



SPED 2301.06 INTRODUCTION TO SPECIAL EDUCATION
FALL SEMESTER 2017
ONLINE

SPD 2301 is a required course for Special Ed. EC-12 and 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.

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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, 6th Edition. 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: The textbooks will also be required for SPED 3301 Learning and Instruction for Children with Disabilities.

Before beginning any assignments, go to the Blackboard course and read “Getting Started”.

Standards Matrix:

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

instructional arrangement			<u>2.22k, 3.9k</u> <i>CEC Core- #5 Planning and Managing the Teaching and Learning Environment</i> <i>CF 5, DDP 6, 9</i>
#5 Define and describe special education services and supports	Text readings, Podule videos, and class discussions	Video analysis Tests	<u>Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k,</u> <u>EC-12- 1.14k</u> <i>CEC Core- #5</i>
#6 Observe and describe elements and interactions that support collaborative models and professional roles	Text readings, Podule videos, civic engagePent, and class discussions	Video analysis Tests	<u>Spec. Ed.- 3.3k, 3.5k,</u> <u>EC-12-4.1k,4.2k 4.4k,</u> <i>CEC Core- #7</i> <i>Communication and Collaborative Partnerships</i> <u>CE 5</u> <u>DDP 1.2</u>
#7 Adhere to standards of ethical practice, confidentiality, and professional conduct	&lass discussions and civic engagement activities	Video Analysis Tests	<u>Spec. Ed.- 2.5k, 3.6k,</u> <u>EC-12 4.14k</u> <i>CEC Core- #7</i> <i>Communication and Collaborative Partnerships & #8 Professionalism and Ethical Practices</i> <i>CF 5, DDP4</i>
#8 Recognize approaches, current trends and issues in special education	Text readings, class discussions, group reports, and professional development activities	Video analysis Tests	<u>Spec. Ed.-10.1k, 10.2k, 6.1k</u> <u>NETS ISTE Standard # 3</u> <u>EC-12 2.6k, 2.16k, 2.18k</u> <i>CEC Core-#1, #2, #4,#5,#6, #7, #8</i> <i>CF 5, DDP-3</i>

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>

College of Education Information

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' 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)

Course Format

Through presentation videos, Blackboard discussion board and class discussions, group activities, text readings, and 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.
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 **NOT** be recorded.*

1. **Deadlines/Participation.** 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. Weekly assignments are due before Sunday at 11:59 pm.
2. **Research Report:** Each student will select a disability to research and complete a 10 page research paper including citations and references. References must be from peer referred journals or websites which include the extension of .edu or .gov. No references to Wikipedia will be accepted. All in text citations and references must be in APA (American Psychological Association) style formatting. The teacher handout is a one page brief overview of the important points of the paper that could be used to summarize the paper if you presented it to a group of teachers. This will be placed at the end of the paper as an appendix and is included in the 10 page limit. The emphasis of this assignment is to explore the impact of various types of disabilities on the social, educational and career experiences of individuals with disabilities. Students may choose to work with a partner or to complete the paper independently.
3. **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 reflections is worth 100 pts.
4. **Tests.** There will be weekly online quizzes throughout the semester; additionally you *may* have a mid-term and a final exam.
5. **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.
6. **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 or online 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.
7. **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.
8. **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** for this class!
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.

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

Please NOTE: minor adjustments/additions may be made to Assignments. You will be provided adequate time to prepare. The grading scale is as follows:

Grading Scale

A = 92% - 100%

B = 84% - 91%

C = 75% - 83%

D = 67% - 74%

F = Below 67%

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.

Assignment	Percent
Assignments	30
• PowerPoint - Autobiography	
• Video Analysis	
• Create a Timeline	
• People First Language	
• Celebrating 35 Years	
• I Didn't Know That	
• Crossword - SPED for All	
• Dr. Hehir	
• Graphic Organizer - RTI	
• PowerPoint - Diversity	
• Crossword - Diversity	
• Article Critique	
• Dialogue with a Parent on SLD	
• Graphic Organizer - ADD	

• PowerPoint - Instructional Approaches	
• Video Analysis Dialogue	
• PowerPoint - Autism	
Discussions	20
• My Slogan	
• Willowbrook	
• Understanding Evaluation Process	
• Far from the Tree Chapter VII	
• Intellectual Disability	
• Far from the Tree Chapter IV	
• Video Analysis on Autism	
Quizzes	20
• Unit 1 Quiz	
• Unit 5 Quiz	
• Autism Quiz	
Exam	15
• Mid-term	
• Final	
Research Paper	15
Total Percent	100

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 am-7:00 pm

Friday: 8:00 am-3:00 pm.

Sunday: 2:00 pm-7:00 pm

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.

Policy for Students with Disabilities

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Students with Disabilities and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act

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>

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - [Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION \(Not applicable to online format\)](#)
 - [Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE](#)

DURING EXAMS (Not applicable to online format)

- **Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES (Not applicable to online format)**

- Visitors in the Classroom- Only registered students may attend class.
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.

Recommended Readings (Journals)*Behavioral Disorders**Exceptional Children**Teaching Exceptional Children**Journal of Learning Disabilities**Learning Disabilities Quarterly**Remedial and Special Education**Education and Training in Developmental Disabilities**Focus on Autism and Developmental Disabilities**Young Exceptional Children**Research and Practice in Severe Disabilities**Journal of Special Education**Education and Treatment of Children*

Date	Chapter Title	Due
Each unit runs for two weeks. However, there are assignments due each week on or before each Sunday at 11:59pm. This course requires nine (9) hours of study per week!		
Week 1 Introduction Week of August 27 th	Obtain textbooks Review syllabus	<ul style="list-style-type: none"> • Create a PowerPoint • Complete the discussion regarding your personal motto • Due by September 3, 2017 at 11:59pm
Week 2 Unit 1 Week of September 3 rd	Teaching Every Student: A Mandate for Today	<ul style="list-style-type: none"> • Read the chapter titled "Teaching every student: A mandate for today" in your textbook • Watch the videos for this unit • Complete the analysis of both videos and submit as an attachment in one document • Complete the quiz • Due by September 10, 2017 at 11:59pm
Week 3 Unit 1 Week of September 10 th	Teaching every student: A mandate for today	<ul style="list-style-type: none"> • Read the article on "People First Language" • Complete the People First Language Assignment • Due by September 17, 2017 at 11:59pm
Week 4 Unit 2 Week of September 17 th	The Legal Foundation for Special Education	<ul style="list-style-type: none"> • Read the chapter, "The Legal Foundation for Special Education" in your textbook • Watch the video on "Celebrating 35 years of IDEA" • Complete the script with the parent regarding IDEA • Due by September 24, 2017 at 11:59pm
Week 5 Unit 2 Week of September 24 th	The Legal Foundation for Special Education	<ul style="list-style-type: none"> • Watch the video, "The Poor Conditions of Willowbrook State School for the Mentally Disabled" • Complete the discussion on the video, "The Poor conditions of Willowbrook State School for the Mentally Disabled" • Answer the "I didn't know that!" Unit question

		<ul style="list-style-type: none"> • Due by October 1, 2017 at 11:59pm
Week 6 Unit 3 Week of October 1 st	The Response to Intervention, Referral, and Placement Process	<ul style="list-style-type: none"> • Read the chapter, "The Response to Intervention, Referral, and Placement Process" • Read the article, "Understanding the Evaluation Process for Special Education" • Complete the discussion on "Understanding the Evaluation for Special Education" • Complete the crossword puzzle and submit as an attachment • Due by October 8, 2017 at 11:59pm
Week 7 Unit 3 Week of October 8 th	Disability in <i>Far From the Tree</i>	<ul style="list-style-type: none"> • Read chapter VII, "Disability Far From the Tree" • Complete the discussion on "Disability Far From the Tree" • Watch the webinar on RTI • Complete the modification question on Dr. Hehir's talk • Read "Graphic Organizers Explained" • Complete the graphic organizer on RTI • Due by October 15, 2017 at 11:59pm • <i>Start planning your research paper now</i>
Week 8 Unit 4 Week of October 15 th	Cultural and Linguistic Diversity: Issues in Education Study for Comprehensive Exam	<ul style="list-style-type: none"> • Read the chapter, "Cultural and Linguistic Diversity: Issues in Education" • Create a PowerPoint • Complete the Article Critique of Classroom Conversations • Complete the Crossword puzzle • Complete the midterm exam • Due by October 22, 2017 at 11:59pm • <i>Are you working on the research paper? Send me an email and tell me how it's going.</i>
Week 10 Unit 5 Week of October 22 nd	Students with Learning Differences Affecting Achievement	<ul style="list-style-type: none"> • Read the chapter, "Approaches to Instruction for Students with Learning Differences" in your textbook • Review the website information on SLD in Math • Complete the dialogue with the parent and submit as an attachment • Read the document, "What is a Graphic Organizer?" • View the two videos on ADD by Russell Barkley • Create a graphic organizer for one of the ADD videos: Submit as an attachment (PowerPoint or Word document) • Submit signature paper for field experience documentation • Due by October 29, 2017 at 11:59pm

Week 11 Unit 5 Week of October 29 th	Far From the Tree Chapter IV Down syndrome	<ul style="list-style-type: none"> • Complete the quiz • Complete the discussion question on chapter IV from Far From the Tree • Watch the videos on intellectual disability • Complete the discussion on intellectual disability • Due by November 5, 2017 at 11:59pm • <i>Are you having problems with writing the draft of your paper? Would you like to meet with me to talk about it? Send me an email and we can set an appointment.</i>
Week 12 Unit 6 Week of November 5 th	Approaches to Instruction for Students with Learning Differences	<ul style="list-style-type: none"> • Read the chapter, "Approaches to Instruction for Students with Learning Differences" in your textbook • Review the video on Dyslexia • Review the reading, "Setting People Straight" • Review the reading, "Dyslexia and Keyboarding" • Complete video analysis dialogue with parent and submit • Create a PowerPoint that provides information on interventions or teaching approaches that address learning differences. Remember to include text, photos, and videos • Due by November 12, 2017 at 11:59pm
Week 13 Unit 6 Week of November 12 th	Work on research paper	<ul style="list-style-type: none"> • <i>Submit research paper. No late papers will be accepted. Please do not even ask!</i> • Due by November 26, 2017 at 11:59pm
Week 14 Unit 7 Week of November 26 th	Students with Autism Spectrum Disorders	<ul style="list-style-type: none"> • Read the chapter, "Students with Autism Spectrum Disorders" in your textbook • Complete the discussion on the videos • Create a PowerPoint on one of these topics related to autism: visual systems of structure, social stories, Picture Exchange Communication System, Elopement • Complete the quiz • Due by December 3, 2017 at 11:59pm
Week 15 Week of December 3 rd		<ul style="list-style-type: none"> • Final exam due by Sunday, December 3, 2017 at 11:59pm

Research Report

References to include, but not limited to:

- Five (5) peer reviewed journal articles from the Newton Gresham Library Database
- One (1) reputable website from a .edu or .gov ,
- One (1) chapter in a book or a complete book other than your textbook-
- For a total of seven (7) references (minimum)

Disability Intervention Report Outline:-

- Description of the Disability
 - Characteristics
 - Causes
- Impact of the Disability on the Family
- Impact of the Disability on the Teacher and Classroom
- Research Based Interventions- describe and discuss
- Assistive Technology to Assist Student
- Effective Family Partnerships
- References
- Handout for Teachers (If you were presenting this to a group of faculty members what would you give them to remind them of the important points of the paper? A brochure? A notes page?)

You can use these numbered sections as headings in your research report (see the Purdue Website for information on how to use headings <https://owl.english.purdue.edu/owl/>)

Research Paper Submission: Submit the research paper through Blackboard. Make sure that you review the rubric before 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 referred 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 Google 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 NOT include the research report. 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. There are no makeup tests! Tests are developed through the publisher of your textbook. As on the State Licensure 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 carefully and thoroughly. 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.

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.

Assignments must be submitted in Microsoft Word 2003 version or later or RTF (Rich Text Format).