### Syllabus

**Department of Special Education**  
**College of Education, University of Nevada Las Vegas**

<table>
<thead>
<tr>
<th>I.</th>
<th>Prefix &amp; Number</th>
<th>EDSP 423/ESP 468</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>Title</td>
<td>Collaborative Consultation in Special Education</td>
</tr>
<tr>
<td>III.</td>
<td>Credits</td>
<td>3 semester units</td>
</tr>
<tr>
<td>IV.</td>
<td>Semester</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>V.</td>
<td>Instructor</td>
<td>Joseph Morgan</td>
</tr>
<tr>
<td>VI.</td>
<td>Office/Phone/Email</td>
<td>CEB 144/895-1097/morgan57@unlv.nevada.edu</td>
</tr>
<tr>
<td>VII.</td>
<td>Class Location</td>
<td>CEB 133</td>
</tr>
<tr>
<td>VIII.</td>
<td>Office Hours</td>
<td>By appointment only.</td>
</tr>
<tr>
<td>IX.</td>
<td>Prerequisites</td>
<td>Students must have completed ESP 200: Introduction to Special Education or ESP 471.</td>
</tr>
<tr>
<td>X.</td>
<td>Course Description (Course Introduction)</td>
<td>This course is an introduction to the collaborative consultative process in special education. Emphasis is placed on the role of the special educator in this process. Practical consultative techniques are emphasized.</td>
</tr>
</tbody>
</table>

**XI. CEC Knowledge Objectives and Related Standards**

**Knowledge**  
Upon completion of this course, the student will have acquired knowledge related to:

CC1K6 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

GC1K5 Continuum of placement and services available for individuals with disabilities.

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

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

GC1K3 Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.

GC1K8 Principles of normalization and concept of least restrictive environment.

GC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

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

CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

CC10K1 Models and strategies of consultation and collaboration.

GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.

CC5K1 Demands of learning environments.

CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.

CC5K3 Effective management of teaching and learning.

CC5K5 Social skills needed for educational and other environments.

**Skills**

Upon completion of this course, the student will be able to:

GC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.

GC10S1 Use local, community, and state and provincial resources to assist in programming with individuals with disabilities.

CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.

GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.

GC4S10 Identify and teach basic structures and relationships within and across curricula.

CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

GC7S4 Select, design, and use technology, materials, and resources required to educate individuals whose disabilities interfere with communication.

GC7S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.

GC5S3 Plan instruction in a variety of educational settings.

GC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments.

CC7S10 Prepare lesson plans.

GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.

CC4S1 Use strategies to facilitate integration into various settings.

CC10S3 Foster respectful and beneficial relationships between families and professionals.

CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

CC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

GC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.

GC5S6 Establish a consistent classroom routine for individuals with disabilities.

CC5S6 Use performance data and information from all stakeholders to make or suggest...
modifications in learning environments.
GC5S4 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.

**CEC Disposition Objectives and Related Standards**
CC9K1 Personal cultural biases and differences that affect one’s teaching.
CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.
GC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.
GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.
GC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.
GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.

**XII. Performance**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Related CEC Standards</th>
<th>Assignment/ Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and describe the history, models, theories, and philosophies that form the foundation of collaborative special education within a continuum of services.</td>
<td>CC1K6, GC1K5, CC1K4, CC1K1, GC1K3, GC1K8</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>No Pity</em> Reaction Paper</td>
</tr>
<tr>
<td>2. Identify and coordinate sources, services, and roles of professional groups, networks, agencies, and publications that support collaborative services for individuals with disabilities.</td>
<td>GC10K3, GC10S2, GC10S1</td>
<td>The Collaborative Consultative Resource Handbook</td>
</tr>
<tr>
<td>3. Identify and use appropriate instructional strategies and materials according to the individual needs of exceptional students to promote achievement within and across all learning environments.</td>
<td>CC4S3, CC4S4, GC7S2, GC4S10</td>
<td>Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>In-class case studies</em></td>
</tr>
</tbody>
</table>
4. Summarize appropriate classroom and instructional management for students with exceptional needs in various learning environments.

<table>
<thead>
<tr>
<th>Course objectives:</th>
<th>CC5K1, CC5K2, CC5K3, CC5K5</th>
<th>Final In-class case studies</th>
</tr>
</thead>
</table>

5. Use performance data to design modifications and develop classroom routines in a variety of learning environments through meaningful feedback.

<table>
<thead>
<tr>
<th>Course objectives:</th>
<th>GC5S6, CC5S6, GC5S4</th>
<th>Final In-class case studies</th>
</tr>
</thead>
</table>

6. Use the knowledge of the general curriculum, assessment results, and resources to develop and implement appropriate modifications and accommodations for individuals with exceptional learning needs within the continuum of services.

<table>
<thead>
<tr>
<th>Course objectives:</th>
<th>CC7S1, GC7S4, GC7S5, GC5S3, GC7S8, CC3S5, CC7S10, GC7S3</th>
<th>Final In-class case studies</th>
</tr>
</thead>
</table>

7. Understand collaborative models and the roles of those involved in implementation.

<table>
<thead>
<tr>
<th>Course objectives:</th>
<th>CC10K2, CC10K1, GC10K2</th>
<th>Midterm Final In-class case studies</th>
</tr>
</thead>
</table>

8. Communicate and collaborate effectively with school personnel and families to facilitate the integration of students with exceptional needs into various collaborative settings.

<table>
<thead>
<tr>
<th>Course objectives:</th>
<th>CC4S1, CC10S3, CC10S9, CC10S10, GC10S2</th>
<th>In-service Activity</th>
</tr>
</thead>
</table>

Course objectives:

1. **Identify and describe the history, models, theories, and philosophies that form the foundation of collaborative special education within a continuum of services. (CC1K6, GC1K5, CC1K4, CC1K1, GC1K3, GC1K8)**

   CC1K6 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
   GC1K5 Continuum of placement and services available for individuals with disabilities.
   CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
   CC1K1 Models, theories, and philosophies that form the basis for special education practice.
   GC1K3 Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
2. Identify and coordinate sources, services, and roles of professional groups, networks, agencies, and publications that support collaborative services for individuals with disabilities. (GC10K3, GC10S2, GC10S1)

GC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.
GC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.
GC10S1 Use local, community, and state and provincial resources to assist in programming with individuals with disabilities.

3. Identify and use appropriate instructional strategies and materials according to the individual needs of exceptional students to promote achievement within and across all learning environments. (CC4S3, CC4S4, GC7S2, GC4S10)

CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.
GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC4S10 Identify and teach basic structures and relationships within and across curricula.

4. Summarize appropriate classroom and instructional management for students with exceptional needs in various learning environments. (CC5K1, CC5K2, CC5K3, CC5K5)

CC5K1 Demands of learning environments.
CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3 Effective management of teaching and learning.
CC5K5 Social skills needed for educational and other environments.

5. Use performance data to design modifications and develop classroom routines in a variety of learning environments through meaningful feedback. (GC5S6, CC5S6, GC5S4)

GC5S6 Establish a consistent classroom routine for individuals with disabilities.
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
GC5S4 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.

6. Use the knowledge of the general curriculum, assessment results, and resources to develop and implement appropriate modifications and accommodations for individuals with exceptional learning needs within the continuum of services. (CC7S1, GC7S4, GC7S5, GC5S3, GC7S8, CC3K5, CC7S10, GC7S3)
CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
GC7S4 Select, design, and use technology, materials, and resources required to educate individuals whose disabilities interfere with communication.
GC7S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
GC5S3 Plan instruction in a variety of educational settings.
GC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments.
CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
CC7S10 Prepare lesson plans.
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.

7. **Understand collaborative models and the roles of those involved in implementation.**
   (CC10K2, CC10K1, GC10K2)

CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K1 Models and strategies of consultation and collaboration.
GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.

8. **Communicate and collaborate effectively with school personnel and families to facilitate the integration of students with exceptional needs into various collaborative settings.**
   (CC4S1, CC10S3, CC10S9, CC10S10, GC10S2)

CC4S1 Use strategies to facilitate integration into various settings.
CC10S3 Foster respectful and beneficial relationships between families and professionals.
CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
GC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.

**XIII. Results**

EDSP 423/ESP 468 is an introductory class and is intended to build basic knowledge and skills. Direct results to students with disabilities are not evaluated because of the introductory nature of the class.
XIV. COURSE RESOURCES

Required Textbook and Materials


Xerox Packet of Handouts

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 on line at https://college.livetext.com/purchasing/membership_student.html.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS


**Current and Classical References:**


XV. ASSIGNMENTS

Course Requirements

1.) **Informed, Timely, and Consistent Participation:** The success of this class depends on collective attendance and consistent participation. Because of the intense nature of this class, you are required to attend all day each day (Monday through Friday). Class will begin at 8:00 am and end at 3:30 pm. We will take a half-hour lunch.

Because of the intense nature of the course (each day of class represents 3 weeks of work during a traditional semester), students will earn **10 points** for being on time (8:00 am) and **10 points** for daily attendance (all day). Being on time and daily attendance is a course requirement---points will not be earned unless the student is on time and attends the entire day.

**Informed participation** in discussions and activities is also an essential part of this process. Contributions should be based on the literature, collaboration, and conversations with peers.

100 points

2.) **COLLABORATIVE CONSULTATION NOTEBOOK:** Students are required to keep a notebook of the collaborative instructional interventions, ideas, and strategies presented in class. The notebook will also include pages from the textbook and handouts, as well as other resources. The notebook will be typed or neatly handwritten and organized into topic areas (using labeled tabs). This is to be a **PROFESSIONAL** resource. Please see rubric for grading criteria.

100 points

3.) **Mid-Term and Final:** The Mid-Term and Final activities provide an opportunity for you to ensure that your knowledge of the field of Special Education and issues related to collaborative consultation are sufficient for you to engage in informed conversations and activities regarding consultation with other educators and parents. The mid-term and final will be open book and notes (HOWEVER, please note, you cannot complete the tests on time if you have not read the material prior to the test). There also will be group essay questions on both the mid-term and final. The essays will be application questions that you will complete in assigned groups at the beginning of the test period----your partners and the instructor will assign points for the essay questions. You must be on time for the tests or you will punish the folks in the essay question group to which you are assigned. The essays will be time limited.

100 points each

4.) **INSERVICE ACTIVITY:** Students will create and present a 5-minute staff in-service on Collaborative Consultation for general educators. The in-service may cover a variety of topics: the concept of collaboration, how to communicate with each other, how to make modifications and accommodations, etc. Students must clear their topic with the instructor by Wednesday. Overheads or a PowerPoint are required. A student created handout also is required.

100 points

5.) **REACTION PAPER:** Students will write a 5-page reaction paper on the book *No Pity*. This is to be a reaction to the material contained in the book and not a book report. The title page does not count as one of the five pages. We will discuss this more in class.

100 points
ALL ASSIGNMENTS ARE DUE ON TIME—ON THE DAY ASSIGNED. ANY LATE ASSIGNMENTS WILL LOSE 10 POINTS AUTOMATICALLY OFF THE TOTAL NUMBER OF POINTS ALLOTED FOR THE ASSIGNMENT.

ALL ASSIGNMENTS ARE DUE BY 5:00 PM ON SEPTEMBER 25, 2009. NO ASSIGNMENTS WILL BE ACCEPTED AFTER THAT TIME.

GRADING:

Attendance................................................................. 100 points
Collaboration Notebook.............................................. 100 points
Midterm................................................................. 100 points
Reaction Paper.......................................................... 100 points
In-service............................................................. 100 points
Final................................................................. 100 points

GRADING RANGE:

A  94-100
A-  92-93
B+  90-91
B   84-89
B-  82-83
C+  80-81
C   74-79
C-  72-73
D+  70-71
D   64-69
D-  62-63
F   <62
## Tentative Course Outline (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>ORIENTATION AND BACKGROUND</td>
<td>Chapters 1, 2, 16</td>
</tr>
<tr>
<td></td>
<td>History of Collaborative Consultation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Need for Consultation</td>
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<td></td>
<td>Components of Consultation</td>
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<tr>
<td></td>
<td>Response to Intervention &amp; Collaboration</td>
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<tr>
<td>9/22</td>
<td>Making Consultation Run Smoothly</td>
<td>Chapters 3, 15</td>
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<td></td>
<td>Consultation: A Shared Responsibility</td>
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<tr>
<td></td>
<td>The Fine Art of Negotiation</td>
<td></td>
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<tr>
<td></td>
<td>MIDTERM TOMORROW WILL COVER Chapters 1, 2, 3, 15, 16 and all notes from class.</td>
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<tr>
<td>9/23</td>
<td>MIDTERM –will begin at 8:00 with group essay questions—you must be on time.</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Preparing students with disabilities for inclusion</td>
<td>Begin reading Chapters 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</td>
</tr>
<tr>
<td></td>
<td>Preparing students without disabilities for inclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consulting with parents</td>
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<tr>
<td></td>
<td>Selecting and Implementing Appropriate Behavioral Management Strategies</td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>Differentiating Instruction for Diverse Learners</td>
<td>Continue reading Chapters 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</td>
</tr>
<tr>
<td></td>
<td>Differentiating large and Small Group Instruction</td>
<td>No Pity Reaction Paper due at 8:00 am</td>
</tr>
<tr>
<td></td>
<td>Differentiating Reading, Writing, and Spelling Instruction</td>
<td></td>
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<tr>
<td></td>
<td>Differentiating Mathematics, Science, and Social Studies Instruction</td>
<td></td>
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<tr>
<td></td>
<td>How to Make it All Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHAPTERS 14, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 will be covered in the final. Class notes will also be covered in the final.</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>FINAL----will begin at 8:00 with group essay questions, you must be on time.</td>
<td>In-services presented</td>
</tr>
<tr>
<td></td>
<td>In-service Presentations</td>
<td>Notebook d</td>
</tr>
</tbody>
</table>
## COLLABORATIVE CONSULTATION NOTEBOOK RUBRIC

**Name:** ________________________  **Total Points Earned:** ______/100

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Does Not Meet (78-below)</th>
<th>Meets (79-89)</th>
<th>Exceeds (90-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong> (34 points possible)</td>
<td>Disorganized</td>
<td>Fairly well-organized</td>
<td>Exceptionally well-organized</td>
</tr>
<tr>
<td></td>
<td>Difficult to use</td>
<td>Fairly easy to use</td>
<td>Exceptionally easy to use</td>
</tr>
<tr>
<td></td>
<td>Difficult to locate Information</td>
<td>Fairly easy to locate Information</td>
<td>Exceptionally easy to locate information</td>
</tr>
<tr>
<td></td>
<td>(&lt;25)</td>
<td>(26-29)</td>
<td>(30-34)</td>
</tr>
<tr>
<td><strong>Content</strong> (33 points possible)</td>
<td>Substantial omissions of notes and handouts</td>
<td>Missing some notes and handouts</td>
<td>Contains all notes and handouts</td>
</tr>
<tr>
<td></td>
<td>Irrelevant information</td>
<td>Relevant information</td>
<td>Abundance of relevant, accurate information</td>
</tr>
<tr>
<td></td>
<td>Inaccurate information</td>
<td>Accurate information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unreliable information/ Sources</td>
<td>Reliable information</td>
<td>Abundance of reliable information/sources</td>
</tr>
<tr>
<td></td>
<td>(&lt;26)</td>
<td>Reliable sources (26.3-29)</td>
<td>(30-33)</td>
</tr>
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</table>
## INSERVICE PRESENTATION

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Total Points Earned: _______/100</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>NA</th>
<th>Below Expectations (79-below)</th>
<th>Meets Expectations (80-89)</th>
<th>Exceeds Expectations (90-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE/INTASC Principle 5: Strategies &amp; Methods</td>
<td></td>
<td>Poorly organized</td>
<td>Fairly well-organized</td>
<td>Well-organized</td>
</tr>
<tr>
<td>COE/INTASC Principle 8: Assessment Organization/Presentation of Information</td>
<td></td>
<td>Unclear presentation Poor presentation techniques One-way interaction (&lt;25)</td>
<td>Clear presentation Good presentation techniques: Use of supplementary materials or activities Two-way interactions (26-29)</td>
<td>Very Clear presentation Professional techniques: Use of multiple methods (materials, activities, etc.) Fully-interactive (30-34)</td>
</tr>
<tr>
<td>COE/INTASC Principle 5: Strategies &amp; Methods</td>
<td></td>
<td>No references to literature Inaccurate statements Lack of knowledge-base Handout not original, neat, or missing PowerPoint or Overhead---missing, messy, or lacks relevancy (&lt;26)</td>
<td>Few and/or vague references to literature Accurate statements Somewhat familiar with knowledge-base Handout not original, neat, or not relevant PowerPoint or Overhead—not neat, lacks relevancy (27-29)</td>
<td>Accurate and relevant references to literature Accurate statements Knowledgeable Excellent handout—original, neat, relevant Excellent PowerPoint or Overhead—neat, relevant (30-33)</td>
</tr>
</tbody>
</table>
**Special Notes**

**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.”

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**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, August 31, 2007, 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).

**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. All UNLV students receive a Rebelmail account after admission to the university. 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.

**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. 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. 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.