Urban Teacher Education Program

Preparing World-Class Teachers for an Interdependent World

COURSE TITLE: EDUC 100: Orientation and Pre-professional Seminar
Credit

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EDUC 100: Orientation and Pre-professional Seminar
Howard University School of Education

Class  Online in Blackboard:
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School of Education Conceptual Framework

Mission
The mission of the Howard University School of Education is to be a leader in: a) preparing dynamic teachers, researchers, educational leaders, and human services professionals committed to improve teaching, learning, and research in urban and other diverse settings; b) conducting multidisciplinary research and disseminating findings that inform policy and practice relevant to Black populations and other underserved groups; c) analyzing and influencing educational and social policies to empower individuals, families, schools, and communities; and d) promoting social justice, educational access, and opportunities for Black and underserved populations locally, nationally, and globally.

Vision
The mission of the SOE is expressed in a collective vision shared by faculty and staff of the school with members of the professional community. This shared vision, which emanates from a premier national urban School of Education focuses on issues of diversity; is committed to the preparation of culturally and technologically competent educators/practitioners; fosters reflective practice to address the educational and human development needs that confront urban populations; and elucidates effective educational leadership skills and competent research to facilitate change.
Aims, Purposes and Goals

Reflective Educators/Practitioners
Being a reflective teacher involves many skills; identifying problems, reviewing the professional literature related to the problem, gathering classroom data, developing plans for altering current practice, and the fair and unbiased assessment of students.

Change Agents
Change must be seen as an orientation, awareness and commitment to improving the human condition. Teachers, administrators and other professional educators are agents for social and societal transformation. If the ultimate pedagogical aim of education is to foster participatory democracy, then the SOE’s aim is to enhance the improvement of education, and ultimately the human condition. Programs in the SOE are designed to prepare candidates to function as proactive practitioners, particularly in urban educational/service settings. Coursework, field experiences, and professional development activities seek to provide candidates with the inquiry, communication, problem solving, and knowledge/skills/dispositions necessary to guide curriculum change, facilitate school reform efforts and stimulate the development and maintenance of learning communities that reflect links between schools and communities.

Competent Researchers
The SOE provides candidates with curriculum and experiences that will enable them to become both competent consumers and generators of research. Faculty provide models and involve candidates in research that seeks to provide answers to unresolved, new and emerging pedagogical, social, economic, political, and moral challenges associated with the provision of education and human service in urban settings. Candidates who acquire basic knowledge about educational research can identify the uses of technology in research. They are provided with a variety of research tools and receive instruction and mentoring that enable them to conduct culturally relevant research.

Educational Leaders
The SOE endeavors to develop educational leaders who possess the knowledge, dispositions, and broad variety of skills that will enable them to function effectively to diverse and changing environments under highly politicized conditions (e.g., communication, collaboration skills).

Candidates are provided firm grounding in the characteristics of instructional leaders, linkages between leadership and productive schools, the changing nature of society, use of technology, redefinitions of teaching-learning-leadership paradigms, and strategies for community engagement. Additionally, candidate preparation emphasizes a broad range of knowledge and flexibility that recognizes barriers, contextual differences, shifting realities, and a multitude of community concerns and issues that affect the delivery of educational services, particularly in urban and underserved communities.

Outcomes
SOE courses, field work, and other educational experiences are designed to develop and enhance the following educational outcomes.
1.0 Demonstrate knowledge, sensitivity and ability to work with diverse populations

Candidates should be able to demonstrate:

1.1 Knowledge of learning and development and of the special needs of diverse populations
1.2. Ability to use knowledge of subject, students, community, and curriculum to plan instruction that meets the needs of diverse students
1.3 Knowledge of and sensitivity to the complexity of lifestyles, values, challenges, and cultural/linguistic backgrounds that urban learners bring to the school setting
1.4 Ability to modify teaching/service delivery in culturally competent ways that enable all students to learn
1.5 Ability to employ culturally responsive motivational and behavioral strategies to create a learning environment that encourages active learning, positive social interaction, and self-motivation
1.6 Ability to use formal and informal assessment strategies to evaluate and ensure continuous development of all learners

2.0 Link theory with practice in urban educational and human service delivery settings

Candidates should be able to demonstrate:

2.1 Knowledge of the behavioral sciences relevant to the profession
2.2 Ability to explain distinctions and relationships between theory and practice
2.3 Ability to discern suitability or lack thereof, of various theoretical orientations for diverse children
2.4 Ability to identify legitimate implications of theory for urban populations
2.5 Ability to meaningfully question how and under what circumstances theories can or should be put into practice in urban education settings

3.0 Think critically

Candidates should be able to demonstrate ability to:

3.1 Ask questions, define problems, and examine evidence
3.2 Recognize and analyze assumptions and biases
3.3 Examine logical relationships among information/data and infer a conclusion from one or more premises
3.4 Consider other interpretations or points of view
3.5 Evaluate and construct arguments
3.6 Apply criteria to assess the quality and validity of instructional and service delivery theories, strategies, materials and impacts

4.0 Analyze and solve problems

Candidates should be able to demonstrate:

4.1 Ability to identify, articulate, interpret facts relevant to problems that confront educators and practitioners in urban schools and service delivery settings
4.2 Ability to identify and solve problems associated with motivation and behavior management
4.3 Ability to identify and solve problems associated with the planning and delivery of responsive instruction/services
4.3 Ability to predict, develop and implement solutions related to urban education

5.0 Understand self, history and communication

Candidates should be able to demonstrate:

5.1 Ability to engage in self assessment
5.2 Understanding of their impact on K-12 students
5.3 Understanding the need for continued professional development
5.5 Ability to support student learning by fostering relationship with parents and educational partners in the larger community

6.0 Make ethical decisions

Candidates should be able to demonstrate:

6.1 Knowledge of ethics from the perspective of the types of law involved in various levels of government (e.g., constitutional, statutory, judiciary, and administrative)
6.2 Understanding of general ethical principles of the profession chosen
6.3 Ability to act in accordance with general ethical principles and with principles of the chosen profession
6.3 Ability to evaluate and choose among alternatives in accordance with ethical principles
6.5 Ability to foresee potential consequences of their conduct ability to assess the likelihood that people will be helped or harmed by an act
6.6 Sensitivity to the ethical implications of their decisions

7.0 Understand and use technology

Candidates should be able to demonstrate:

7.1 Familiarity and competency with uses of technology for instruction, research, and assessment
7.2 Knowledge of the social, political, and socioeconomic implications technological literacy has for urban students
7.3 Ability to use technology as a mediating tool for delivering instruction that helps all students learn
7.4 Ability to use technology to foster inquiry, collaboration, and supportive interaction in the classroom
7.5 Ability to use technology to support assessment and research
Department of Curriculum and Instruction

Mission
The Department of Curriculum and Instruction prepares teachers and other professionals for leadership roles in a variety of national and global educational settings. The Department specifically champions the needs of black and other under-represented students in urban communities. Asset-focused teaching methodologies and interdisciplinary coursework prepare candidates to (a) think and reflect critically; (b) analyze and solve problems; (c) make ethical decisions; (d) translate theory and research into effective practice; and (e) understand self, history, and community. The ultimate aim of the Department Programs is to develop graduates who will influence educational policies, practices, and outcomes.

Outcomes
Graduates of the Department of Curriculum and Instruction will:
1. Demonstrate standards-based subject matter expertise
2. Demonstrate understanding of the primacy of developmental science in determining and meeting the learning needs of all students
3. Demonstrate the ability to identify the strength-based characteristics of urban students, their families, and their communities
4. Demonstrate the ability to address the needs of diverse elementary learners by implementing evidence-based, differentiated instruction that incorporates universal design
5. Demonstrate proficiency in employing asset-focused approaches to student instruction
6. Demonstrate culturally affirming orientation, expectations, and practices regarding urban learners
7. Demonstrate evidence of a professional identity that challenges the status quo and reflects a sense of agency with regard to the education of African American and other diverse students
8. Demonstrate awareness of international perspectives regarding teaching and learning
9. Demonstrate professional dispositions of critical reflection, self-advocacy, perseverance, flexibility, intrapersonal awareness, and respect for diversity
10. Actively participate in multiple and varied pre-professional experiences, including international ones, that challenge the assumptions about teachers, teaching, and the changing cultural and organization contexts of education

Course Alignment with Conceptual Framework:
This course is aligned with the School of Education's conceptual framework to develop reflective educators, competent researchers, educational leaders, and change agents to serve in urban educational and human service environments. This course provides students with theoretical foundations and practical approaches to literacy assessment. Practical experiences for assessing literacy achievement, along with diagnosing, preventing, and remediating literacy difficulties are offered using a range of formal and informal reading instruments.
I. EDUC 100 COURSE DESCRIPTION

This course is a prerequisite for matriculation in the Urban Teacher Education Program (UTEP). It is designed to orient potential candidates to the University, to the School of Education, and to the elementary education program and their requirements for successful completion of the program. A variety of individual and small group reflections, discussions, activities, simulations, will provide students with a critical look at the teaching profession and their readiness to succeed. Students will have an opportunity to assess their desire, dispositions, and suitability for teaching diverse elementary school children. Students must satisfactorily complete the 1-credit orientation/seminar no later than the end of the first semester of their freshman year.

Course Objectives: These course objectives are appropriate for this course as they are aligned with the School of Education’s Conceptual Framework and the Department’s mission and goals.

Upon successful completion of this seminar, you should have:

1) Become familiar the expectations and requirements of the degree program that you are seeking.
2) Become familiar with the mission and goals, course description and objectives of the School of Education and the Department of Curriculum and Instruction
3) Examined your motivation for considering a teaching career and reflected on the incentives or disincentives that influence your career decision
4) Engaged in self-assessment to determine your suitability for a career in teaching
5) Developed or revised a Student Plan of Study using school and college online resources
6) Registered and prepared for the PRAXIS 1 Examination
7) Developed Information Literacy Skills
8) Introduced to the concept of Teacher Action Research
9) Participated in an online mini-service learning project
10) Demonstrated an understanding of the Practicum/FieldWork Requirements in your program
11) Develop an understanding and appreciation of children with special needs
12) Developed a beginning program and standards-based e-portfolio.

Instructional Methods:
To fulfill the objectives of the course, you will participate in a wide range of activities. These may include, but are not necessarily limited to:

1. Online Discussions Forums,
2. Synchronous Chats,
3. Video embedded Lectures
4. Online small group activities
5. Blackboard Journal Writing
6. Email and Skype exchange
7. Face-to-Face real-time instruction is available by appointment only if student(s) are having trouble with a specific assignment or project.

II. TEXTBOOKS AND OTHER RESOURCES
Required Texts: Both of these textbooks are current (2013) and are needed in the course to meet course objectives, but are also will remain useful to students beyond the life of the course.

   Author: Dorothy M. Campbell, Beverly J. Melenyzer, Diane H. Nettles

   *Students may be directed to additional electronic resources.

III. COURSE REQUIREMENTS

**Assignments**
- Participate in weekly Blackboard Readings and Discussion
- Maintain a weekly online journal in Blackboard
- Plan of Study: Complete or revise and post
- Participate in the Information Literacy Module with the HU Library
- Participate in a mini-online service learning project
- Complete an online Self-Assessment
- Develop a basic course-based e-portfolio in Blackboard and beginning standards-based ongoing Portfolio in PBworks.

IV. COURSE POLICIES

**Grading Criteria**
Participation in the orientation/seminar will be evaluated as follows since this is 1 credit hour course:
U = Unsatisfactory
S = Satisfactory

**Class Participation**
Candidates are expected to participate in all seminar activities with enthusiasm, initiative, and with the intent of demonstrating your desire to become an elementary school teacher. Individual and group activities will be used to monitor students’ learning, obtain feedback on facilitator’s performance, and reward thoughtful and consistent candidate participation. Candidates who do not actively participate may receive an “unsatisfactory” evaluation.
**Academic Integrity**

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty. . . Any student enrolled for study at the university may be disciplined for the academic infractions defined below:

1) Academic cheating – any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that, with the exception of authorized group assignments, all work shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid.)

2) Plagiarism – to take and pass off intentionally as one’s own, the ideas, writings, etc., of another, without attribution (without acknowledging the author). Source: The H-Book 2002-2003, p. 107

**Writing Matters**

Writing is an essential tool for thinking and communicating in virtually every profession. Therefore, in this seminar any writing you produce is expected to be thoughtful and accurate, as well as organized, clear, and consistent with the rules of Standard English. If your writing does not meet these standards, the instructor may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website [http://www.cetla.howard.edu/wac/students.aspx](http://www.cetla.howard.edu/wac/students.aspx).

**Technology Requirements**

You should provide the instructor with your preferred email address and use email to communicate with instructor. You may be expected to use Blackboard to participate in all online class discussions and professional chats, and to check for seminar updates. Consequently, you should ensure that your email address in Blackboard is current.

*The course utilizes:
- Free online software (PBworks) <pbworks.com>
- Components in Blackboard, such as the Blackboard Journal, Course Based Portfolio, Chat features and the Discussion Forum*
V. STUDENT SUPPORT SERVICES

American Disabilities Act (ADA)

Howard University is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individual and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. In accordance with this policy, students who need accommodations because of a disability should contact the Dean for Special Student Services (202-238-2420), as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with the instructor during the first two weeks of classes.

Blackboard FAQs for Students

See http://www.cetla.howard.edu if you need help navigating Blackboard.
## WEEKLY, TOPICS, PRESENTERS, AND ACTIVITIES

This is a proposed agenda and timeline. It may be revised at instructor discretion.

<table>
<thead>
<tr>
<th>Date/Topic</th>
<th>Objectives</th>
<th>Assessment Activities</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Overview of the Course</strong></td>
<td>1. View Lead Instructor (Dr. Helen Bond) Tegrity video lecture that introduces the course.</td>
<td>Dr. Helen Bond</td>
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<tr>
<td></td>
<td>What will students be able to do at the end of the lesson?</td>
<td>2. Students will be required to logon to the Blackboard Course and conduct a scavenger hunt to locate various parts of the syllabus and online Blackboard course.</td>
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<td></td>
<td>• Introduce themselves in an online Blackboard introductory discussion</td>
<td>3. Students will also introduce themselves in a Blackboard discussion forum and tell why they want to become a teacher.</td>
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<td>• Summarize the course description and objectives of the course</td>
<td>4. Complete an online Blackboard Journal Entry One (JE1)</td>
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<td>• Locate course assignments, assessments, online journals, and other key areas of the online Blackboard course site</td>
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<td>• Describe instructor expectations in their own words using their online Journals in Blackboard</td>
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<td>• Examine their motivations for considering a teaching career</td>
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<td><strong>Week 2</strong></td>
<td><strong>Overview of the Program</strong></td>
<td>Activities to be used online:</td>
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<td></td>
<td>What will students be able to do at the end of the lesson?</td>
<td>1. <strong>Access websites</strong>: Students will be required to logon to the websites of the School of Education and the (C&amp;I) Department to access and read the Conceptual Framework, mission, goals, and objectives of the School and Department.</td>
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<td>• Describe the School of Ed Conceptual Framework</td>
<td>2. <strong>Blackboard Discussion Forum</strong>: Students will be required to participate in an online self-reflective discussion forum focusing on the mission, goals, and objectives of the School and Department and the School of Education’s Conceptual Framework and then complete the Blackboard Journal Entry 2 (JE2) by reflecting</td>
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<td>• Reflect on the mission and goals of the Department of Curriculum and Instruction’s (C&amp;I)</td>
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<td>• Locate online resources and materials relative to their programs from the Howard University website, CETLA, School of Education and the Department of Curriculum and Instruction’s (C&amp;I) website, such as (Student Plan of Study</td>
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<td>Week 3</td>
<td>Online self-assessment</td>
<td>What will students be able to do at the end of the lesson?</td>
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<td>1. Engage in a self-assessment to determine their suitability for a career in teaching and overall college readiness</td>
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<td>Activities to be used online:</td>
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<td>1. Students will access and complete the online student self-assessment and post in their online Blackboard Course only e-Portfolios</td>
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<tr>
<th>Week 4</th>
<th>Plan of Study</th>
<th>What will students be able to do at the end of the lesson?</th>
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<td>1. Chart their matriculation through their program by the development of a Plan of Study. Use the online resources located in previous lessons to inform the development of their Plan of Study</td>
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<td>1. Complete and post plan of study in Blackboard course only e-portfolio.</td>
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<td>2. Plan of Study should incorporate</td>
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<td>A. Student matriculation from Freshman to Senior.</td>
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<td>B. Course requirements from year 1-4, including courses for summer study</td>
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<td>C. Program and graduation requirement deadlines identified.</td>
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<td>D. Any transfer or consortium credit</td>
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<td>E. Minors that student may be pursuing. Reflect on your own personal plan of study in your journal (JE4). Does it have any weaknesses or gaps? Are you matriculating toward completion of your degree in a timely fashion? What obstacles (if any) do you foresee and how can they be overcome?)</td>
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<tr>
<th>Week 5</th>
<th>PRAXIS 1</th>
<th>What will students be able to do at the end of the lesson?</th>
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<td>Plan for the preparation and taking of the PRAXIS 1 teacher licensure examinations</td>
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<td>Assessment Method: Blackboard Journal Entry 5 (JE5).</td>
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<td>1. Access the online PRAXIS I registration materials and register for the PRAXIS I before your sophomore year.</td>
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Dr. Helen Bond

Dr. Helen Bond

Dr. Wilma Bonner with Lead Instructor
by their sophomore year

2. Prepare for the PRAXIS 1 examination by utilizing the online prep materials. Reflect on your preparation for this important examination. Are you prepared? What do you need to enhance your preparation for successful completion? (JE5).

Week 6
Information Literacy

What will students be able to do at the end of the lesson?

1. Assess what their information needs are relevant to their programs.
2. Locate the information they need.
3. Evaluate the source of that information.
4. Cite information sources properly. Complete an Information Literacy orientation

Assessment Method: Journal Entry 6 (JE6), Information Literacy orientation assessment

1. Howard University Library Registration.
2. Completion of information literacy module assessment with 80-100% accuracy.
Reflect on your information literacy needs. What do you need to enhance your information literacy readiness? (JE6).

Librarian, McKenzie, Niketha J with Lead Instructor Dr. Helen Bond

Week 7
Service Learning

What will students be able to do at the end of the lesson?

1. Demonstrate an understanding of the theories, purposes, and practices of service learning by participating in an online mini-service learning project.
2. Describe the impact of that project in a journal entry

Assessment Method: Journal Entry 7 (JE7)Service learning rubric
Using the service learning rubric, reflect on the service learning project you participated in. What did you learn? How did this service learning project enhance your civic awareness? How did the project facilitate change? How did the online medium enhance the project? (JE7).

Dr. Denisha Jones with Lead Instructor Dr. Helen Bond

Week 8
Action Research

What will students be able to do at the end of the lesson?

1. Demonstrate an awareness of the theories, purposes, and practices of action research by examining education related action research projects. Describe in a journal entry what you learned

Assessment Method: Journal Entry 8 (JE8)Blackboard Discussion Forum
Participation in a Blackboard Discussion Forum on one of the action research articles
Reflect on the significance and the method of action research to improve student learning in your journal (JE8). How might action research also improve your learning as a future teacher?

Dr. Vinetta Jones with Lead Instructor Dr. Helen Bond
<table>
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<th>Week 9</th>
<th>Practicum/Field Work</th>
<th>What will students be able to do at the end of the lesson?</th>
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<tr>
<td></td>
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<td>1. Demonstrate an understanding of the Practicum/Field Work Expectations of their programs.</td>
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<td>2. Participate in a synchronous Chat</td>
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<td>3. Describe in a journal entry what you have learned about the Practicum/Field Work Expectations in their respective programs.</td>
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<td><strong>Assessment Method:</strong> Journal Entry 10 (JE10)</td>
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<td>1. Successful participation in a discussion forum (i.e. able to create and respond to new threads and classmates comments in a clear and succinct manner, able to read and review materials online and ask questions, and add insights to the discussion; Reflect on the impact of exceptionalities in the classroom by describing what was learned in your Blackboard journal.</td>
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<td>Dr. January Vance with Lead Instructor Dr. Helen Bond</td>
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<tr>
<th>Week 10</th>
<th>Special needs education in PK-12</th>
<th>What will students be able to do at the end of the lesson?</th>
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<tr>
<td></td>
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<td>1. Develop an understanding and appreciation of children with special needs in PK-12 schools through an examination and discussion of the research on exceptionalities in children.</td>
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<td>2. Describe in a journal entry what you have learned.</td>
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<td>Dr. James Jackson with Lead Instructor Dr. Helen Bond</td>
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<th>Week 11</th>
<th>The E-Portfolio Process</th>
<th>What will students be able to do at the end of the lesson?</th>
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<tr>
<td></td>
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<td>1. Define what an e-portfolio is and how it is used in K-12 and higher education</td>
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<td>2. Demonstrate an awareness of the e-portfolio process</td>
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<td>3. Register for a workspace in PBworks</td>
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<td>4. Review the New INTASC Standards that the program-based e-portfolio is based upon</td>
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| **Week 12** | **INTASC Standards-Based and Program-Based E-Portfolio** | **Assessment Method:** Journal Entry 12 (JE12) **Homepage Setup for the e-Portfolio**<br><br>**Rubric for Home Page development and security settings**<br>a. Your name displayed and a Professional welcoming title (10 points)<br>b. Include a reference to your program and school (10pts)<br>c. Add an appropriate photo of yourself or another symbolic icon (10 points)<br>d. Table of Contents in the Sidebar (INTASC Standards and an About Me Section and a Calendar loaded in the Sidebar area. (50 points)<br>e. Security settings locked with only student and administrator access (10 points)<br>f. Course instructor added as administrator(10 points)<br>Reflect in your Blackboard journal the importance of developing a professional and safe online identify in your e-portfolio and how to go about doing that. | **Dr. Helen Bond**<br><br>**Assessment Method:** Based E-Portfolio on the above Rubric | **Dr. Helen Bond**

<table>
<thead>
<tr>
<th><strong>Weeks 13-15</strong></th>
<th><strong>Wrap-up and Presentations of E-Portfolios</strong></th>
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<tbody>
<tr>
<td><strong>What will students be able to do at the end of the lesson?</strong>&lt;br&gt;1. Present their Program and Standards Based E-Portfolio by posting a link in a Discussion Forum and replying to comments and questions regarding their work.</td>
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This is a proposed agenda and timeline. It may be revised at instructor discretion

Dr. Helen Bond, Ph.D