



**SPED 3301-01 LEARNING AND INSTRUCTION FOR CHILDREN WITH DISABILITIES
SPRING SEMESTER 2018**

TEACHER EDUCATION CENTER 113

SPED 3301 is a required course for Special Ed. EC-12 and EC-6 Generalist Teacher Certifications
College of Education

Department of Language, Literacy & 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 course provides pre-service teachers with instructional strategies for working with students who are at risk or identified with a disability. Pre-service teachers will demonstrate their knowledge of best practices by analyzing and critiquing various texts (including multimedia) and creating appropriate learning tasks for students at risk or with disabilities. The course will also provide opportunities for pre-service teachers to generate modifications or accommodations to curriculum and instruction to meet the individual needs of learners.

Prerequisite: SPED 2301

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, evaluate, and use resources to explore a topic in-depth.

Important: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).

Text/Readings:

***Required:** Colarusso, R. P., O'Rourke, C. M. & Leontovich, M. A. (2013). *Special education for all teachers*. Dubuque, IA: Kendall Hunt. 978-1-4652-1529-1

***Required:** Solomon, A. (2012). *Far from the tree: Parents, children, and the search for identity*. New York: Scribner. 978-0-7432-3671-3

***IMPORTANT:** SPED 2301 also uses these textbooks: *Special Education for All Teachers* and *Far from the Tree*.

COURSE MATRIX ALIGNMENTS

Objectives / Learning Outcomes	Activities	Performance Assessment	Standards: <u>S-Spa Standard</u> <i>TS-Texas Educator</i> <i>DDP-Diversity and Disposition Proficiencies</i> <i>CF-Conceptual Framework</i> <i>NETS- ISTE NETS Technology Standards</i>
#1 Recognize and describe characteristics of students with specific disabilities	Text readings Class discussions	Video analysis Tests Journal	Spec.Ed. 4.1k, 4.3k, 4.6k, 4.8k, 4.9k, 4.10k EC-12 Prof. Dev.- 1.2k, 1.3k, 2.23k <i>CEC Core- #2 Characteristics of Learners</i> <i>CF 5</i> <i>NETS 3a</i> <i>DDP-1,2,4</i> <i>Nets 3a</i>
#2 Examine and distinguish the protections and requirements of federal laws	Text readings Class discussions Group reports	Video analysis Tests Discussions	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, <i>CEC Core-#1 Foundations</i> <i>CF 5, DDP 4</i>

#3 Identify and define elements utilized for IEP and program development	Text readings 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, <i>CEC Core-#4 Instructional Content and Practice</i> <i>CF 5, DDP 4</i>
#4 Differentiate practices needed to support inclusive instructional arrangement	Text readings C lass discussions	Discussions Tests Video analysis Journal Civic engagement project	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 <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 Class discussions	Video analysis Tests Journals	Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k, EC-12- 1.14k <i>CEC Core- #5</i>
#6 Observe and describe elements and interactions that support collaborative models and professional roles	Text readings Class discussions Civic engagement activities	Video analysis Tests Article Critiques	Spec. Ed.- 3.3k, 3.5k, EC-12-4.1k,4.2k 4.4k, <i>CEC Core- #7 Communication and Collaborative Partnerships</i> <i>CF 5</i> <i>DDP 1,2</i>
#7 Adhere to standards of ethical practice, confidentiality professional conduct	Civic engagement activities	Task Box or journal from tutoring	Spec. Ed.- 2.5k, 3.6k, EC-12 4.14k <i>CEC Core- #7 Communication and Collaborative Partnerships & #8 Professionalism and Ethical Practices</i> <i>CF 5, DDP4</i>
#8 Recognize approaches, current trends and issues in	Texts readings Class discussions Group reports Professional	Tests Discussions Civic engagement	Spec. Ed.-10.1k, 10.2k, 6.1k NETS ISTE Standard # 3 EC-12 2.6k, 2.16k, 2.18k

special education	development activities	reflection Video Analysis	<i>CEC Core-#1, #2, #4, #5, #6, #7, #8 CF 5, DDP-3</i>
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www.sbec.state.tx.us - www.cec.sped.org

<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>

NCATE Accreditation

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



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

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

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

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

Conceptual Framework Statement

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



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

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

College of Education Information:

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

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

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

Course Format:

Through PowerPoint presentations, class discussions, videos, Blackboard Discussion Board, group activities, text readings, class assignments and assessments, the students and instructor will work to achieve course objectives. Supplemental materials will be posted on Blackboard for reference. Participation in discussions is required! This is part of your overall grade.

Course Objectives:

The following objectives will be met during this course. 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 **NOT** be recorded.*

Participation: 5 pts/class

Class attendance and participation are required. 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 quizzes. **Weekly assignments are due before Monday at 10:00 pm.**

Video Analysis and Reflection Papers: 15 pts each

A video analysis and reflection is your take on a video. You are to critique the content of the video and make connections between the video, readings and discussions. Please write your reflection and critique in essay style making sure to support your ideas with evidence from the text, discussions, outside readings or other videos. Some questions that you might want to consider in your analysis:

- Was the video a realistic representation of persons with disabilities? How do you know? If not, what made it unrealistic?
- How does the content of the video resonate with your own experiences regarding people with disabilities? Is it similar, dissimilar and how so?
- How does the information in this video support, contradict or add to the information you read in your text and/or *Far From the Tree*?
- How does what you saw and heard in the video compare to your beliefs about people with disabilities?
- What is the one thing that stood out for you in this video and why?

Quizzes: (87 total pts) There will be seven online quizzes throughout the semester.

Writing Assignments: (15 pts) During Week 1, students will turn in a writing assignment that is not a video critique.

Discussions: (50 pts each)

Discussions in this class are scholarly conversations that include facts, statements with supporting ideas, and citations when necessary. The information sources we use are the texts *Far from the Tree* and the textbook *Special Education for All Teachers*. However, supplemental sources can be used to support ideas presented. Discussions are NOT a place to give your opinion on something *without* substantiating it with outside sources. Be cautious of using personal experiences as they often constitute testimonials which can be highly prejudiced and not as effective as research based evidence.

Directions:

First, read the whole discussion question. **Next**, read the chapter that coincides with the question and mark passages that give you information pertaining to the question. **Third**, answer the question in your own words (paraphrasing what is in the book-----**Do Not Copy it directly from the book** unless you put it in quotes and cite the page number. **Fourth**, post your response to the question. **Finally**, respond to **one** of your classmates' post and add to it, provide another perspective, or clarify their response. Saying, "good job, I agree with your ideas" is not enough. No credit will be given unless all parts of the discussion are posted **and** the reply to your classmate.

- 1) Personal Slogan – See directions under Discussion Board.
- 2) Reading- Crime in Far From the Tree...
 - a) **Select one** issue from the following list
 - i) 3 principles of incarceration
 - ii) High rates of juvenile incarceration
 - iii) Juvenile drug use
 - iv) Mental health diagnosis of juvenile offenders
 - v) Exposure to violence
 - b) **Describe**
 - i) the nature of the issue (what is the problem) and the specific facts of the issue according to Solomon (cite the page number)
 - ii) **explain** why it is important to our society and especially to you as a becoming teacher
 - iii) **explain how** you will approach the issue when you become a teacher-how will you deal with students who have behavior problems in your classroom
- 3) Reading- Deaf in Far from the Tree

Discuss deaf culture. In your response please do the following:

 - a) **Define** (in your own words) Deaf culture
 - b) **Explain** how Deaf culture is different from mainstream culture (saying that "Deaf can't hear and people in mainstream culture can" is not sufficient for credit. Use information from Far from the Tree to **support your ideas** (cite page numbers)
 - c) **Explain** why cochlear implants are so controversial within the Deaf culture
- 4) Reading- Schizophrenia in Far from the Tree
 - a) **Explain how** this assumption is inaccurate: *"If people with schizophrenia would just take their medications they would lead healthy lives."*

HINT: In your explanation discuss the progression of the condition. How does it start? How does it progress? What are possible outcomes for people with schizophrenia? Use the book, Far from the Tree to support your ideas (cite page numbers).

Mock IEP Meeting: 100 pts

Students will be given group assignments and will prepare for their assigned role in a Mock Individualized Education Program (IEP) Meeting to be presented to the class. Each group

will be given a scenario reflecting the responsibilities and rights of the professionals, the student, and the family as they collaborate in the planning of an appropriate educational program for the student. Students will write a summative and reflective paper on the IEP process. Scoring will follow the criteria on the Mock IEP rubric.

Community Service Project: ACE Course 50 pts

Each student in this class will participate in the Academic Community Engagement activity. The purpose of the service project is to contribute to the education of special education students in a rural school district in Arkansas. You will not only learn knowledge and skills, but also actively use them as you collaborate with the rural school district. This experience, it is hoped, will help you see yourself as a positive force in this world to make a difference.

- (a) *Civic Engagement Project*: Students will design and produce a task box for children with disabilities. A task box is a structured work activity designed to help children with a variety of disabilities (i.e., intellectual disabilities and autism) learn to follow directions, complete work skills independently, and acquire repeated practice in learning skill sets such as categorizing, sorting, counting, matching and solving problems. Students must be able to understand the task by looking at the pictorial directions. Remember view the video “Teaching without Words” at <https://www.youtube.com/watch?v=2VLje8QRrwg> Create your task box so that the student who receives it can perform the task without having to read it. They CAN match letters to letters like in the example below.

- (b) You will need to purchase the following:

- A large (gallon size) zip lock bag (with the zipper) ***Put your items inside it***
- A sterilite plastic **see-through box** 14” L x 8” W x 41/2” H 6 Quart
(NO OTHER SIZES ARE ACCEPTABLE!)
- Materials for the task box (buttons, cups, little bottles, stickers, etc)
- You must bring the completed task box to the last class of the semester

To view examples of task boxes go to

<https://www.pinterest.com/middleswje/structured-teaching/>



- *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.

- **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! There is at least one assignment or more due each week.
- **Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728:** Students should place their phones on vibrate before class begins. Students who text during class will not earn participation points for that class. See the University policy at <http://www.shsu.edu/dotAsset/6d35c9c9-e3e9-4695-a1a1-11951b88bc63.pdf>
- 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:

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 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.

Point Values of Assignments:

Discussions	200 points
Video Analysis Reflection Papers	90 points
Quizzes	87 points
Writing Assignment	15 points
Civic Engagement	50 points
Mock IEP Meeting	100 points
Participation	65 points (5 pts/class)
TOTAL	607 points

Students are also required to interact with classmates and the instructor on the Discussion Board at the Blackboard course site in a **timely manner**.

If writing is difficult for you, please go to the writing center so they can proof your work with you before you turn it in for a grade!

The Reading Center

Farrington Building, Suite 109.

936.294.3114

Hours:

Monday – Thursday 8:00am – 7:00pm

Friday 8:00am – 3:00pm

Sunday 2:00pm – 7:00pm

The Writing Center

Sam Houston State University

Mon.-Thur. 8:00 a.m.-7:00 p.m.

Fri. 8:00 a.m.-3:00 p.m.

Sun. 2:00 p.m.-7:00 p.m.

Farrington 111

SKYPE

Mon.-Thur. 8:00 a.m.-7:00 p.m.

Fri. 8:00 a.m.-3:00 p.m.

Sun. 2:00 p.m.-7:00 p.m.

The Woodlands Center

Mon.-Wed. 1:00 p.m.-5:00 p.m.

Student Guidelines**University Policies**

- SHSU Academic Policy Manual-Students
 - **Procedures in Cases of Academic Dishonesty #810213**
 - **Students with Disabilities #811006**
 - **Student Absences on Religious Holy Days #861001**
 - **Academic Grievance Procedures for Students #900823**

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*

Weekly Calendar

(The table below displays UNITS of study and NOT CHAPTER NUMBERS. Read the titles to make sure you are reading the correct chapter in your text.)

Date	Chapter	Due
*the bolded dates in this column are the Monday due dates for completion of all assignments in the unit.		<ul style="list-style-type: none"> There are assignments due each week on or before each Monday at 10:00 pm. This course requires 9 hours of study per week!
<i>Week 1</i> <i>Introduction</i> 1.23-1.29	Obtain textbooks.	<ul style="list-style-type: none"> Complete the discussion regarding your personal motto. Read the article on “People First Language.” Answer the questions and submit through Blackboard.
<i>Week 2:</i> <i>Unit 1</i> *1.30-2.5	Collaboration with Families and Professionals	<ul style="list-style-type: none"> Read the chapter titled "Collaboration with Families and Professionals" Watch the video: Building relationships between parents and teachers: Megan Olivia Hall https://www.youtube.com/watch?v=kin2OdchKMQ Complete the analysis of the video and submit through Blackboard.
<i>Week 3:</i> <i>Unit 1</i> 2.6-2.12	Collaboration with Families and Professionals	<ul style="list-style-type: none"> Complete the Chapter 4 Quiz Plan for Mock IEP Meeting
<i>Week 4:</i> <i>Unit 2</i> 2.13-2.19	Students with Behavior Differences Affecting Achievement	<ul style="list-style-type: none"> Read the Chapter: "Students with Behavior Differences Affecting Achievement" Watch the video Complete the Chapter 8 Quiz Plan for Mock IEP Meeting
<i>Week 5:</i> <i>Unit 2</i> 2.20-2.26	Chapter X: Crime in Far from the Tree	<ul style="list-style-type: none"> Read Chapter X: Crime Complete the discussion on Crime Perform Mock IEP Meeting during class

<p><i>Week 6:</i> <i>Unit 3</i> 2.27-3.5</p>	<p>Managing Behavior for Effective Learning</p>	<ul style="list-style-type: none"> • Read the chapter, Managing Behavior for Effective Learning • View the Video “Understanding Autism: A guide for Secondary School Teachers” at https://www.youtube.com/watch?v=veQKDDE9C_w • Critique and reflect upon the video and submit through Blackboard • Complete the Quiz • Submit reflection on Mock IEP Meeting through Blackboard
<p>Spring Break</p>	<p>3.6-3.12</p>	<ul style="list-style-type: none"> • No class and no assignments
<p><i>Week 7</i> <i>Unit 3</i> 3.13-3.19</p>	<p>Managing Behavior for Effective Learning</p>	<ul style="list-style-type: none"> • Complete the Chapter 9 Quiz
<p><i>Week 8:</i> <i>Unit 4</i> 3.20-3.26</p>	<p>Students with Sensory, communication, Physical and Health Impairments</p>	<ul style="list-style-type: none"> • Read the chapter: Students with Sensory, communication, Physical and Health Impairments • View Video : Limb-itless: Pilot Born without Arms Defies All Odds: https://www.youtube.com/watch?v=3g1ccsdMM0g • Submit video analysis and reflection
<p><i>Week 9:</i> <i>Unit 4</i> 3.27-4.2</p>	<p>Students with Sensory, communication, Physical and Health Impairments</p>	<ul style="list-style-type: none"> • Are you working on the Civic Engagement Project? Send me an email and tell me how it’s going. • Complete the Chapter 11 quiz
<p><i>Week 10:</i> <i>Unit 5</i> 4.3-4.9</p>	<p>Chapter II in Far From the Tree: Deaf</p>	<ul style="list-style-type: none"> • Read the chapter "Deaf" in Far from the Tree • Complete the discussion on Deaf Culture • Work on the Task Box for the Civic Engagement Project. • Review the video Sound and Fury • Submit reflection paper on the video
<p><i>Week 11:</i> <i>Unit 5</i> 4.10-4.16</p>	<p>Students with Moderate to Severe Intellectual Disabilities</p>	<ul style="list-style-type: none"> • Read the chapter “Students with Moderate to Severe Intellectual Disabilities” • View the video at https://www.youtube.com/watch?v=0XXqr_ZSsMg • Complete reflection on the video and submit through Blackboard • View the video at https://www.youtube.com/watch?v=2VLje8QRrwg • After reviewing the video, create your task box so that the student can do the task without needing words!
<p><i>Week 12:</i> <i>Unit 6</i> 4.17-4.23</p>	<p>Gifted and Talented: The Overlooked Exceptionality</p>	<ul style="list-style-type: none"> • Read the chapter in your text: “Gifted and Talented: The Overlooked Exceptionality” • View the video The Myth of Average: Todd Rose • Write a reflection paper on the video and submit through Blackboard

Week 13: Unit 7 4.24-4.30	Schizophrenia	<ul style="list-style-type: none"> • Read Chapter VI in Far from the Tree • Complete the discussion
5.1-5.8	Task Boxes	<ul style="list-style-type: none"> • Bring your task box to me in 127A TEC on 5.8 on or before 11:00 am • Don't forget to complete the online IDEA survey for the class. If <i>all</i> students complete the survey, bonus points will be awarded to each student in the class.

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. Those who read will have a distinct advantage over those who don't.

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. 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. There are no makeup tests! Tests are developed through the publisher of your textbook. As on the Praxis exams, questions are not "thrown out" if students find them ambiguous. You are to pick the best answer based on the author's writing.

Read each assignment's instructions 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 SHE/HE 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).