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## **Graduate Program For Endorsement In Special Education - January 1974**

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GRADUATE PROGRAM FOR

ENDORSEMENT IN

SPECIAL EDUCATION  
(Mental Retardation)

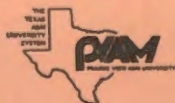
## **A FOLIO**

*Presented for*

**GRADUATE PROGRAM REVIEW**

**NATIONAL COUNCIL FOR ACCREDITATION OF**

**TEACHER EDUCATION**



**SCHOOL OF EDUCATION**

**PRAIRIE VIEW A&M UNIVERSITY**

**MARCH 1974**

GRADUATE PROGRAM FOR

ENDORSEMENT IN

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A FOLIO

PRESENTED FOR REVIEW  
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NATIONAL COUNCIL FOR ACCREDITATION  
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SCHOOL OF EDUCATION  
PRAIRIE VIEW A&M UNIVERSITY  
PRAIRIE VIEW, TEXAS

JANUARY, 1974

## CURRICULA DESIGN FOR SPECIAL EDUCATION - MENTAL RETARDATION

A student may be certified in the area of mental retardation, by endorsement, at the Master's Degree level. The endorsement is coupled with the certification of classroom teacher. The areas of study point toward the atypical child in general and the mentally retarded child in particular. Upon the successful completion of the required courses of study, the student receives a professional certificate, life, from the Texas Education Agency.

When the student has fulfilled the requirements of the University and the Texas Education Agency, he shall have given evidence of proficiency in the area of certification, namely, mental retardation. He has already given evidence of proficiency in Education by either having a Bachelor's Degree in this area, and/or has fulfilled the requirements in education on the Master's Degree level.

In the Graduate area of study, emphasis mental retardation, there is a suggested sequence of courses, such that the student moves from the general (survey) introductory course, to the psychological, methodological, and curriculum aspects of the discipline. The successful candidate for certification will have also demonstrated skills in differential diagnosis, using the normal child as the guide.

### Admission

A student is admitted to the certification program, mental retardation, by giving evidence of:

1. Having graduated from an accredited 4 year senior college;
2. Fulfills the requirements of entering Graduate School at the University;
3. Preparation to the extent of having completed at least six (6) semester hours in the behavioral services on the undergraduate level, i.e. Human Growth and Development and one course in Psychology.

It is required that the graduate student maintain a "B" average for the purposes of continuing in the certification program.

### Probationary Status

If a student is allowed to enter the graduate school on a probationary status, he will also be allowed to seek certification in mental retardation. However, the same requirements apply to this person as for those not on probationary status. If it is found that the student gives unmistakable evidence of poor preparation and further evidence of unsatisfactory academic progress in more than one area, he may be discouraged from attempting certification in the discipline of mental retardation. He may, however, upon evidence of academic improvement, be allowed to attempt study in this area.

### Candidacy - Certification, Mental Retardation

In addition to maintaining a "B" average in the graduate program, the student must also maintain a "B" average in the discipline, "Mental Retardation".

### Credits Toward Certification, Mental Retardation By Transfer

Credit for certification purposes not to exceed six (6) hours may be transferred. Three of these hours may be from extension courses, and/or three hours from another college. The credited hours must be from a recognized college of higher education, which in turn must also be certified by the Texas Education Agency or a similar agency from another state. No credits are given for correspondence study.

### Evidence of Proficiency

Each student who applies for certification, area Mental Retardation, must have demonstrated competency on a professional level. In addition, examinations in the several areas of the atypical child, (both written and oral), the candidate shall have demonstrated empathetic understanding of the discipline. by additionally presenting audio and visual proof of work in the area. Individual papers, tapes, and where appropriate, films, demonstrating coping ability, and problem solving through the medium of differential diagnosis. Anecdotal records are kept of at least one pupil by the student, wherein he presents the problem to the class and gives the diagnosis.

### Curricula Format

The curricula in the area of mental retardation is specific by way of Texas Education requirements, but flexible in its manner of presentation - a wide range of presentation is not only possible, but mandatory. Each semester presents a new group of students that present a wide scope of background experiences. Thus, the basic ingredients of the course requirements are presented, perhaps differently each time.

In addition to the courses, a rich ingredient in the form of resource material is utilized, both in material and human. We are fortunate to be able to call upon the leaders in the field in the area of the state schools, sheltered workshops, Region IV and VI media centers, public schools, etc. to enrich the program. Additionally, field trips are made to the above centers, such that the campus work becomes more meaningful.

TABLE I

Certification, Mental Retardation Curricula by Endorsement

Prerequisites: Bachelor's degree, acceptance into Graduate School -  
3 s. h. Psychology 3 s. h. Human Growth and Development.

- 603 Special Education, A Survey Course in the Education of Exceptional Children
- 613 Special Education, Problems and Methods of Teaching Mentally Retarded Children
- 633 Special Education, Psychological Problems of the Mentally Retarded
- 913 Special Education, Curriculum Building for Mentally Retarded Children.

OBJECTIVES SPECIFIC TO CERTIFICATION,  
EMPHASIS, MENTAL RETARDATION

It is felt that a student has fulfilled the objectives of the Special Education Program when:

A. General:

1. The student will understand the historical background of mental retardation.
2. The student will understand the interrelatedness of the major problems in mental retardation.

3. The student will manifest a knowledge of the environmental situations that may precipitate bizarre behavior.
4. The student will comprehend the nature of the blocks to learning.
5. The student will appreciate the value of good mental hygiene.
6. The student will be able to differentially diagnose atypical behaviourism that may point toward propitious referral.
7. The student will work toward building abilities in the unique approach to educational problem solving.
8. The student will orient himself toward the educational needs of the pupil and not his handicap.

B. Teachers Responsibility and Function:

1. The student will project needs beyond the classroom, i.e. parent rapport and communication, family conditions, and needs.
2. The student will attend to the physical comforts and needs of his pupils, i.e. need for dental work, eye examination, evidence of malnutrition, etc.
3. The student will sensitize himself to behaviorisms that may escape the unstrained eye, i.e., cardinal symptoms of epilepsy, brain injury, diabetes, etc.
4. The student shall be prepared to be a resource person for those not oriented toward atypical mannerisms, behaviors, etc.

C. Pupil Assessment and Appraisal:

1. Given a list of glossary of terms, the student will spell at least 80% of the words correctly.
2. Given a reading assignment and following discussion of mental mechanisms, students will write in essay form, a paper identifying at least six (6) mental mechanisms.
3. Students will demonstrate an interest in the exceptional child by volitionally participating in class discussion at least twice a week.
4. Students will demonstrate through oral presentations and written assignments, knowledge of the characteristics of the types of mentally retarded children.



5. At the conclusion of viewing the film "A Walk In His Shoes," students will give a written evaluation of the hyperactive child.
6. After viewing the handouts of chemically treated sticks for the identity of phenylketonuria, attending to the lecture on the above, and reading the assignment on phenylketonuria, students will be able to write the etiology, cardinal symptoms, and prognosis of phenylketonuria.
7. Each learner will solve correctly all the areas that a fetus may be a victim of in the RH factor syndrome.
8. The student will project correctly the danger factors involved in deep x-ray therapy in the abdominal region.
9. Each learner will, after intensive study and viewing of two films on organic brain damage, list correctly at least five histogenic and five chemogenic brain involvements.
10. Each student will be able to successfully complete 80% correct responses in a quiz in the following areas:
  - a. Personality concepts in relation to the retarded
  - b. The global person
  - c. The infants personality
  - d. The unfolding process
  - e. The birth process
  - f. The development of basic trust
  - g. The oral period, the anal period, the phallic period
  - h. Maturation in girls - boys
  - i. Puberty
11. The student will be able to differentiate between the Gifted Child, the Slow Learner, the gradations of mental retardation, the socially maladjusted child, the emotionally disturbed child, the autistic child, the mentally ill child.
12. All students will be proficient in correctly identifying the conscious level, pre-conscious level, the unconscious level, and so indicate this proficiency by passing a written quiz with 75% as a passing grade.
13. Given examples of the Id, Ego, and Super-Ego, each student will write in class, samples of the interrelatedness of each of the above.
14. Each student will, after necessary study, viewing a film chosen by the professor, and taking necessary notes, indicate his proficiency in identifying problems of adjustment for the mentally retarded in an objective quiz.

15. All students will, at the completion of the course, and prior to the final examination, write a one page assessment and evaluation of the problems and needs of the atypical child.
16. The student will be able to indicate an ability to synthesize and coalesce the several areas of the discipline of teaching the mentally retarded to include the areas of the psychological needs of the mentally retarded, the techniques and methods of handling the educational needs of the mentally retarded, and the foundations of securing a needful and useful curriculum pointed toward the individual difference of the exceptional child.

D. The Educational Approach in Planning

Aside from the evident goals, objectives, and competencies that are somewhat self-evident in educating the child with a handicap, there are other approaches to the anastomoses of education and the individual physical and/or psychological stigmata.

1. The student shall have the ability to perform educational diagnostics for the welfare of the child's needs.
2. Will have the expertise to seek out educational material and if need be, build, the required tools of education other than commercial products.
3. Will know the procedure for assisting, when needed, in moving the pupil to his area in special education. To know the "internal ropes", in the school system, so as to perform a professional job.
4. To be able to bring together the people important to the pupil for his improvement, i.e. the parents, the teachers, the principal, medical services, etc.
5. Will know when to refer to a professional discipline other than his own, not attempting to perform a service for which he is not trained.
6. Will have the ability to outline a comprehensive, individual plan, for the improvement of the pupil.
7. Can assist the other professional disciplines in seeking a better life for the student.

E. Assistance to Parents and School Staff:

1. Will seek to assist parents in attaining the very best help and guidance for the exceptional child.
2. Will be able to secure free service for students of indigent parents, that will equal that of paying clients, i.e. EEG, eye examinations, glasses, etc.
3. Will be willing to be a resource person for both parents and staff members, alike.
4. Will know when to refer, and to whom.

F. Research and Investigation:

1. The student will be able to seek and find the necessary and latest literature in the discipline, and to report it in a professional manner.
2. The student will be proficient in identifying fact from hearsay in the literature.
3. The student will understand that his evaluation of the literature, including books, periodicals, etc, does bear weight.

OUTSIDE RESOURCES

Additional resources used for the Certification Program for

Mental Retardation included:

A. Prairie View A&M University

1. Learning Resource Center: films, slides, tapes, Prairie View faculty guest speakers: reading

B. Public Schools

1. Houston Independent Schools: Cypress-Fairbanks Independent Schools (observation of opera school concept)

C. Harris County Center for the Retarded: Field trips for sheltered workshops.

D. Richmond State School for the Retarded: Field trips.

## Evaluation

### 1. Primary Responsibility

It is the responsibility of all of those professors involved in the program to ascertain the successful completion of the objectives and competencies.

- a. By making himself available for consultations.
- b. To act in an advisory capacity for ongoing teaching problems in public school.
- c. By assisting the student in being comfortable with his assignments such that there will be a minimum of difficulty in the completion thereof. This is arrived at by ascertaining that the directions and information are clear and concise.
- d. It is also the responsibility of the student to see the instructor if he feels inadequate in fulfilling his assignment.
- e. It is necessary that the instructor shall be available to the student, such that he might better evaluate his progress.
- f. It is necessary that the instructor keep the student abreast of his progress, so no lapse in communication may be present.

It has been the practice of the personnel in the Special Education faculty, to encourage input from the graduates in the field. This has been accomplished by visiting the schools of former students, by former students being invited to attend a class for a reporting session to current students. Workshops are held periodically, wherein teachers are invited from around the state.

In February or March of 1974, we plan on a workshop for Special Education. It has been the practice of the Special Education faculty to meet and discuss the current students in Special Education, and determine if one or more may need some counseling regarding academic standing, or their aptitude for the field. This is a responsibility of the faculty to insure the quality of teachers who have elected to go into the field of exceptionalities.

Projection

The projections in the field of Special Education are exciting. We have already made plans as follows: 1974-75 Four new subjects added to Mental Retardation Program for enrichment. 1975-76 Certification in L/LD (Language Learning Disabilities) and Educational Diagnostician. Beginning course for Emotionally Disturbed. 1976-77 A major in Special Education. 1977-78 Total of 5 faculty members. 1978-79 Speech Therapy Certification.

## PROFESSIONAL SOCIETIES

The Council for Exceptional Children has invited students at Prairie View A&M to become members. Also several other societies have written letters inviting the University to membership, such as the AMAMR. The Department of Special Education at Prairie View A&M University meets all the minimum standards of CEC and AMAMR.

## ADDENDUM

Number of Graduates

The following number of graduates from each graduate program has completed 12 semester hours toward certification.

Dec. 1970 - 27  
 May 1971 - 32  
 Aug. 1971 - 19  
 Dec. 1971 - 30  
 May 1972 - 38  
 Aug. 1972 - 21  
 Dec. 1972 - 19  
 May 1973 - 31  
 Aug. 1973 - 20  
 Dec. 1973 - 39

The Department of Special Education has access to the estimated 45,00 volumes at the graduate level and the 4,520 textbooks and work-

books in the Special Collections Room. Advanced program members in Special Education also avail themselves of interlibrary loan services as well as facilities and materials offered through the Learning Resource Center. Students in Special Education may participate in a loan program conducted through the Region IV Educational Service Center, Special Education Media and Materials Center.

#### Graduate Budget

Special Education (Handicapped) has an annual library budget of \$600.000 per year.

#### Follow-up on Graduates

The graduates who are certified and in the public schools are visited at their teaching site.