personal, psychological, social and emotional characteristics of exceptional students in the general education and special education classroom.
2. Examine federal laws related to special education.
3. Identify elements needed for development of individual education programs for students with disabilities.
4. Differentiate practices that support inclusive instructional arrangements for students with disabilities.
5. Define and describe instructional accommodations, adaptations, services and supports needed for educating students with disabilities.
6. Observe and describe elements and interactions that support collaborative models and roles for special education and general education teachers.
7. Recognize approaches, current trends and issues in special education.

**Course Requirements/Expectations:**

**IMPORTANT NOTICE**
*All written assignments must be sent through Blackboard. Assignments sent through email will <u>NOT</u> be recorded unless instructor specifically permits or requests submission via email.*
    <u>*Deadlines/Participation.*</u>  Regular and punctual submission of assignments and completion of quizzes is expected. There is a **ONE TIME 24 hour grace period** for assignments based upon unanticipated events or technology problems. You must immediately notify me that you wish to use this option. This option is NOT available for the research report or quizzes. **Weekly assignments are due before Sunday at 2:00 pm.**

    <u>**Research Report Required**</u>*:* Select a topic of your choice that you will take a stand or position on. Some suggestions might be: Response to Intervention, Full inclusion, Diversity, Labeling, Special Education Laws, Collaboration, etc.  Your paper is to be at least 10 pages. Read more details following the Units section in this syllabus.

1. *Reflection papers:* Reflection papers are designed to assess your ability to make connections between the concepts you read and your life experiences, other readings, discussions and outside experiences. The paper should reflect your past and present assumptions about the topic and how

these may have changed in relationship to your readings and discussions on the topic. Each reflection is worth 100 pts.

2. *Tests.* There will be online quizzes throughout the semester; additionally, you *may* have a mid-term and a final exam.

3. *Instructional Videos:* Weekly videos will be viewed online for discussion and analysis. Some videos may require a written analysis. An analysis means that you identify the big ideas of the video and then explain why this matters. A video analysis makes connections to other readings and discussions. You may need to upload RealPlayer to view these videos.

4. *Class Discussions.* Students will gain content knowledge by reading the texts and additional readings BEFORE completing assignments. This will ensure that students are prepared to discuss the readings in a scholarly manner. Students **must** participate in class discussions in order to gain participation points. It is the responsibility of the student to introduce him or herself to the instructor and class members when commenting online, so that appropriate credit can be awarded to the participation.

5. *Academic Honesty*: This class will follow University Guidelines for Academic Honesty according to Academic Policy Statement 810213. Academic Policies may be found at http://www.shsu.edu/~vaf_www/aps/stualpha.html.

6. *Time Requirement*: For every credit hour you will be expected to complete three hours of study. So that is a total of **9 hours of study weekly** for this class!

7. *Cell Phone Policy*: Sam Houston State University Academic Policy Statement 100728. **Cell phones are to be turned off** in class unless given individual permission by the instructor. Not applicable to online classes.

8. Student Syllabus Guidelines with link - http://www.shsu.edu/syllabus/

**Expectations:** This is likely to be one of your first professional education classes. Deadlines must be met, and **you must check your announcements and email daily**.

**GRADING:**

Some but not all of the assignments will be calculated into your final grade for this class. I will randomly select those assignments that will be graded. It is expected that all assignments be completed to the best of your ability regardless of whether they are calculated into your final grade score. The grading scale is as follows:

<div align="center">

**GRADING SCALE**
**A = 92%- 100%**
**B = 84%-91%**
**C = 75%-83%**
**D = 67%-74%**
**F= Below 67%**

</div>

A grade of "A" means that you exceeded the college level expectations for this course.
A grade of "B" means that you met above average college level expectations for this course.
A grade of "C" means that you met an average college level expectation for this course.

A grade of "D" or "F" means that you **did not meet college level expectations** for this course and if this course is in your major you will need to retake it again.

**The Reading Center**
Farrington Building, Suite 109.
936.294.3114

Hours:
Monday – Thursday          8:00am – 7:00pm
Friday                            8:00am – 3:00pm
Sunday                           2:00pm – 7:00pm


**The Writing Center**

   Sam Houston State University
   Mon.-Thur. 8:00 a.m.-7:00 p.m.
   Fri.      8:00 a.m.-3:00 p.m.
   Sun.    2:00 p.m.-7:00 p.m.
   Farrington 111

   SKYPE
   Mon.-Thur. 8:00 a.m.-7:00 p.m.
   Fri.          8:00 a.m.-3:00 p.m.
   Sun.        2:00 p.m.-7:00 p.m.

   The Woodlands Center
            Mon.-Wed.  1:00 p.m.-5:00 p.m.


## STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

**Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose.  A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.**

**University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.**

## POLICY FOR STUDENTS WITH DISABIITIES

   It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

   SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: **http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf**

## AMERICANS WITH DISABILITIES ACT

**SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.**

## VISITORS IN THE CLASSROOM:

**Only registered students may attend class online or face to face. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.**

**Recommended Readings (Journals)**

| | |
|---|---|
| *Behavioral Disorders* | *Education and Training in Developmental Disabilities* |
| *Exceptional Children* | *Focus on Autism and Developmental Disabilities* |
| *Teaching Exceptional Children* | *Young Exceptional Children* |
| *Journal of Learning Disabilities* | *Research and Practice in Severe Disabilities* |
| *Learning Disabilities Quarterly* | *Journal of Special Education* |
| *Remedial and Special Education* | *Education and Treatment of Children* |

Weekly **Calendar: The table displays UNITS of study and NOT CHAPTER NUMBERS. Read the titles to make sure you are reading the correct chapter in your text.**

| Date | Chapter | Due |
|---|---|---|
| **\*the bolded dates in this column are the due dates for completion of all assignments in the unit for that week.** | | • **Each unit runs for two weeks**. However, there are assignments due each week on or before each Sunday at 2:00 pm. <br> • **This course requires 9 hours of study per week!** |
| *Week 1* <br> *Introduction* <br> **Jan. 18-22** | Obtain textbooks. | 1. Complete the discussion regarding your personal motto. <br> 2. Review the syllabus; ask questions about it. |
| *Week 2* <br> *Unit 1* <br> **Jan. 23-29** | Teaching Every Student: A mandate for today. | 1. Read the chapter titled "Teaching every student: A mandate for today" in your textbook. <br> 2. Watch the videos for this unit <br> 3. Complete the analysis of both videos and submit as an attachment in **one document**. <br> 4. Complete the quiz |
| *Week 3:* <br> *Unit 1:* <br> **Jan. 30-Feb. 5** | Teaching Every Student: A mandate for today | 1. Read the article on "People First Language" <br> 2. Complete the discussion <br> 3. Read the Story of Intellectual Disability Timeline <br> 4. Create a Timeline |
| *Week 4:* <br> *Unit 2:* <br> **Feb. 6 – 12** | The Legal Foundation for Special Education | 1. Read the Chapter: "The Legal Foundation for Special Education" in your textbook. <br> 2. Watch the video on "Celebrating 35 years of IDEA <br> 3. Complete the script with the parent regarding IDEA |
| *Week :5* <br> *Unit 2* <br> **Feb. 13 – 19** | The Legal Foundation for Special Education | • Watch the video "The Poor Conditions of Willowbrook State School for the mentally disabled." <br> • Complete the discussion on the video, "The Poor Conditions of Willowbrook State School for the mentally disabled." |
| *Week 6:* <br> *Unit 3* <br> **Feb. 20 – 26** | The Response To Intervention, Referral, And Placement Process | • Read the chapter, The Response to Intervention, Referral, and Placement Process. <br> • Read the article: Understanding the Evaluation Process for Special Education <br> • Complete the discussion on Understanding the Evaluation for Special Education |

| Week 7<br><br>*Unit 3*<br><br>**Feb. 27 –<br>March 5** | Disability in *Far From the Tree* | • Read the chapter on Disability in Far From the Tree<br>• Complete the discussion on Disability from *Far From The Tree*<br>• Watch the webinar on RTI<br>• Read "Graphic Organizers Explained"<br>• Complete the Graphic organizer on RTI<br>• **Start planning your research paper now (see instructions following the Units in this syllabus)** |
|---|---|---|
| Week 8<br>*Unit 4*<br><br>**March 6 - 12** | Cultural and Linguistic Diversity: Issues in Education | • Read the chapter: Cultural and Linguistic Diversity: Issues in Education<br>• Read the article, Classroom Conversations: Opportunities to Learn for ESL Students in Mainstream Classrooms<br>• Write the critique on the above listed article |
| *March 13-19* | | No  assignments; Spring Break |
| Week 9<br>*Unit 4*<br>**March 20 – 26** | Study for Comprehensive Exam | • ***Complete the midterm exam***<br>• **Are you working on the research paper? Send me an email and tell me how it's going.** |
| *Week 10*<br><br>*Unit 5*<br><br>**March 27 –<br> April 2** | Students with Learning Differences Affecting Achievement | • Read the chapter "Students with Learning Differences Affecting Achievement" (Ch. 6) in your textbook.<br>• Review the video on Reading and Decoding<br>• Complete the dialogue with the parent and submit as an attachment.<br>• Read the document on "What is a Graphic Organizer?"<br>• View the two videos on ADD by Russell Barkley<br>• Create a graphic organizer for one of the ADD videos: Submit as an attachment (PowerPoint or word document) |
| *Week 11*<br>*Unit 5*<br><br>**April 3 – 9** | Far From the Tree Chapter IV Down Syndrome | • Complete the quiz<br>• Complete the discussion question on the chapter from Far From the Tree<br>• Watch the videos on Cognitive Disabilities<br>• Complete the discussion on Cognitive Disabilities<br>• ***Are you having problems with writing the draft of your paper? Send me an email, or we can set an appointment to meet or talk on the phone.*** |
| *Week 12*<br>*Unit 6*<br>**April 10 – 16** | Approaches to Instruction for Students with Learning Differences | • Read the chapter in your text: "Approaches to Instruction for Students with Learning Differences".<br>• Write a one-page paper, short PowerPoint, or use other media that conveys information on instructional approaches that address learning differences. You may include text, photos and/or videos.<br>• Watch video "What is Dyslexia" and read associated materials.  Complete video analysis.<br>• Work on research paper! |
| *Unit 6*<br>**April 17 – 23** | Work on Research Paper | Submit research paper…. No late papers will be accepted. Please do not even ask! |

| Unit 7<br><br>April 24 – 30 | **Students with Autism Spectrum Disorders** | • Read the chapter in your textbook, Students with Autism Spectrum Disorders<br>• Read the chapter on Autism in Far From the Tree<br>• Complete the discussion<br>• Complete the quiz<br>• **Don't forget to complete the online IDEA survey for the class. If *all* students complete the survey, bonus points will be awarded to each student in the class.gl** |
|---|---|---|
| **FINAL**<br>**May 1 - 3** | **CELEBRATE** ☺ | **Final will be open May 1 – 3. Must be completed by 2:00pm on May 3.** |

**Research Paper**

1. Select a topic of your choice that you will take a stand or position on. Some suggestions might be: Response to Intervention, Full inclusion, Diversity, Labeling, Special Education Laws, Collaboration, etc.
2. Then write a thesis statement: Copy and paste the following into your browser: https://owl.english.purdue.edu/owl/resource/588/01/   to learn how to write a good thesis statement.
3. Review the research on your topic. You can look under the tab RESOURCES and click on "locating articles for free" to find out how to download your articles for later reading.
4. Read some of the articles to familiarize yourself with the topic
5. Then write a draft or list your points for and against your thesis statement
6. Find references that support both sides of the argument (your list of points).
7. Write a draft using the guidelines from the syllabus
8. If you are a novice at writing research papers, please call the writing center and make an appointment for someone there to review your draft.
9. Write your paper and submit on or before  April 17,  2:00 pm
10. Celebrate

**Write a thesis statement: Copy and paste the following into your browser: https://owl.english.purdue.edu/owl/resource/588/01/   to learn how to write a good thesis statement. Review the research on your topic. You can look under the tab RESOURCES (in the left-side menu on Blackboard) and click on "locating articles for free" to find out how to download your articles for later reading.  Read some of the articles to familiarize yourself with the topic. Then write a draft or list your points for and against your thesis statement. Find references that support both sides of the argument (your list of points). Write a draft using these guidelines.  If you are a novice at writing research papers, please call the writing center and make an appointment for someone there to review your draft. Write your paper and submit on or before the deadline of April 17 at 2:00 pm.**

**Reference List (include at least <span style="color:red">5 journal articles</span> from the Newton Gresham Library Database, <span style="color:red">1 reputable Internet site</span> from a .edu or .gov , and <span style="color:red">1 chapter in a book or a complete book other than your textbook</span>- a total of 7 references).**

Research Paper Submission: Submit the research paper through Blackboard. Make sure that you review the rubric **<u>before</u>** writing your paper to earn the grade that you desire. Use the latest edition of APA style formatting. You may want to go to the OWL at Purdue website for information on APA style formatting: **http://owl.english.purdue.edu/owl/resource/560/01/**

**HOW TO FIND ONLINE <span style="color:red">REFERRED</span> JOURNAL ARTICLES**

1. From the SHSU Homepage, go to the Newton Gresham Library on the left hand side of the SHSU Homepage under ACADEMICS

2.  On the left-hand side of the Newton Gresham Library page, go to Databases under RESEARCH.

3. Go to Databases by subject.

4. Select Education.

5. Select either Wilson's Full Text or Academic Search Complete and log in.

6. Or as an alternative, you can scroll to the bottom of the page and fill in the search box in Goggle Scholar.

7. To search, fill in the blanks under "FIND" with pertinent topics, one for each blank. I usually use two topics like "cerebral palsy" and "family" if searching for an article on family involvement. Another example would be "written expression" and "assistive technology" for information on learning disabilities in written expression.

8. The library staff are very helpful if you need assistance and the ASK A LIBRARIAN function is in the upper right hand corner if you need help.

## CLASS GUIDELINES

It will be to your advantage to follow this process to ensure that you will receive the greatest benefit from the class and the grade you desire to earn.

Check Online Course announcement daily to see if there have been any changes in the assignments or something that may affect your class.

You should review the calendar for the month and each week review the current week and the next week to see what readings, assignments and possible tests that will be coming up for the weeks and month ahead.

**Readings must be completed so you will be prepared for tests and discussions.**

**Assignments must be completed when due. There will be a ONE TIME per semester 24 hour grace period granted for an assignment that is late due to technology problems or unanticipated events. This does <span style="color:red">NOT include the research report</span>. Ensure that I am notified promptly if problems occur.  After the 24 hours, Blackboard is set to reject the assignment. No assignments will be accepted on paper or through any email.  All quizzes are online and must be completed within one hour's time and on the date specified.  The Midterm and Final must be completed within 2 hours. <span style="color:red">There are no makeup tests!</span> Tests are developed through the publisher of your textbook.  As on the Praxis exams, questions are not "thrown out" if students find them ambiguous. You are to pick the best answer based on the author's writing.**

Read each assignment's instructions <u>carefully and thoroughly.</u> Do not assume that each assignment will be done the same. Do not attempt to complete the assignments without reading the article or chapter reading. "In your own words" means answer the questions in your words NOT quoting the entire chapter or paragraph from the chapter. Furthermore, it does NOT mean, "in your opinion".  I want to know what experts agree with your opinion!

**Assignments must be submitted through Blackboard. Assignments will not be accepted through any other medium, either hard copy or shsu.edu email.**

 <u>**IT IS THE STUDENT′S RESPONSIBILITY TO HAVE A WORKING KNOWLEDGE OF BLACKBOARD. IF THE STUDENT LACKS THE KNOWLEDGE TO USE THIS SYSTEM EFFECTIVELY THEY MUST CONTACT THE DELTA CENTER FOR SUGGESTIONS ON TRAINING.**</u>

<span style="color:red">**Assignments must be submitted in Microsoft Word 2003 version or later or RTF (Rich Text Format).**</span>