Course Prefix and Number: EDSP 411-002
Course Title: Special Education Techniques in Inclusive Settings
Credit Hours: 3
Semester: Fall, 2010
Instructor: William Garnett
Class Time: Mon./Wed.—1:00pm-2:15pm
Class Location: CBC-C229
Office Hours: Mon./Wed.—10am-12 (Noon); Tues. 1pm-3pm or by appointment
Telephone: 895-1106
E-mail: garnettw@unlv.nevada.edu
Office: CEB 147
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

<table>
<thead>
<tr>
<th>CEC Core</th>
<th>Description</th>
<th>INTASC Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC1K1</td>
<td>Models, theories, and philosophies that form the basis for special education practice.</td>
<td>1.01, 2.04</td>
</tr>
<tr>
<td>CC1K2</td>
<td>Laws, policies, and ethical principles regarding behavior management planning and implementation.</td>
<td>1.04, 1.13</td>
</tr>
<tr>
<td>CC1K3</td>
<td>Relationship of special education to the organization and function of educational agencies.</td>
<td>1.04, 1.13</td>
</tr>
<tr>
<td>CC1K4</td>
<td>Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</td>
<td>1.04, 1.11, 1.13, 8.08, 10.07</td>
</tr>
<tr>
<td>CC1K5</td>
<td>Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</td>
<td>1.04, 1.13, 3.04, 8.07, 8.09</td>
</tr>
<tr>
<td>CC1K6</td>
<td>Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</td>
<td>1.04, 8.07</td>
</tr>
<tr>
<td>CC1K9</td>
<td>Impact of the dominant culture on shaping schools and the individuals who study and work in them.</td>
<td>3.04, 10.04</td>
</tr>
<tr>
<td>CC1K10</td>
<td>Potential impact of differences in values, languages, and customs that can exist between the home and school.</td>
<td>3.03, 3.04, 6.03, 10.02, 10.04</td>
</tr>
<tr>
<td>CC2K2</td>
<td>Educational implications of characteristics of various exceptionalities.</td>
<td>1.08, 3.05, 2.01, 7.06</td>
</tr>
<tr>
<td>CC2K5</td>
<td>Similarities and differences of individuals with and without exceptional learning needs.</td>
<td>2.01</td>
</tr>
<tr>
<td>CC2K6</td>
<td>Similarities and differences among individuals with exceptional learning needs.</td>
<td>2.05</td>
</tr>
<tr>
<td>CC3K1</td>
<td>Effects an exceptional condition(s) can have on an individual’s life.</td>
<td>1.08, 2.01, 2.05, 3.02, 3.06, 10.10</td>
</tr>
<tr>
<td>CC3K5</td>
<td>Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.</td>
<td>1.08, 2.01, 2.06, 3.04, 3.09, 9.04</td>
</tr>
<tr>
<td>CC5K4</td>
<td>Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.</td>
<td>6.05</td>
</tr>
<tr>
<td>CC5K7</td>
<td>Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</td>
<td>5.03</td>
</tr>
<tr>
<td>CC7K1</td>
<td>Theories and research that form the basis of curriculum development and instructional practice.</td>
<td>1.02, 1.06</td>
</tr>
<tr>
<td>CC7K2</td>
<td>Scope and sequences of general and special curricula.</td>
<td>1.02, 1.06, 7.02, 7.03, 7.06</td>
</tr>
<tr>
<td>CC7K3</td>
<td>National, state or provincial, and local curricula standards.</td>
<td>7.06</td>
</tr>
<tr>
<td>CC7K5</td>
<td>Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.</td>
<td>7.06, 10.03</td>
</tr>
<tr>
<td>CC8K2</td>
<td>Legal provisions and ethical principles regarding assessment of individuals.</td>
<td>1.04, 1.13, 8.01, 8.11</td>
</tr>
<tr>
<td>CC8K3</td>
<td>Screening, pre-referral, referral, and classification procedures.</td>
<td>1.04, 1.05, 2.08, 3.04, 3.06, 8.01, 8.07</td>
</tr>
</tbody>
</table>
Discuss specific guidelines within the Nevada Administrative Code for Special Education Programs.

**Skills**

Upon completion of this course, the student will:

- **CC1S1** Articulate personal philosophy of special education.
- **CC4S3** Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- **CC5S3** Identify supports needed for integration into various program placements.
- **CC7S1** Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- **CC9S8** Use verbal, nonverbal, and written language effectively.
- **CC9S10** Access information on exceptionalities.

**Dispositions**

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

- **CC9S1** Practice within the CEC Code of Ethics and other standards of the profession.
- **CC9S5** Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
- **CC9S6** Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- **CC9S11** Reflect on one’s practice to improve instruction and guide professional growth.
- **CC10S1** 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:**

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:**

**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. The position paper should be 3-5 pages in length.

The paper should be submitted in a Word file attachment via Webcampus submission window, or in a hard copy.

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. |
| --- | --- |
| **Steps** | **Notes** |
| Start with an action verb that describes a specific behavior or activity by the learner. | An essential part of a learning objective. |
| Follow the action verb with the content reference that describes the subject being treated. | An essential part of a learning objective. |
| Add performance standard that indicates the minimum acceptable accomplishment in measurable terms. | 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. |
| Add any criteria or conditions under which the learning must take place. | Necessary for student understanding and in order to set evaluation requirements. |
| 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 rough draft of their position paper. The purpose of the rough draft is to assist students in developing their position concerning inclusion, as well as
practicing APA writing style. The rough draft is worth 15 points.

**Assignment #4:** Students will complete 5 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. Forms for certain activities will be available via Webcampus.

**Assignment #5:** Students will participate in an Inclusion Learning Project (ILP) in conjunction with the Clark County School District. For this assignment, students will participate in 12 hours of inclusion-based field experiences and complete assignments found in the Inclusion Learning Project Notebook. Descriptions and instructions for each assignment, as well as a rubric, can be found on WebCampus.

**Assignment #6:** In groups, students will create a resource list concerning one of the thirteen federally recognized disability categories. The requirements for the list will be posted on Webcampus.

**Final Exam:** Students will complete a reflective final exam.

**ALL ASSIGNMENTS SHOULD BE SENT THROUGH WEBCAMPUS. THE ILP NOTEBOOK, POSITION PAPER (ROUGH AND FINAL DRAFT), and RESOURCE LIST should all be sent as Word attachments (.doc, or .docx). Hard copies of assignments are also acceptable.**

<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>Inclusion Position Paper Rough Draft</td>
<td>Completion of rough draft</td>
<td>15</td>
</tr>
<tr>
<td>Weekly Activities (5)</td>
<td>Successful completion and quality of weekly activities</td>
<td>5 X 20 pts each</td>
</tr>
<tr>
<td>ILP Notebook</td>
<td>ILP Notebook rubric</td>
<td>200</td>
</tr>
<tr>
<td>Resource List</td>
<td>Accuracy and depth of content</td>
<td>25</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Evaluation will be judged on completion and quality of the required components</td>
<td>25</td>
</tr>
<tr>
<td><strong>Point Total:</strong></td>
<td></td>
<td>465</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/Participation: Students who miss three classes will lose 5 points from the overall total. For each additional day missed, another 5 points will be deducted. It is understood that attending class is important to understanding content and assignments. Attending courses also demonstrates one’s commitment to the profession. Students who miss class are responsible for acquiring any missed information.

Late work: Though it is understood that deadlines are important, late work will still be accepted. However, 1 point will be deducted for every day past the due date.
Use of cell phones is prohibited; however, consult with the instructor concerning any emergency situation. Use of laptops is permitted; however, they should only be used for taking notes or viewing presentation material.

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>Grade Letter</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>465 - 437</td>
<td>94 - 100%</td>
</tr>
<tr>
<td>A−</td>
<td>436 - 418</td>
<td>90 - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>417 - 404</td>
<td>87 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>403 – 385</td>
<td>83 - 86%</td>
</tr>
<tr>
<td>B−</td>
<td>384 – 372</td>
<td>80 - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>371 – 357</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>C</td>
<td>356 – 338</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>C−</td>
<td>337 – 324</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>D</td>
<td>323 – 301</td>
<td>65 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>300 - 0</td>
<td>0 - 64%</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>08/23/10</td>
<td>Class introduction&lt;br&gt;Introduction to Special Education&lt;br&gt;Special Education Procedures &amp; Services&lt;br&gt;ILP Sign-Up&lt;br&gt;Disability Resource Sign-Up</td>
<td>Chapters 1 &amp; 2</td>
<td>Activity 1 due: 8/27/10!!</td>
</tr>
<tr>
<td>2</td>
<td>08/30/10</td>
<td>Building Partnerships through Collaboration&lt;br&gt;Assessing Student Needs&lt;br&gt;Planning instruction by analyzing classroom &amp; student needs</td>
<td>Chapter 3-5</td>
<td>Activity 2 due: 9/03/10!!</td>
</tr>
<tr>
<td>3</td>
<td>09/06/10</td>
<td>NO CLASS ON 9/6/10!!&lt;br&gt;ON-LINE CLASS on 9/08/10!!&lt;br&gt;INCLUDE Strategy</td>
<td>Re-read INCLUDE Strategy</td>
<td>Post Answers to Discussion Questions (WebCampus) by 9/10/10!!</td>
</tr>
<tr>
<td>4</td>
<td>09/13/10</td>
<td>Students with Low-Incidence Disabilities&lt;br&gt;Students with High-Incidence&lt;br&gt;Behavioral Objective Practice</td>
<td>Chapter 6 &amp; 7</td>
<td>Activity 3 due: 9/17/10!!</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>
<tr>
<td>------</td>
<td>---------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>
| 5    | 09/20/10| Disabilities Students with special needs other than disabilities  
Differentiating instruction  
F.A.T. City video | Chapter 8 & 9 | Activity 4 due: 9/24/10!! |
| 6    | 09/27/10| Independent learning strategies  
Evaluating student learning  
Behavior Objective Practice | Chapter 10 & 11 | Activity 5 due: 10/01/10!! |
| 7    | 10/04/10| Responding to student behavior  
Building social relationships  
Behavior Objective Practice  
ILP Review | Chapter 12 & 13 | Position Paper Rough Draft due: 10/08/10!!  
Behavioral Objectives due: 10/11/10!! |
| 8    | 10/11/10| ILP Begins—Class meets 10/13/10 | ILP discussions |               |
| 9    | 10/18/10| Class meets 10/20/10 | ILP discussions |               |
| 10   | 10/25/10| Class meets 10/27/10 | ILP discussions |               |
| 11   | 11/1/10 | Class meets 11/03/10 | ILP discussions | Resource lists due: 11/05/10!! |
| 12   | 11/08/10| Class meets 11/10/10 | ILP discussions |               |
| 13   | 11/15/10| Class meets. 11/17/10 | ILP discussions | Position Paper Due: 11/19/10!! |
| 14   | 11/22/10| Class meets 11/22/10 | ILP discussions |               |
| 15   | 11/29/10| Class meets 11/29/10 | ILP discussions | ILP Notebooks due: 12/03/10!! |
| 16   | 12/06/10| FINAL EXAM Date/Time TBA |               |               |
## Assignment # 1
### POSITION PAPER RUBRIC
**EDSP 411-003**  
*Fall 2009*

<table>
<thead>
<tr>
<th>Format and organization</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
<th>NOT SUBMITTED</th>
</tr>
</thead>
</table>
|                          | • Excellently covers all required components  
|                          | • Clear and consistent organization  
|                          | • Consistent use of "person first" language  | • Addressed required components  
|                          |                                                 | • Some lapses in clarity or organization  
|                          |                                                 | • Inconsistent use of "person first" language, but most terms used correctly | 18 – 20 points | 15 – 17 points | 14 points or less | Not submitted |

| Presentation of position | • Identified important principles  
|                          | • Excellent analysis of position  
|                          | • Presented original perspective about topic  
|                          | • Appropriately cited references from literature to support position (refereed journals) | • 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 | • 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 | 40 – 45 points | 36 – 39 points | 35 points or less | Not submitted |

| Writing mechanics | • Excellent writing mechanics  
|                   | • No errors in spelling, grammar, or punctuation  
|                   | • No more than one or two "typos"  
|                   | • Consistent use of APA style | • Adequate writing mechanics  
|                   |                                                 | • A few errors in spelling, grammar, or punctuation  
|                   |                                                 | • A number of "typos"  
|                   |                                                 | • APA style with minor errors | 9 – 10 points | 8 – 8.9 points | 7 points or less | Not submitted |
|                   |                                                 | • Poor writing mechanics  
|                   |                                                 | • Many errors in spelling, grammar, punctuation  
|                   |                                                 | • Many "typos"  
|                   |                                                 | • APA style not used or with many errors | | | | 0 points |

| Writing mechanics | • Poor writing mechanics  
|                   | • Many errors in spelling, grammar, punctuation  
|                   | • Many "typos"  
|                   | • APA style not used or with many errors | 7 points or less | Not submitted |

| 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>
</table>
| **Accuracy**            | • Excellently covers all required components  
                          • All stated with terms that are  
                            o specific  
                            o measurable  
                            o observable  
                          9 – 10 points | • Addressed required components  
                          • Only a few lapses in clarity of terms regarding:  
                            o specific  
                            o measurable  
                            o observable behaviors  
                          7 – 8 points | • Required components not included  
                          • Terms used are not  
                            o specific  
                            o measurable, nor  
                            o observable  
                          less than 7 points | Not submitted |
| **Qualitative component** | • Showed excellent grasp of basic principles  
                               • Consistent use of "person first" language  
                               • Additional clarity is added  
                               • All objectives are stated positively  
                         9 – 10 points | • Showed understanding of basic principles  
                          • Inconsistent use of "person first" language, but most terms used correctly  
                          • Most objectives are stated positively  
                         7 – 8 points | • Appears to lack command of the important concepts  
                          • "Person first" language not used  
                          • Objectives written only in a negative way (i.e., student will not....)  
                          less than 7 points | Not submitted |
| **Format and Writing Mechanics** | • Clear and logical sequence and order  
                                 • Easy to follow  
                                 • Excellent writing mechanics  
                                 • No errors in spelling, grammar, or punctuation  
                                 • No more than one or two "typos"  
                          4.5 – 5 points | • Organization and sequence generally good  
                          • Adequate writing mechanics  
                          • A few errors in spelling, grammar, or punctuation  
                          • A number of "typos"  
                          3 – 4 points | • Poorly organized or difficult to follow  
                          • Poor writing mechanics  
                          • Many errors in spelling, grammar, punctuation  
                          • Many "typos"  
                          less than 3 points | Not submitted |

0 points
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. Plagiarism is 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://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: 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.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. 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-A), Room 143, and the contact numbers are: Voice (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. For additional information, please visit: http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1.

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 e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

**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-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

**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.