The College of Education and Behavioral Studies
School of Education
Houston Baptist University
Course Syllabus
EDSP 5302-20: SURVEY OF THE EXCEPTIONAL CHILD
Fall, 2014

COURSE DESCRIPTION

This course will provide a sound foundation for developing an appreciation and an understanding of the exceptional student and his/her unique educational needs. Students will then be equipped to apply and evaluate a variety of interventions and instructional methods aimed at students with unique educational characteristics. The focus of the course is broad in scope; however, the depth of coverage will be sufficiently thorough to prepare the student to advance to specialization courses.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course may be taken by any HBU student. There are no prerequisites for this course.

DATE AND TIME OF CLASS MEETINGS:

Mondays: 5:00 PM – 7:25 PM

ROOM NUMBER

Hinton 201

INSTRUCTOR INFORMATION

Name/Title:	Dr. Charlotte Fontenot
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Office Location:	Hinton 320
Office Hours:	2:00 pm – 4:00 pm Mondays, Wednesdays, & Thursdays; *Electronic and by appointment on Tuesdays and Fridays*
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LEARNING RESOURCES

Course Text(s):

Heward, W., (2013). Exceptional children: An introduction to special education (10^h ed.). Upper Saddle River, NJ: Prentice Hall. *List ISBN 13:978-0-13-514436-7*

OTHER COURSE REQUIREMENT:

Join a professional organization – Council for Exceptional Children HB CEC; #1237

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students

1. Provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning processes;

2. Encourage academic excellence, freedom, and objectivity;

3. Promote the development of critical and creative thinking, compassion, responsibility, ethics, professionalism and a continuing interest in learning

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:
- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the School of Education, this course assists students in developing a knowledge base, attitudes, and skills necessary for effective professional practice. This includes addressing designated TExES competencies. This test must be successfully completed for certification to teach in Texas. The proficiencies are the abilities the state requires of all teachers; which the University must document in order to recommend a person for teacher certification.

RELATION TO THE SPECIAL POPULATION DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Special Populations is to develop quality teachers who honor and respect diversity, seek to meet the needs of each learner, value lifelong learning, and exhibit their faith in the service of educating others.

To accomplish this mission, we will provide students with the following:
- courses containing essential concepts and teaching strategies to assist non-native English speakers to succeed ;
- courses designed to promote equitable learning experiences for students with varying exceptionalities through accurate diagnosis, assessment, and differentiated instruction; and
- an understanding of their faith in action through serving the needs of diverse students.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:
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1. Plan and implement educational programs for exceptional students.

2. Apply basic professional terminology associated with the study of exceptional children.

3. Identify and discuss legislation, litigation and characteristics which have influenced the provision of educational services for exceptional children.

4. Identify the services available for exceptional children.

5. Define, identify, and describe characteristics of exceptional children students including 13 disability categories with explanation including qualifiers for each

6. Identify inter-and intra individual characteristics of exceptional children.

7. Identify RTI levels and how to manage and differentiate instruction for academic areas covered in public schools – what part does the LAT play in this?

8. Identify who serves on the ARD committee.

9. Describe the components required on an I.E.P.

10. Define Autism & be able to describe the five Autism Spectrum Disorders.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.

- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.

- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed

- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Compentencies

The following TExES Pedagogy and Professional Responsibilities EC – 12 (#160) Competencies are addressed in part or in full in this course:

Domain I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Domain IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The following TExES Special Education competencies represented in this course:

Professional Development – Elementary-Secondary

- Competency 010: The teacher uses processes of informal and formal assessment to understand individual learners. Monitor instructional effectiveness and shape instruction.

- Competency 014: Cognitive development. The early childhood teacher understands the cognitive development of young children and knows how to create a classroom environment that provides children with opportunities to develop a wide range of cognitive skills and abilities.

- Competency 015: The teacher understand requirements, expectations, and can apply this understanding in a variety of contexts.

- Competency 019: Child development as an integrated process. The early childhood teacher understands child development as an integrated process in which development in any one area may affect development in other areas and can use this understanding to provide learning opportunities that enhance development of the whole child.

- Competency 020: Factors affecting development. The early childhood teacher understands how specific factors may effect individuals in one or more developmental domains and can provide learning experiences and environments that respond to the individual needs of all children.

- Competency 024: School-home relationships. The early childhood teacher knows how to establish and maintain strong school-home relationships and can work effectively with primary care givers to address young children's needs and promote their development in all domains.

Special Education Supplemental Certification – Field 163

- Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

- Competency 008: The special education teacher understands the philosophical, historical, and legal foundations of special education.

- Competency 009: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

- Competency 010: The special education teacher knows how to communicate and collaborate effectively in a society of professional settings.

TExES Competencies for Stand-Alone (EC-12) Certification in Special Education-Field 161

- Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

- Competency 010: The special education teacher understands the philosophical, historical, and legal foundations of special education.

- Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

- Competency 012: The special education teacher knows how to communicate and collaborate effectively in a society of professional settings.

Pedagogy and Professional Responsibilities

- EC-12 PPR Standard I, III 10.

Technology Objectives. SBEC Technology Standards are incorporated into this course. For a complete listing of the standards, please go to Following the completion of the course, the student will be able to: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

This site lists the standards for Technology Applications (All Beginning Teachers) NOTE: These Technology Application standards are expected of ALL beginning teachers and will be incorporated into the new TExES for Pedagogy and Professional Responsibilities at each certification level. There is also a list for Technology Applications (EC-Grade 12) at this site.

Technology/computer skills.

1. The students will use the DVD's, websites, or other resources to access information.

2. The students will develop, present, and turn in an electronic copy of presentation assigned by instructor.

Writing and Oral Standards

1. Writing experiences – Students will participate in class and outside of class writing

   activities in which they must use formal Standard English and conventions of

  academic writing.

2. Oral language experiences – Students will participate in small group activities and

   discussions which provide opportunities for developing oral language skills.

IDA Standards.
The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

C.   Knowledge of Dyslexia and Other Learning Disorders:
2. Recognize the tenets of the NICHD/IDA definition of dyslexia.
3. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language, comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics, learning disorder, nonverbal learning disorders, etc..
5. Identify how symptoms of reading difficulty may change over time in responsive to development and instruction.
6. Discuss federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.

D. Interpretation and Administration of Assessments
6. Explain the content and purposes of the most common diagnostic tests used by psychologists and educational evaluations.

E-2.   Structured Language Teaching: Phonics and Word Recognition
4. Identify the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.

     5. Discuss research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

E-3. Structured Language Teaching: Fluent, Automatic Reading of Text
     2. Explain reading fluency as a stage of normal reading development as the primary symptom of some reading disorders; and as a consequence of practice and instruction.
     4. Located sources of activities for building fluency in component reading skills.
     5. Discuss which instructional activities and approaches are most likely to improve fluency outcomes.
     7. Discuss appropriate uses of assistive technology for students with serious limitations in reading fluency

E-4 Structured Language Teaching: Vocabulary
     2. Describe the role and characristics of direct and indirect (contextual) methods of vocabulary instruction
     3. Explain varied techniques for vocabulary instruction before, during, and after reading.
     4. Review that word knowledge is multifaceted.

E-5 Structured Language Teaching: Text Comprehension
     1 Describe teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.

E-6 Structured Language Teaching: Handwriting, Spelling, and Written Expression

Handwriting
     1. Review research-based principles for teaching letter naming and letter formation, both manuscript and cursive
     2. Demonstrate techniques for teaching handwriting fluency.

Spelling
     1. Explain the relationship between transcription skills and written expression.
     3. Explain the influences of phonological knowledge on spelling.
     5. Explain the influences on morphemic knowledge on spelling

Written Expression
     1 Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
     3. Review appropriate uses of assistive technology in written expression.

Other RTI

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1.   The Purpose and Promise of Special Education
2.   Planning and Providing Special Education Services and Transitioning to Adulthood
3.   Intellectual Disabilities
4.   Learning Disabilities - Dyslexia and RTI Process
5.   Emotional or Behavioral Disorder
6.   Autism Spectrum Disorders
7.   Deafness and Hearing Loss
8.   Blindness and Low Vision
9.   Physical Disabilities, Health Impairments, and ADHD
10. Low-Incidence Disabilities, Deaf-Blindness, and Traumatic Brain Injury
11. Early Childhood Special Education
12. Collaborating with Parents and Families in a culturally and Linguistically Diverse Society

A class by class outline can be found at the end of this syllabus. The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:
1. Lecture; reading
2. Discussion
3. Speakers
4. Group Activities
5. Practice Exercises
6. Individual/Group Conferences
7. Readings, research, and presentations

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

School of Education Graduate Comprehensive Examination

Each course in the graduate school program is designed to assist the student in the preparation of the required comprehensive examination taken after 24 semester hours in the program. The rigor of the comprehensive assessment demands the student to evaluate, analyze, and synthesize all learning experiences. By fulfilling course goals, objectives, knowledge and skills involved in learning experiences prepares the graduate student to be successful. This culminating assessment demonstrates the graduate student's capability to think globally regarding educational theory and practice as they become educational leaders in their chosen field of study.

Course Requirements.

Assignment [1]	Learning Objective(s)	Standards [2]	Point Value
Exams	*1, 2, 3, 4, 5, 6, 7, 8, 9, 10*	PPR: I, II, III, IV	40%
Research – Field Project[1]	*2, 3, 4, 5,*	PPR: I, III 10; IDA	25%
Course Content[3]	*1, 2, 3, 4, 5, 6, 7, 8,*	PPR; I, II, III, IV; IDA C, D, E-2	20%

• Blackboard Discussions • Homework Activities which consist of Application Assignments	*9, 10*	4, 5; E-3 2, 4, 5, 7; E-4 2, 3, 4; E-5 1; E-6 1, 2	
Participation and Attendance	*1, 2, 3, 4, 5, 6, 7, 8, 9, 10*	PPR; IV	15%

[1] Descriptions and rubrics for assignments are included at the end of this document.

[2] These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

[3] Each of these will result in a 1-100 score and an average of these scores will be determined. This average will count 20% of the final grade.

Grading Standards

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education Graduate Comprehensive Examination.

94 -100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 69 and below=F

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus.

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course This means that if more than 3 absences occur, the course grade will be "F" no matter what test and paper scores might be.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for

continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

All assignments submitted after the due date will be assessed a 10 point penalty. Please ensure that all assignments are submitted on time.

Missed Tests. Plan to take all exams at the scheduled time. If you must miss an exam, notify the instructor by telephone *within 24 hours of the scheduled exam*. Acceptable reasons for making up an exam are as follows (documentation is required to verify the reason for your absence):
1. Serious illness (hospitalization).
2. A death in the family.
Acceptable reasons **do NOT** include the following:
1. Doctor's appointments for a non-emergency.
2. "I didn't have time to study."

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the <u>University Classroom Policy</u> addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Charlotte Fontenot

_____*Dr. Charlotte Fontenot.*_____   _____07/03/2014_____
                Instructor's Signature   Date

EDSP 5302
TENTATIVE SCHEDULE

Date	Class topics and readings	Task(s)/Assignments
8/25/14	Introduction Review Syllabus Review Blackboard Shell Discuss Presentations **Chapter 1** Blackboard Discussion Activities – 1 and 2	Submit Syllabus Acknowledgement Statement and Cheating and Plagiarism Pages on Bb by 11:55 pm on Sunday
9/01/14	**LABOR DAY HOLIDAY**	
9/08/14	**Complete Chapter 1 and start Chapter 2** **Developing your Own View of Special Education** **Chapter 2** **Watch and Discus DVD on Effective Planning** Read, study, and discuss Featured teacher – pages 43 - 45 Blackboard Discussion Activity Make sure you take good notes and study. You cannot pass this class without really studying. **NOTE: September 10, 2014 is the last day to drop without a "W"**	Blackboard Discussion due for Chapter 1 Presentation topics due in class. **Application Assignment:** Philosophy of Education/Teaching *due by Sunday, 11:55 PM on Blackboard.*
9/15/14	**Chapter 4** Read, study, and discuss Group Activity Blackboard Discussion Activity **Chapter 15** Read, study, and discuss *Begin Working on Dyslexia Training Module (TEA Mandated)*	Blackboard Discussions due for Chapter 2, 4, and 15 **Application Assignment:** Secondary Transitioning *due by Sunday, 11:55 PM on Blackboard.*
9/22/14	Exam 1 (Chapters 1,2, 4, and 15) *Continue Working on Dyslexia Training Module (TEA Mandated)*	Deadline for all Exam 1 chapter discussions.
9/29/14	**Chapter 5** Watch DVD on Learning Disabilities Students to take notes on form provided and discuss *Continue Working on Dyslexia Training Module (TEA Mandated)*	

10/06/14	**Chapter 6** Featured teacher, pages 195 – 197 Read, study, and discuss Group Activity Blackboard Discussion Activity	
10/13/14	**Chapter 7; DVD Autism** Students to take notes on form provided and discuss Featured teachers – pages 233 - 235 Blackboard Discussion Activity *Begin Working on Senate Bill 460 Training (TEA Mandated)*	*Assignment:* *Dyslexia Assignment due by Sunday, 11:55 PM on Blackboard.* Bb Discussion due for Chapters 6 and 7
10/20/14	Exam 2 (Chapters 5, 6, & 7) *Continue Working on Senate Bill 460 Training (TEA Mandated)*	Deadline for all Exam 2 chapter discussions.
10/27/14	**Chapter 9** Featured teacher – pages 311 – 312 Group Activity **Chapter 10** Read, study, and discuss Educational Approaches Blackboard Discussion Activity	*Assignment: Senate Bill 460 Training due by Sunday, 11:55PM*
11/03/14	**Chapter 11** Watch DVD on Physical Disabilities and discuss Featured teacher – pages 405 – 407 Blackboard Discussion Activity	Bb Discussions due for chapters 9, 10, and 11
11/10/14	Exam 3 (Chapter 8, 9, 10, and 11)	Deadline for all Exam 3 chapter discussions
11/17/14	**Blackboard Day** **Specific Project Presentation/PowerPoint via Blackboard Discussion Forum**	All presentations should be posted by 5:00 PM; our class time. . You are also required to respond to at least two of your classmates' presentations.
11/24/14	**Chapter 12** Watch DVD – Community Based Outing Featured teacher – pages 418 - 419 Blackboard Discussion Activity	.

12/1/14	**Chapter 14** Featured teacher – pages 493 - 495 Selecting toys – pages 498 - 499 (Bring toy magazines to class) Blackboard Discussion Activity **Chapter 3** Guest Speaker – From a Parents Perspective	Bb Discussions for all chapters are due Sunday by 11:55 PM
12/08/14	**FINAL EXAM and Course Reflection**	

The instructor reserves the right to modify this syllabus and course agenda and will notify the class of any changes in a timely manner.

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	**1.Reading Instruction** *Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.*	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations	Exam, Dyslexia Training Module
II, IV	**2. Code of Ethics**	Texas Educators' Code of Ethics TAC§ 247.2	
I, II, III	**3. Child Development**	Programs will teach a variety of theories for child development.	*Exams I, Discussions, Lecture*
I, II, III,	**4. Motivation**	Programs will select from a variety of theories and methods appropriate for teaching motivation.	*Final*
I, II, III	**5. Learning Theories**	Programs will teach a variety of learning theories	*Exam I, Exam II, Final, Field Paper*
I, III	**6. TEKS Organization,**	http://ritter.tea. state.tx.us/teks/	
I, III	**7. Content TEKS**	http://ritter.tea. state.tx.us/teks/	
I, II, IV	**8. TAKS Responsibilities**	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, II, III	**9. Curriculum Development and Lesson Planning**	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	*Lecture, Discussion*
I, III	**10. Classroom Assessment and Diagnosing Learning Needs**	Programs will select from a variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	*Lecture, Discussion, Exams*
II, IV	**11. Classroom Management**	Programs will select from a variety of theories & methods appropriate for teaching classroom management.	*Lecture, Discussion, Blackboard, Exam 1, Senate Bill 460 Training*
I, II, III, IV	**12. Special Populations** ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	**A. ESL/ Bilingual ELPS** 1. learning strategies 4. reading 2. listening 5. writing 3. speaking **B. G/T** 1. Learner characteristics and development 3. Socio-cultural influences 2. Instructional strategies 4. Identifying GT **C. Special Education** 1. Acronyms/Terms 4. Parent Involvement 2. Modifications/ Accommodations 5. Discipline 3. Inclusion	*Exams, OHI project, Research Project, Senate Bill 460 Training*
III, IV	**13. Parent Conferencing and Communication Skills**	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	Exam 1, Exam III
I, III	**14. Instructional Technology** http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	**SBEC Technology Standards for All Teachers** 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	**Lecture, Discussion, Blackboard**

I, III, IV	**15.Pedagogy/** **Instructional Strategies** *http://olc.spsd.sk.ca/DE/PD/instr/index.html*	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	Lecture, Discussion, Blackboard, Exams, Senate Bill 460 Training
I, II, III, IV	**16. Differentiated Instruction**	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	Lecture, Discussion, Blackboard, Research Project, Exams
IV	**17. Certification Test Preparation** (6 clock hrs required)	Testing study guides, standards, frameworks, competencies www.texes.ets.org	Discussion, Lecture

Assignment Descriptions and Rubrics

Week 3 Application Assignment: Philosophy of Teaching/Education

The purpose of the Philosophy of Education is to provide you with a framework for exploring your education specialization, either as a General Education or Special Education Educator. You will engage in a continuous and collaborative learning process with professors and colleagues as you construct a base of knowledge in which to ground your own professional philosophy. You will use reflection and critical perspectives to refine and develop this philosophy over the course of your program, informed by your understanding of professional ethics and your growing identification and involvement with your specialization field.

The following questions may help to guide the development of your philosophy:
1. What is the purpose of education?
2. What are the essential elements defining special education?
3. What does it mean to be a professional educator in your specialization?
4. What are your beliefs about learning and teaching and how they interrelate in regards to the impact of disabilities?
   a. What are the roles and responsibilities of the teacher?
   b. What are the roles and responsibilities of the learner?
5. What is important for you to consider about the learners with whom you will interact as a teacher?
6. What is important for you to consider about the community within which you will operate as a teacher? With whom will you need to cooperate and collaborate in order to be effective?
7. Keeping in mind Houston Baptist University's mission of positive social change, how do you plan to effect positive social change in your work as a professional educator?

Assignment length of 3 – 5 pages and APA formatting is required. Submit this assignment via the **Assignment submission**

Week 4 Application Assignment: Secondary Transition

This week, you will begin to explore the services, processes, and documents related to transitioning secondary students with disabilities from school to adult life.

To provide a comprehensive, in-depth understanding of transition, visit one or more of the following websites:

- National Center on Secondary Education and Transition: http://www.tea.state.tx.us/index2.aspx?id=2147496883
- Council for Exceptional Children: http://www.cec.sped.org/
- (From this main page, search for Transition.)
- Great Schools: Transition Planning for Students with IEPs: http://www.greatschools.org/special-education/health/873-transition-planning-for-students-with-ieps.gs?page=1

Explore the site you have selected, and search for information on the following topics:

- IEP and Transition Planning
- Dropout and Graduation
- Parent/Professional Collaboration
- Career Guidance and Exploration
- Self-Determination for Middle and High School Students
- Instructional Strategies

Once you have completed your web exploration, respond to the following questions, being sure to address each point thoroughly and citing appropriate Learning Resources to support your response:

- What is transition?
- What are the factors that contribute to effective transition?
- How does Texas and local school districts meet the challenges of creating an effective transition program for students with disabilities?

Assignment length of 2–3 pages and APA formatting is required.

Submit this assignment via the **Application Assignment submission link** by **Sunday** of this week using the following file name"WK4 APP+last name+first initial.doc", (for example...WK4APPFontenotC.doc).

Rubric: Application Assignments

Quality of Work Submitted	A: Exemplary A = 94-100; A- = 90-93	B: Proficient B+ = 87-89; B = 83-86; B- = 80-82	C: Minimal (needs improvement) C+ = 77-79; C = 73-76; C- = 70-72	F: Work Submitted but Unacceptable F = 69 and below
Adherence to Assignment Criteria **30% of Grade** *The extent to which work meets the assigned criteria.*	Assignment meets or exceeds all criteria.	Assignment meets all criteria.	Assignment mostly meets the criteria.	Assignment does not meet the criteria.
Assimilation and Synthesis of Ideas **50% of Grade** The extent to which the work reflects: Understanding of the assignment's purpose	Student's work demonstrates a clear and deep understanding of the assignment's purpose.	Student's work demonstrates a solid understanding of the assignment's purpose.	Student's work demonstrates some understanding of the assignment's purpose.	Student's work demonstrates little or no understanding of the assignment's purpose.
Understanding of material presented in course videos,	Key concepts are addressed with exceptional breadth and depth.	Key concepts are addressed with reasonable breadth and depth.	Key concepts are identified but are only partially developed.	Key concepts are misidentified and/or significantly

readings, Web resources, and discussions *Application, analysis, and synthesis of concepts/strategies presented*	Reference to course readings, videos, and other resources is purposeful, accurate, and extensive.	Reference to course readings, videos, and other resources is appropriate and reasonably thorough.	Reference to course readings, videos, and other resources is limited in scope and quality.	underdeveloped. Reference to course readings, videos, and other resources is inappropriate or missing.
	Student's work shows abundant evidence of insightful reflection and sophisticated critical thinking throughout.	Student's work shows evidence of reflection and critical thinking throughout.	Student's work shows some evidence of reflection and critical thinking.	Student's work shows little or no evidence of reflection and critical thinking.
College-Level Writing and Mechanics 20% of Grade *The extent to which the writing demonstrates coherence and clarity of thought; effective organization and expression of ideas; use of proper grammar and writing mechanics; and use of APA format in resource citations.*	Writing is exceptionally clear, coherent, well organized, and logical.	Writing is generally clear, coherent, and well organized.	Writing is coherent but loosely organized and sometimes lacks clarity.	Writing lacks coherence and organization.
	Citations, references, and formatting adhere to APA guidelines, with virtually no errors.	Citations, references, and formatting adhere to APA guidelines with a few minor errors.	Citations, references, and formatting generally adhere to APA guidelines, but errors are significant.	Citations, references, and formatting do not adhere to APA guidelines.
	Virtually no errors in grammar, mechanics or syntax are present in the assignment.	A few minor errors in grammar, mechanics, or syntax are present in the assignment.	Significant errors in grammar, mechanics, or syntax are present in the assignment.	Extensive errors in grammar, mechanics, or syntax make it difficult to read the assignment.

Week 7 Assignment: Dyslexia Training Module on Blackboard

The Texas Education Agency mandates that all certification-seeking students receive training related to dyslexia and state guidelines for the assessment, identification, and instruction of dyslexia. HBU College of Education and Behavioral students will complete this training online. The training modules are **available to you on Blackboard** and must be completed prior to the end of this course. The **HBU Dyslexia Training** consists of 4 learning modules (see **Learning Modules** on the Course Menu):

- Chapter 1: Definitions & Characteristics of Dyslexia
- Chapter 2: Procedures for Assessing Students for Dyslexia
- Chapter 3: Referral to Special Education
- Chapter 4: Instruction for Students with Dyslexia

Each learning module contains an introduction with objectives, PPT/PDF lecture files, learning resources (activities, web links, and videos), and a quiz. The quizzes contain 10-20 questions, and you may take the quizzes multiple times.

Requirements for Completion

1) You must score **at least 80% on all quizzes**. When you have completed all 4 modules with at least 80% on the quizzes, **a Blackboard assignment** (Submission for Certificate) will be released to you. There will be a link in the Chapter 4 module and on the Course Menu.

2) You must **submit the Blackboard assignment** to notify me that you have completed the training. At which time, you will receive a certificate of completion. If you are taking additional courses in the College of Education and Behavioral Sciences, you can print your certificate of completion and give to your professors for extra credit. You must present the **certificate of completion prior to finals** in order to receive extra credit points in your courses.

Week 9 Assignment: Mental Health Assignment –Senate Bill 460 Training On Blackboard

The Texas Education Agency mandates that all educators are required by the Texas Mental Health Senate Bill 460 to learn how to identify students at risk of suicide or with other mental or emotional disorders and provide positive behavioral interventions and support in an educational setting. This includes teachers, administrations, counselors, and all other staff members.

The COEBS is requiring all students to complete this training online by the end of the course. The training module is available to you on Blackboard. Upon completion a copy of the certificate will be placed in your file to indicate completion of all TEA mandated training.

For your completion of the Online SB 460 Training, it will be at your other professors' discretion to apply 5 points of extra credit to an exam **or** assign this requirement as a course assignment. Each professor will require you to show your certificate of completion prior to finals in order to receive credit for the training.

Requirements for Completion

The SB 460 Training consists of one Learning Module. Upon completion of the module, you are required to do the following:

(1). You must submit a Reflection of your learning, utilizing the Brown and Irby Reflection Cycle, via Blackboard to notify me that you have completed the training. At which time I will place a certificate of completion in your SB 460 training gradebook.

(2). Upon receipt of your certificate, please submit your certificate via the assignment link in our class (EDSP 5302) to receive your grade.

Week 12 Application Assignment: Specific Research Project

This paper **and** PowerPoint will present information regarding one of the following Health Impairments that would qualify students under the Other Health Impairment eligibility:

Choose a topic from below. You can also go outside of the list below; however, approval is needed from the professor.

Prader-Willi Syndrome
Tourette's Syndrome
Down Syndrome
Angleman Syndrome
Fragile X Syndrome
Hydrocephalus
Epilepsy
AD/HD
Hemophilia
Nephritis
Rheumatic Fever
Sickle cell Anemia
Diabetes
Fetal Alcohol Syndrome

_Requirements__:_ Write 3 to 4 pages in length utilizing APA formatting: which includes but is not limited to double spaced, 1" margins (left, right, top, and bottom), Times New Roman style writing, font size 1, cover page, in-text citations, and a reference page.

Research Paper and PowerPoint must address the following: (1) characteristics of the syndrome, (2) causes, (3) treatment options, (4) effects on the child for learning and (5) recommendations for teachers.

Name _____
Project Title _____ Time: _____

Research Project Rubric

Content and Development 80 points	Points Earned /80
	Additional Comments:
1. **Research and <mark>write a report and prepare a PowerPoint</mark>** on one of the following aspects of teaching special education: • Prader-Willi Syndrome • Tourette's Syndrome • Down Syndrome • Angleman Syndrome • Fragile X Syndrome • Hydrocephalus • Epilepsy • AD/HD • Hemophilia • Nephritis • Rheumatic Fever • Sickle cell Anemia • Diabetes • Fetal Alcohol Syndrome	

2. **Must be 3 to 4 pages in length** (5 pts) 3. **Address the following:** • Characteristics of the syndrome (5 pts) • Causes (20 pts) • Treatment options (20 pts) • Effects on the child for learning (15 pts) • New knowledge gained from research (10 pts) • Recommendations for teachers (5 pts)	
Mechanics **10 Points**	**Points Earned** **/10**
• Appropriate tone is used. (2 pts.) • Sentences are complete and clear (2 pts.). • Spelling is correct. (2 pts.) • APA guidelines are followed: double spacing, Times New Roman style writing, font size 12, in-text citations, cover page, and reference page. (4 pts.)	
PowerPoint Presentation **10 Points**	**Points Earned** **/10**
• Organized ideas in a logical way (4 pts.) • Use of Visual Aids and Technology (2 pts.) • Pictures and graphics improved the presentation or reinforced main points (2 pts.) • Effective Delivery and remained within the allocated time frame (2 pts.)	
Total **100 Points**	**Points Earned** **/100**
Overall Comments:	