SPED 2301 INTRODUCTION TO EXCEPTIONALITY
FALL 2017

SPED 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:	Dr. Jaime Betancourt Durán, Ph.D. P.O. Box 2119/SHSU Huntsville, Texas 77341
	Phone: 936-294-1122 **Email**: jbd023@shsu.edu
	Office: TEC- Rm 127 C **Office Hours**: online, through Blackboard: Virtual Office or by appt.

Course Time/Location: Online

Course Description: Issues and trends in special education are examined. An overview of the characteristics of persons with disabilities is also presented. This course consists of essential issues and theories relating to special education. Special emphasis is placed upon multi-cultural and legal issues in the field of 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*: The textbooks may 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: 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	Text readings, module videos, and class discussions	Video Analysis Tests Research Paper	Spec.Ed. 4.1k, 4.3k, 4.6k,4.8k,4.9k,4.10k EC-12 Prof. Dev.- 1.2k, 1.3k, 2.23k *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	Text readings, module videos, group reports, and class discussions	Video Analysis Tests Oral presentation	Spec.Ed. 1.1k, 1.5k, 1.6k, 1.7k, 1.8k,1.9k EC-12 Prof.Dev.-4.1k, 4.2k, 4.3k, 4.13k, 4.14k, *CEC Core-#1 Foundations* **CF 5, DDP 4**
#3 Identify and define elements utilized for IEP and program development	Text readings, module videos, and class discussions	Video analysis Tests	**Spec.Ed. 5.4k, 5.5k,6.3k, 6.4k, 6.8k, 6.9k,** **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	Text readings, module videos, 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	Text readings, module videos, 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	Text readings, module videos, civic engagement, and class discussions	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, and professional conduct	Class discussions and 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	Text readings, class discussions, group reports, and 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

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. (CF3)
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.

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.

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 each Tuesday at 11:59 pm unless otherwise noted in Blackboard.**

2. *Research Report:*

   - Each student will select a disability to research and complete a **<u>10-page</u>** research paper. The 10 pages does not include the coversheet, references or appendices.
   - References must be from peer reviewed journals, books, or websites which include the extension of .edu or .gov. No references to Wikipedia will be accepted.
   - The research paper must be written in American Psychological Association (**APA) style formatting**, which means the paper must include a **cover sheet, in-text citations, references, and an appendix**; an abstract will not be required.
   - The paper must be accompanied by a **one-page teacher handout**. The teacher handout is a one-page brief overview of the important points of the paper that could be used to summarize the paper it were presented to a group of teachers. This will be placed at the end of the paper as an appendix and is **not 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. *Multimedia Presentations:* You will create different multimedia presentations for your classmates and teacher to view. These are graded assignments.

4. *Article Analysis:* Article analysis papers are designed to assess your ability to make connections between the concepts you read and your life experiences, the course text, and other resources. The analysis should reflect your past, present, and future thoughts about the topic and how these may have changed in relationship to your readings and discussions on the topic. See rubric.

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

6. *Video Analysis:* 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 they matter. An excellent video analysis makes connections to other readings and discussions. See rubric.

7. *Discussion Board.* 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 online discussion boards. You should respond to at least two group members and use the quote function so the teacher can know what you are responding to. If you are unsure of how to use the quote function, please contact the IT Helpdesk. See rubric.

8. *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.

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

10. *Cell Phone Policy*: Not applicable

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

Expectations: 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. All assignments have assigned points, but if an assignment is selected for exclusion, you will see a checkmark in MyGrades. If you do not complete the assignment by the due date and the assignment is not graded, your participation grade will be reduced. 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:

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

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

Resources

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
Farrington Building , Suite 111
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.

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 DISABIITIES

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): This class includes an embedded librarian. Please consult her to determine the best journals for your research topics.

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 Title	Due
*the bolded dates in this column are the due dates for completion of all assignments in the unit.		• **Each unit runs for two weeks.** However, there are assignments due each week on or before each Wednesday by 11:59 pm. • **This course requires 9 hours of study per week!**
Week 1 *Introduction* *8/23-8/29*	Obtain textbooks. Review syllabus.	• Create your autobiographical multimedia presentation • Complete the discussion regarding your personal motto.

Week 2 *Unit 1.1* 8/30-**9/5**	Ch1- Teaching Every Student: A Mandate for Today.	• Read the chapter titled "Teaching every student: A mandate for today" in your textbook. • Watch the videos for this unit • 1.1- Complete the **video analysis** of both videos and submit as an attachment in <u>one document</u>. • 1.1- Complete the **quiz** • Read the article on "People First Language" • **9/4 Labor Day Holiday**
Week 3 *Unit 1.2* 9/6-**9/12**	Ch1- Teaching Every Student: A Mandate for Today	• • 1.2- Complete the **People First Language** Article Analysis • Read the Story of Intellectual Disability Timeline • 1.2- Create a **Timeline** • **9/8- Last day to drop w/ 100% refund (Census)**
Week 4 *Unit 2.1* 9/13-**9/19**	Ch. 2- The Legal Foundation for Special Education	• Read the Chapter: "The Legal Foundation for Special Education" in your textbook. • Read "How to Request an Initial Evaluation for Special Education Eligibility" • 2.1- Complete SPED Evaluation Script **article analysis** • Watch the video on "Celebrating 35 years of IDEA" • 2.1- Complete the Celebrating 35 Years of IDEA **video analysis**
Week 5 *Unit 2.2* *9/20-**9/26***	Ch. 2- The Legal Foundation for Special Education	• Watch the video "Unforgotten: Twenty-Five Years after Willowbrook" • 2.2- Complete the Willowbrook **discussion** • 2.2- Answer the "I didn't know that!" **article analysis**.
Week 6 Unit 3.1 9/27-**10/3**	Ch. 3- The Response to Intervention, Referral, And Placement Process	• Read the chapter, The Response to Intervention, Referral, and Placement Process. • Read the article: Understanding the Evaluation Process for Special Education • 3.1- Complete the **discussion** on Understanding the Evaluation for Special Education • Read "Graphic Organizers Explained" • Read "What is RTI and Why Should We Care?" • 3.1- Complete- Graphic Organizer for RTI- **article analysis**
Week 7 Unit 3.2 10/4-**10/10**	Ch. 3- The Response to Intervention, Referral, And Placement Process Ch. VII Disability- *Far from the Tree*	• Read chapter VII on Disability in Far from the Tree • Complete the **discussion** on Disability from *Far from The Tree* • Watch the webinar What is RTI? • Complete modification question on Dr. Hehir's talk- **video analysis** • **Start planning your research paper now**
Week 8 *Unit 4.1* *10/11-**10/17***	Ch. 5- Cultural and Linguistic Diversity: Issues in Education	• Read the chapter: Cultural and Linguistic Diversity: Issues in Education • 4.1- Complete a Diversity **multimedia presentation** • Read the article Classroom Conversations: Opportunities • 4.1- Complete the **article analysis** of Classroom Conversations

Week 9 *Unit 4.2* *10/18-**10.24***	Study for Comprehensive Exam	• *Complete the midterm exam* • **Are you working on the research paper? Send me an email and tell me how it's going.**
Week 10 *Unit 5.1* 10/25-**10/31**	Ch. 6- Students with Learning Differences Affecting Achievement	• 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- **article analysis** • View the two videos on ADD by Russell Barkley • Complete ADD **video analysis**
Week 11 *Unit 5.2* *11/1-**11/7***	Ch. 6- Students with Learning Differences Affecting Achievement Chapter IV Down Syndrome- Far from the Tree	• Read Chapter IV in Far from the Tree • Complete the **discussion** question from Far from the Tree Chapter IV • Watch the videos on Intellectual Disability • Complete the **discussion** on Intellectual Disability • Complete the **quiz** • *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.*
Week 12 *Unit 6.1* 11/8-**11/14**	Approaches to Instruction for Students with Learning Differences	• Read the chapter in your text: "Approaches to Instruction for Students with Learning Differences". • Review the video on Dyslexia • Review the reading, "Setting People Straight" • Review the reading, "Dyslexia and Keyboarding" • 6.1- Complete **video analysis** dialogue with parent and submit • 6.1- Complete a **multimedia presentation** that provides information on interventions or teaching approaches that address learning differences. Remember to include text, photos, videos and voiceover.
Week 13 *Unit 6.2* *11/15-**11/21***	Work on Research Paper	• Submit research paper… No late papers will be accepted. Please do not even ask!
Week 14 Unit 7.1 Thanksgiving Break 11/22-11/26 11/27-**12/1**	Ch. 10- Students with Autism Spectrum Disorders	• Read the chapter in your textbook, Students with Autism Spectrum Disorders • Complete the **discussion** on the videos • Create a **multimedia presentation** on one of these topics related to autism: visual systems of structure, social stories, Picture Exchange Communication System, Elopement. • Complete the **quiz**
Week 15 12/4-12/7		• Final Exam Due TBA

Assignments:
- o Video Analysis- 6 @ 15 points each, weighted at 20%
- o Article Analysis- 5 @ 25 points each, weighted at 20%
- o Discussions- 6 @ 15 points each, weighted at 20%
- o Research Report, weighted at 20%
- o Multimedia Presentations- 3 @ 20 points each, weighted at 10%
- o Tests and Quizzes- 5 @ various points, weighted at 10 %

Weights add to 100%

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

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Research Report:

Disability Intervention Report Outline-Include in References 5 Peer reviewed journal articles, 1 reputable website from a .edu or .gov, 1 book other than the texts. Use APA headers

1. Title Page
2. Introduction
3. Description of the Disability
   a. Characteristics
   b. Causes
4. Impact of the Disability on the Family
5. Impact of the Disability on the Teacher and Classroom
6. Research Based Interventions- describe and discuss
7. Assistive Technology to Assist Student
8. Effective Family Partnerships
9. Closing/Conclusion
10. References
11. 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 note 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/**)

Reference List- include at least 5 journal articles from the Newton Gresham Library Database, 1 reputable Internet site from a .edu or .gov, and 1 chapter in a book or a complete book other than your textbook (a total of 7 references).

Research Paper Submission: Submit the research paper through Blackboard. Make sure that you review the rubric before **writing your paper and visit the writing center 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 Goggle Scholar.

7.   To search, fill in the blanks under "FIND" with pertinent topics, one for each blank. I usuallyuse 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 of their website if you need help. Remember, you can consult with the embedded librarian if you have questions about finding research.

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 <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! Write according to the **rubric**.

Assignments must be submitted through Blackboard. Assignments will not be accepted through any other medium, neither hard copy or shsu.edu emails will be accepted.

<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>

Assignments must be submitted in Microsoft Word 2003 version or later or RTF (Rich Text Format). Do not submit assignments to the discussion board using an MS Word doc. You may develop your response in MS Word and Cut and Paste it into the discussion board.