“Preparing Professionals for Changing Educational Contexts”
Department of Special Education
College of Education, University of Nevada, Las Vegas

Course Prefix and Number: EDSP 411-003
Course Title: Special Education Techniques in Inclusive Settings
Credit Hours: 3
Semester: Fall, 2009
Instructor: Dr. Sherri Strawser
Class Time: Tuesday 4:00-6:45 PM
Class Location: BHS 133
Office Hours: Tuesday & Thursday 2:00-3:30 (by appointment please)
Telephone: 895-1109
E-mail: Sherri Strawser within Web Campus or strawser@unlv.nevada.edu
Office: CEB 221

Prerequisites: ICE 201 or ICS 201 or PED 170 or EDW 135 or EDSP 200 or ECE 250

Course Description:
A survey of special education emphasizing accommodating students with disabilities in the general classroom including: legal mandates and regulations, characteristics and educational needs of students with disabilities, and instructional techniques which can be used with these students in the general classroom.

CEC Common Core Guidelines Addressed
1 Foundations
2 Development and Characteristics of Learners
3 Individual Learning Differences
4 Instructional Strategies
5 Learning Environments and Social Interactions
7 Instructional Planning
8 Assessment
9 Professional and Ethical Practice
10 Collaboration

COE Assessment System Learning Outcomes Addressed
# 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
# 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development
# 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Course Objectives:

Knowledge
Upon completion of this course, the student will demonstrate competence in the following:
### CEC Common Core Guidelines

#### CC1K1
Models, theories, and philosophies that form the basis for special education practice.

#### CC1K2
Laws, policies, and ethical principles regarding behavior management planning and implementation.

#### CC1K3
Relationship of special education to the organization and function of educational agencies.

#### CC1K4
Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

#### CC1K5
Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

#### CC1K6
Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

#### CC1K9
Impact of the dominant culture on shaping schools and the individuals who study and work in them.

#### CC2K2
Educational implications of characteristics of various exceptionalities.

#### CC2K5
Similarities and differences of individuals with and without exceptional learning needs.

#### CC2K6
Similarities and differences among individuals with exceptional learning needs.

#### CC3K1
Effects an exceptional condition(s) can have on an individual’s life.

#### CC3K5
Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

#### CC5K4
Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

#### CC5K7
Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

#### CC7K1
Theories and research that form the basis of curriculum development and instructional practice.

#### CC7K2
Scope and sequences of general and special curricula.

#### CC7K3
National, state or provincial, and local curricula standards.

#### CC7K5
Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

#### CC8K2
Legal provisions and ethical principles regarding assessment of individuals.

#### CC8K3
Screening, pre-referral, referral, and classification procedures.
National, state or provincial, and local accommodations and modifications.

Personal cultural biases and differences that affect one’s teaching.

Importance of the teacher serving as a model for individuals with exceptional learning needs.

Models and strategies of consultation and collaboration.

Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

Discuss specific guidelines within the Nevada Administrative Code for Special Education Programs.

**Skills**

Upon completion of this course, the student will:

**Articulate personal philosophy of special education.**

**Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.**

**Identify supports needed for integration into various program placements.**

**Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.**

**Use verbal, nonverbal, and written language effectively.**

**Access information on exceptionalities.**

**Practice within the CEC Code of Ethics and other standards of the profession.**

**Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.**

**Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.**

**Reflect on one’s practice to improve instruction and guide professional growth.**

**Maintain confidential communication about individuals with exceptional learning needs.**

**Dispositions**

Upon completion of this course the student will display the following dispositions:

**Practice within the CEC Code of Ethics and other standards of the profession.**

**Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.**

**Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.**

**Reflect on one’s practice to improve instruction and guide professional growth.**

**Maintain confidential communication about individuals with exceptional learning needs.**

**Results**

EDSP 411 is an introductory class and is intended to build basic knowledge. Direct results to students with disabilities are not evaluated because of the introductory nature of the class.

**Texts, readings, and instructional resources:**

**Required Text:**
LiveText
As of the Fall 2009 Semester, all students enrolled in the College of Education are required to obtain a LiveText account. This is a one-time purchase that will be used for assessments throughout your program within the College of Education. LiveText includes a student file manager that allows you to store documents, files, videos, etc. and access them from any computer in the world.

The current cost of purchasing LiveText is $98. Your subscription will provide you with LiveText access throughout your program at UNLV plus one year after graduation, for a maximum of 5 years. LiveText accounts can be purchased at the UNLV bookstore as well as online at https://college.livetext.com/purchasing/membership_student.html

Additional resources, course materials, and links will be posted on the course WebCampus site at https://webcampus.nevada.edu/ Students must be able to access this site.

Current & Classical References:
Individuals with Disabilities Education Act, P. L. 105-17. (§1414 (d) (3) (B) (I)). (§1451 (a) (6) (H)). (1997).

Internet Resources:
Disability information and resources http://www.makoa.org/
Disability rights and advocacy http://www.draginc.com/
Inclusive Education: Legal requirements and court cases: http://www.uni.edu/coe/inclusion/legal/
Information about inclusive / extensive special education resources: http://www.familyvillage.wisc.edu/education/inclusion.html
National Center for Learning Disabilities: http://www.ncld.org/
National Rehabilitation Information Center http://www.naric.com/
The Association for Retarded Citizens (ARC) http://www.thearc.org
The Association for Severe Handicaps (TASH) http://www.tash.org
The Council for Exceptional Children: http://www.cec.sped.org
**Course activities / requirements:**

**COE Assessment System Requirements:**

**Assignment # 1.** Students will write a position paper on inclusive educational programs for children with and without disabilities.

Performance assessment type: Application exercise

Artifact: Position Paper

Position Paper Rubric attached

*CEC standard CC2K5: INTASC Principle # 2, and COE LO # 2

**Assignment # 2.** Students will develop and write behavioral objectives following an appropriate model for writing behavioral objectives.

Performance assessment type: Application exercise

Artifact: Written Behavioral Objectives

Evaluation Rubric attached

*CEC standard CC4S3:, INTASC Principle # 4 and COE LO # 5 and Principle # 1 and COE LO # 1

**Assignment # 1.** For the position paper on inclusive educational programs for children with and without disabilities:

Students will provide a reasoned and referenced discussion of:

(a) a position regarding an inclusive approach to education (from an elementary or a secondary education point of view), and

(b) what challenges are encountered when implementing inclusive programs for children with and without disabilities.

Finally, the paper must address how possible challenges within inclusive education may be handled.

References from the literature must be used to support the position taken on the issue; and no more than three (3) sources may come from online or internet information locations. Further description of the paper will be provided in class. See attached rubric for more information.

**Assignment # 2.** Students will develop and write five (5) behavioral objectives following an appropriate model for developing behavioral objectives.

**Writing Objectives:** Your objectives should tell a student what they have to do in order to show you that he or she has learned what you want them to learn.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start with an <strong>action verb</strong> that describes a specific behavior or activity by the learner.</td>
<td>An essential part of a learning objective.</td>
</tr>
<tr>
<td>Follow the action verb with the <strong>content reference</strong> that describes the subject being treated.</td>
<td>An essential part of a learning objective.</td>
</tr>
<tr>
<td>Add <strong>performance standard</strong> that indicates the minimum acceptable accomplishment in <strong>measurable terms.</strong></td>
<td>For a competency-based program, including such performance standards is essential for determining when the student reaches a satisfactory level of achievement. If there is no performance standard specified, it usually means that only a 100% correct response is acceptable.</td>
</tr>
<tr>
<td>Add any <strong>criteria or conditions</strong> under which the learning must take place.</td>
<td>Necessary for student understanding and in order to set evaluation requirements.</td>
</tr>
</tbody>
</table>

Don't include too much detail.

Don't write description of learning activities.
Rubric attached. Further description and practice of the project will be provided in class.

**Assignment #3.** Students will complete a Resource Notebook. The Resource Notebook will contain materials to aide you in your future teaching career. Information to be contained within the Resource Notebook will include a disability specific resource catalog (developed using Google docs.), accommodations and strategies, practical application activities, a reflective journal, and related activities done during your Inclusion Learning Project (ILP) (see Assignment #4 for more information). Detailed information on the specific requirements and due dates will be available on Web Campus and in class.

**Assignment #4.** Students will participate in an Inclusion Learning Project (ILP) in conjunction with the Clark County School District Professional Development Schools. For this assignment, students will participate in a minimum of 12 hours of inclusion-based field experiences and complete assignments found in the Resource Notebook. Descriptions and instructions for each assignment, as well as a rubric, can be found on WebCampus. This assignment will be turned in as part of the Resource Notebook (Assignment #3).

**Assignment #5.** Students will complete 8 weekly activities. Activities will be posted on WebCampus and will be submitted weekly in class or via Web Campus. The activities are based on readings, lecture, and class discussion. Each activity will be worth 20 points.

**Assignment #6.** Students will take a reflective final examination. This examination will require students to synthesize and apply the ideas and concepts learned throughout the semester. Detailed information will be given in class prior to taking this examination.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion Position Paper</td>
<td>Position Paper Rubric</td>
<td>75</td>
</tr>
<tr>
<td>Written Behavioral Objectives (5)</td>
<td>Behavioral Objectives Project Rubric</td>
<td>25</td>
</tr>
<tr>
<td>Resource Notebook</td>
<td>Resource Notebook Rubrics</td>
<td>200</td>
</tr>
<tr>
<td>Weekly Activities</td>
<td>Successful completion and quality of weekly activities</td>
<td>20 X 8 = 160</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Evaluation will be judged on completion and quality of the required components.</td>
<td>30</td>
</tr>
<tr>
<td>Attendance / Participation</td>
<td>Record of attendance, participation in class activities</td>
<td>60</td>
</tr>
</tbody>
</table>

**Grading Policy and Instructional Methods:**
A combination of lecture, classroom discussion, and outside study / practical application will be used in this course.

Attendance and participation are vital to the successful completion of this course. Ten percent (10%) of the earned score per assignment will be deducted for missed deadlines or projects turned in after the due date, unless prior approval has been obtained from the instructor. Grading will be based on performance indicators and rubrics.

All work should reflect professional expectations in terms of scope, depth, writing mechanics, and appearance. Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed (10–12 point font and double-spaced) with correct APA 6th Edition style (where appropriate), grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.
Each student must do all work independently unless it is an assigned group project. Final grades will be based on the total points earned by students as shown below.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>514 – 550</td>
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<tr>
<td>A –</td>
<td>492 – 513</td>
</tr>
<tr>
<td>B +</td>
<td>476 – 491</td>
</tr>
<tr>
<td>B</td>
<td>454 – 475</td>
</tr>
<tr>
<td>B –</td>
<td>437 – 453</td>
</tr>
<tr>
<td>C +</td>
<td>421 – 436</td>
</tr>
<tr>
<td>C</td>
<td>399 – 420</td>
</tr>
<tr>
<td>C –</td>
<td>382 – 398</td>
</tr>
<tr>
<td>D</td>
<td>355 – 381</td>
</tr>
<tr>
<td>F</td>
<td>0 – 354</td>
</tr>
</tbody>
</table>

University policy says a grade of "Incomplete" will be given only if the student has a) completed at least 75% of the course, b) earned a grade of "B" or better at the time the Incomplete" grade is requested, and c) requested an "Incomplete" grade for “reason(s) beyond the student’s control and acceptable to the instructor…..” Students must take all responsibility for completion of the course assignments, which must be completed at least 3 weeks before the expiration date of the incomplete for the grade to be submitted.

**Tentative Course Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Reading Assignments (to be done prior to class)</th>
<th>Class Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 25</td>
<td>Class introduction</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to Special Education</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>September 1</td>
<td>Introduction to Special Education Cont’d</td>
<td>Chapter 1</td>
<td>Activity 2 – due in class September 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start Google docs. on Disability Areas</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>September 8</td>
<td>Special Education Procedures &amp; Services</td>
<td>Chapter 2 Behavioral Objective Packet – Web Campus</td>
<td>Activity 3 – due in class September 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavioral Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>September 15</td>
<td>Collaboration</td>
<td>Chapter 3 Chapter 4</td>
<td>Activity 4 – due in class September 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessing student needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Google docs. Rough draft due at 7:00 PM (Sept. 19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>September 22</td>
<td>Planning instruction by analyzing classroom &amp; student needs</td>
<td>Chapter 5</td>
<td>Activity 5 – due in class September 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INCLUDE Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BEHAVIORAL OBJECTIVES DUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
<td>Reading Assignments (to be done prior to class)</td>
<td>Class Assignments</td>
</tr>
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<td>-------------------------------------------------</td>
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</tr>
</tbody>
</table>
| 6    | September 29 | Students with Low-Incidence Disabilities  
Students with High-Incidence Disabilities  
**PRESENT ON DISABILITY AREA (Google Docs)** | Chapter 6  
Chapter 7                                         | Activity 6 – due in class October 6               |
| 7    | October 6   | Students with special needs other than disabilities  
F.A.T. City video  
Differentiating instruction | Chapter 8  
Chapter 9                                         | Activity 7 – WebCampus discussion due by start of class October 13 |
| 8    | October 13  | Independent learning strategies  
Evaluating student learning  
Position Paper Q & A | Chapter 10  
Chapter 11                                         | Activity 8 – due in class March 12th              |
| 9    | October 20  | Responding to student behavior  
Building social relationships  
**Paper Workshop** | Chapter 12  
Chapter 13                                         |                                                      |
| 10   | October 27  | ILP Begins  
ILP Discussion Topic 1  
**Resource Notebook Check** |                                                  |                                                      |
| 11   | November 3  | ILP Discussion Topic 2  
**POSITION PAPER DUE** |                                                  |                                                      |
| 12   | November 10 | ILP Discussion Topic 3  
|                                                   |                                                      |
| 13   | November 17 | ILP Discussion Topic 4  
|                                                   |                                                      |
| 14   | November 24 | ILP Discussion Topic 5  
|                                                   |                                                      |
| 15   | December 1  | ILP Discussion Topic 6 & 7  
Final Exam Review  
**RESOURCE NOTEBOOKS DUE** |                                                  |                                                      |
| 16   | December 8  | **Final Examination – Time TBA**                                       |                                                  |                                                      |
# Assignment # 1

## POSITION PAPER RUBRIC

**EDSP 411-003**  
**Fall 2009**

### Format and organization
- **TARGET**
  - Excellently covers all required components
  - Clear and consistent organization
  - Consistent use of "person first" language

  18 – 20 points

- **ACCEPTABLE**
  - Addressed required components
  - Some lapses in clarity or organization
  - Inconsistent use of "person first" language, but most terms used correctly

  15 – 17 points

- **UNACCEPTABLE**
  - Required components not included
  - Disorganized or difficult to follow
  - "Person first" language not used

- **NOT SUBMITTED**

  0 points

### Presentation of position
- **TARGET**
  - Identified important principles
  - Excellent analysis of position
  - Presented original perspective about topic
  - Appropriately cited references from literature to support position (refereed journals)

  40 – 45 points

- **ACCEPTABLE**
  - Showed understanding of basic principles
  - Some analysis of position evident
  - Position or perspective stated but somewhat vague
  - Cited very few references from literature to support position

  36 – 39 points

- **UNACCEPTABLE**
  - Appears to lack command of most of the important concepts
  - Little evidence of analysis of position
  - Perspective about topic did not appear original
  - Did not cite references from literature to support position, or information not current

- **NOT SUBMITTED**

  0 points

### Writing mechanics
- **TARGET**
  - Excellent writing mechanics
  - No errors in spelling, grammar, or punctuation
  - No more than one or two "typos"
  - Consistent use of APA style

  9 – 10 points

- **ACCEPTABLE**
  - Adequate writing mechanics
  - A few errors in spelling, grammar, or punctuation
  - A number of "typos"
  - APA style with minor errors

  8 – 8.9 points

- **UNACCEPTABLE**
  - Poor writing mechanics
  - Many errors in spelling, grammar, punctuation
  - Many "typos"
  - APA style not used or with many errors

- **NOT SUBMITTED**

  0 points
## Assignment #2

### BEHAVIORAL OBJECTIVES RUBRIC

#### EDSP 411-003

#### Fall 2009

<table>
<thead>
<tr>
<th></th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
<th>NOT SUBMITTED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>• Excellently covers all required components</td>
<td>• Addressed required components</td>
<td>• Required components not included</td>
<td>Not submitted</td>
</tr>
<tr>
<td></td>
<td>• All stated with terms that are</td>
<td>• Only a few lapses in clarity of terms regarding:</td>
<td>• Terms used are not</td>
<td></td>
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<tr>
<td></td>
<td>o specific</td>
<td>o specific</td>
<td>o specific</td>
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<td></td>
<td>o measurable</td>
<td>o measurable</td>
<td>o measurable</td>
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<td></td>
<td>o observable</td>
<td>o observable</td>
<td>observable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 – 10 points</td>
<td>7 – 8 points</td>
<td>less than 7 points</td>
<td></td>
</tr>
<tr>
<td><strong>Qualitative component</strong></td>
<td>• Showed excellent grasp of basic principles</td>
<td>• Showed understanding of basic principles</td>
<td>• Appears to lack command of the important concepts</td>
<td>Not submitted</td>
</tr>
<tr>
<td></td>
<td>• Consistent use of &quot;person first&quot; language</td>
<td>• Inconsistent use of &quot;person first&quot; language, but most terms used correctly</td>
<td>• &quot;Person first&quot; language not used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Additional clarity is added</td>
<td>• Most objectives are stated positively</td>
<td>• Objectives written only in a negative way (i.e., student will not....)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All objectives are stated positively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 – 10 points</td>
<td>7 – 8 points</td>
<td>less than 7 points</td>
<td></td>
</tr>
<tr>
<td><strong>Format and Writing Mechanics</strong></td>
<td>• Clear and logical sequence and order</td>
<td>• Organization and sequence generally good</td>
<td>• Poorly organized or difficult to follow</td>
<td>Not submitted</td>
</tr>
<tr>
<td></td>
<td>• Easy to follow</td>
<td>• Adequate writing mechanics</td>
<td>• Poor writing mechanics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Excellent writing mechanics</td>
<td>• A few errors in spelling, grammar, or punctuation</td>
<td>• Many errors in spelling, grammar, punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No errors in spelling, grammar, or punctuation</td>
<td>• A number of &quot;typos&quot;</td>
<td>• Many &quot;typos&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No more than one or two &quot;typos&quot;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4.5 – 5 points</td>
<td>3 – 4 points</td>
<td>less than 3 points</td>
<td></td>
</tr>
</tbody>
</table>
Additional Statements of Rules and Regulations

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.” An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005, located at http://studentlife.unlv.edu/judicial/misconductPolicy.html).

Copyright – To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, visit: <http://studentlife.unlv.edu/disability/>.

Missed Class(es) / Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

Socialization Interruptions Beepers and cellular phones should be turned off during the class sessions. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Such disruptions may also be considered in determining a “participation” grade component.

Rebelmail – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for information on how to forward your mail to another account.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301 (895-3908).

Collection of Student Assignments for Accreditation Purposes Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.