I. Prefix & Number | EDSP 492
---|---
II. Title | Student Teaching Seminar Section 001
III. Credits | 2 credits
IV. Semester | Spring 2011
V. Instructor | Nancy Brown
VI. Office/Phone/Email | CEB 146/ 895-1397/ nancy.brown@unlv.edu
VII. Class Location | CBC C 118
VIII. Office Hours | By appt. only
IX. Prerequisites | Students should have completed all course work in Special Education.
X. Course Description (Course Introduction) | This course will provide a forum for student teachers to brainstorm, problem solve, and share information related to their field experience. Instructional and behavioral strategies for regular and special education settings will be presented.

Standards Addressed:
Council for Exceptional Children
Standard Domain Areas Addressed in this Course

<table>
<thead>
<tr>
<th>Standard #1: Foundations</th>
<th>Standard #2: Development and Characteristics of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #3: Individual Learning Difference</td>
<td>Standard #4: Instructional Strategies</td>
</tr>
<tr>
<td>Standard #5: Learning Environments and Social Interactions</td>
<td>Standard #6: Language</td>
</tr>
<tr>
<td>Standard #7: Instructional Planning</td>
<td>Standard #8: Assessment</td>
</tr>
<tr>
<td>Standard #9: Professional and Ethical Practice</td>
<td>Standard #10: Collaboration</td>
</tr>
</tbody>
</table>

XI. CEC Knowledge Objectives and Related Standards

Upon completion of this course students will be able to:
CC3K2 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
CC2K5 Similarities and differences of individuals with and without exceptional learning needs.
CC2K6 Similarities and differences among individuals with exceptional learning needs.
GC2K4 Psychological and social-emotional characteristics of individuals with disabilities.
GC4K3 Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
GC4K5 Strategies for integrating student-initiated learning experiences into ongoing instruction.
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.
CC7K2 Scope and sequences of general and special curricula.
GC7K1 Integrate academic instruction and behavior management for individuals and groups with disabilities.
GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.
GC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

**CEC Performance (Skills) Objectives and Related Standards**
CC1S1 Articulate personal philosophy of special education
CC4S1 Use strategies to facilitate integration into various settings.
CC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
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.
CC4S5 Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.
CC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.
GC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.
GC4S3 Teach learning strategies and study skills to acquire academic content.
GC4S4 Use reading methods appropriate to individuals with disabilities.
GC4S5 Use methods to teach mathematics appropriate to the individuals with disabilities.
GC4S6 Modify pace of instruction and provide organizational cues.
GC4S7 Use appropriate adaptations and technology for all individuals with disabilities.
GC4S9 Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.
GC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners.
GC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum.
CC5S2 Identify realistic expectations for personal and social behavior in various settings.
CC5S5 Modify the learning environment to manage behaviors.
CC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S10 Use effective and varied behavior management strategies.
CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12 Design and manage daily routines.
CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16 Use universal precautions.
GC5S6 Establish a consistent classroom routine for individuals with disabilities.
CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S4 Use functional assessments to develop intervention plans.
CC7S10 Prepare lesson plans.
CC7S11 Prepare and organize materials to implement daily lesson plans.
CC7S12 Use instructional time effectively.
CC7S13 Make responsive adjustments to instruction based on continual observations.
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.
CC8S1 Gather relevant background information.
CC8S2 Administer nonbiased formal and informal assessments.
CC8S2 Administer nonbiased formal and informal assessments.
CC8S4 Develop or modify individualized assessment strategies.
CC8S5 Interpret information from formal and informal assessments.
CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S10 Create and maintain records.
CC9S7 Practice within one’s skill limit and obtain assistance as needed.
CC9S8 Use verbal, nonverbal, and written language effectively.
CC9S9 Conduct self-evaluation of instruction.
CC9S10 Access information on exceptionalities.
CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.
CC10S1 Maintain confidential communication about individuals with exceptional learning needs.
CC10S3 Foster respectful and beneficial relationships between families and professionals.
CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S11 Observe, evaluate, and provide feedback to paraeducators.

**CEC Disposition Objectives and Related Standards**
CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3 Act ethically in advocating for appropriate services.
CC9S4 Conduct professional activities in compliance with applicable laws and policies.
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, socioeconomic status, and sexual orientation of individuals.
CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues.
GC9S1 Participate in the activities of professional organizations relevant to individuals with disabilities.

XII. Performance

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Related CEC Standards</th>
<th>Measurement/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Describe the characteristics of individuals with and without exceptional learning needs</strong></td>
<td>CC2K5, CC2K6, GC2K4</td>
<td>Weekly Summaries, Observations</td>
</tr>
<tr>
<td><strong>3. Discuss the impact of learners’ academic abilities and culture on instruction, learning, and career development</strong></td>
<td>CC3K2, CC3K3, CC3K5</td>
<td>Weekly Summaries, IEP</td>
</tr>
<tr>
<td><strong>4. Describe and use research-based instructional strategies to accommodate learners with exceptional needs in all academic and nonacademic environments</strong></td>
<td>GC4K3, GC4K5, CC4S1, CC4S2, CC4S3, CC4S4, CC4S5, GC4S1, GC4S3, GC4S4, GC4S5, GC4S6, GC4S7, GC4S9, GC4S11, GC4S12, GC4S13</td>
<td>Lesson Plans, Weekly Summaries</td>
</tr>
<tr>
<td><strong>5. Describe and modify for the demands of learning environments through the continuum of placements for students with exceptional learning needs</strong></td>
<td>CC5K1, CC5K2, CC5K3, CC5K4, CC5S1, CC5S2, CC5S5, CC5S7, CC5S10, CC5S11, CC5S12, CC5S15, CC5S16, GC5S6</td>
<td>Weekly Summaries, Lesson Plans, Field Experience Evaluations</td>
</tr>
<tr>
<td><strong>6. Demonstrate knowledge of the scope and sequence of both general and special education curricula and plan according to diverse student abilities</strong></td>
<td>CC7K2, GC7K1, CC7S1, CC7S4, CC7S10, CC7S11, CC7S12, CC7S13 GC7S3</td>
<td>Lesson Plans, Field Experience Evaluations</td>
</tr>
<tr>
<td><strong>9. Describe and demonstrate the collaborative/consultative</strong></td>
<td>GC10K2, GC10K4, CC10S1, CC10S3, CC10S4, CC10S9, CC10S11</td>
<td>Weekly Summaries, Field Experience Evaluations</td>
</tr>
</tbody>
</table>
## XIII. Results

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Related CEC Standards</th>
<th>Measurement/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate personal philosophy of special education</td>
<td>CC1S1</td>
<td>Candidate Statement</td>
</tr>
</tbody>
</table>
| 2. Describe the characteristics of individuals with and without exceptional learning needs | CC2K5, CC2K6, GC2K4                                                                 | Weekly Progress Summaries  
Observations  
Substitute Plan |
| 3. Discuss the impact of learners' academic abilities and culture on instruction, learning, and career development | CC3K2, CC3K3, CC3K5                                                                 | Weekly Summaries  
IEP                                      |
| 4. Describe and use research-based instructional strategies to accommodate learners with exceptional needs in all academic and nonacademic environments | GC4K3, GC4K5, CC4S1, CC4S2, CC4S3, CC4S4, CC4S5, GC4S1, GC4S3, GC4S4, GC4S5, GC4S6, GC4S7, GC4S9, GC4S11, GC4S12, GC4S13 | Lesson Plans  
Weekly Progress Summaries  
Substitute Plan |
| 5. Describe and modify for the demands of learning environments through the continuum of placements for students with exceptional learning needs | CC5K1, CC5K2, CC5K3, CC5K4, CC5S1, CC5S2, CC5S5, CC5S7, CC5S10, CC5S11, CC5S12, CC5S15, CC5S16, GC5S6 | Weekly Progress Summaries  
Lesson Plans  
Field Experience Evaluations |
| 6. Demonstrate knowledge of the scope and sequence of both general and special    | CC7K2, GC7K1, CC7S1, CC7S4, CC7S10, CC7S11, CC7S12, CC7S13 GC7S3                      | Weekly Progress Summaries  
Lesson Plans  
Field Experience Evaluations |


| Education curricula and plan according to diverse student abilities | CC8S1, CC8S2, CC8S4, CC8S5, CC8S6, CC8S8, CC8S10 | Weekly Progress Summaries  
IEP  
Lesson Plans  
Field Experience Evaluations |
|---|---|---|
| 7. Evaluate and use assessment results to plan instruction and monitor student progress | CC9S1, CC9S2, CC9S3, CC9S4, CC9S5, CC9S6, CC9S7, CC9S8, CC9S9, CC9S10, CC9S11, CC9S12, GC9S1 | Weekly Progress Summaries  
Field Experience Evaluations |
| 8. Practice within the CEC Code of Ethics and uphold high standards of professional competence and integrity | GC10K2, GC10K4, CC10S1, CC10S3, CC10S4, CC10S9, CC10S11 | Weekly Progress Summaries  
Field Experience Evaluations |
| 9. Describe and demonstrate the collaborative/consultative role of the special education teacher in the inclusion of students with disabilities | | |

**XIV. COURSE RESOURCES**

**Required Textbook and Materials:**
No Text Required

**XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS**

Handbook and Evaluation Forms

**XVI. ASSIGNMENTS:**

Assignments are due on the date stated in the calendar. Late assignments will be docked 10 points per week they are late.

1. **Write an IEP for a student. Steps to follow are:**
   a. Select student, develop an assessment plan, and administer assessment instruments.
   b. Interpret test results and determine the goals and objectives that the student will work on during the school year.
   c. Complete IEP using forms of CCSD.
   d. Participate in IEP meeting

2. **Audiotape or videotape and self-evaluate two lessons. Both lessons will require a reflection of the lesson that you taught. The second evaluation must contain a comparison to the first evaluation. In the comparison, discuss the difference in your teaching and possible lesson changes. Please read rubric.**

3. **Type up and share an instructional or behavioral strategy or program.**

4. **Maintain a Student Teaching Notebook.**
5. **Class Attendance:** There will be one excused absence from class during the term. Each subsequent absence will result in the automatic lowering of the grade by 10 points for each absence.

---

**XVII. PERFORMANCE ASSESSMENTS**

**Rubric for IEP**

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information/</strong></td>
<td>• Student/Parent information completely filled out&lt;br&gt;• Eligibility category is checked and eligibility date is filled out.&lt;br&gt;• Meeting information is thoroughly filled out&lt;br&gt;• IEP participation has correct signatures&lt;br&gt;• Procedural Safeguards are checked</td>
<td>• Student/Parent information partially filled out&lt;br&gt;• Eligibility category is not checked and eligibility date is filled out.&lt;br&gt;• Meeting information is partially filled out&lt;br&gt;• IEP participation has correct signatures&lt;br&gt;• Procedural Safeguards are checked</td>
<td>• Student/Parent information missing&lt;br&gt;• Eligibility category is not checked and eligibility date is not filled out.&lt;br&gt;• Meeting information is not filled out&lt;br&gt;• IEP participation has no signatures&lt;br&gt;• Procedural Safeguards are not checked</td>
</tr>
<tr>
<td></td>
<td><strong>5 points</strong></td>
<td><strong>3-4 points</strong></td>
<td><strong>3&lt; points</strong></td>
</tr>
<tr>
<td><em><em>Assessment/</em> Present Levels</em>*</td>
<td>• List assessments conducted both formal and informal&lt;br&gt;• Must attach 3 assessments&lt;br&gt;• conducted at least one being standardized&lt;br&gt;• Report results using Standard Scores&lt;br&gt;• Effect on student’s involvement and progress in general curriculum is thoroughly written in narrative format addressing both strengths and weaknesses.</td>
<td>• List assessments conducted&lt;br&gt;• Must attach 2 assessments conducted at least one being standardized&lt;br&gt;• Partially report results using both Standard Scores or Grade Equivalents&lt;br&gt;• Partial effect on student’s involvement and progress in general curriculum is written in narrative form but does not state both strengths and weaknesses</td>
<td>• No assessment listed&lt;br&gt;• Minimally or no results reported&lt;br&gt;• Must attach 1 assessments conducted at least one being standardized&lt;br&gt;• No effects student’s involvement and progress in general education are stated</td>
</tr>
<tr>
<td></td>
<td><strong>13-15 points</strong></td>
<td><strong>10-12 points</strong></td>
<td><strong>10 points</strong></td>
</tr>
</tbody>
</table>
| Strengths, concerns and consideration of special factors | • Statement of students strengths is filled out  
• Statement or documentation of parental concerns.  
• Student’s preference and interests  
• Consideration of special factors is completely checked and reflects present levels of performance. | • Minimal statement of student strengths  
• Do not address parent concerns.  
• Consideration of special factors is checked and does not reflect present levels of performance. | • Did not complete this page of the document |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 points</strong></td>
<td><strong>1-2 points</strong></td>
<td><strong>0 points</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Rubric for IEP cont...

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
| **IEP Goals and Benchmarks** | • Annual goals are thoroughly written in measurable terms  
• Nevada Standards are stated  
• Goals are directly related to present levels of performance  
• Benchmarks are written in correct sequential manner | • Annual goals are partially written with clear measurable terms  
• Nevada Standards are stated  
• Goals are related to some present levels of performance  
• Benchmarks are partially written in sequential manner | • Annual goals are written without measurable terms  
• No Nevada Standards are stated  
• Goals are not related to present levels of performance  
• Benchmarks do not pertain to annual goals |
| **9-10 points** | | | |
| **Related Services/ESY/ Progress Reporting** | • Related services are checked and type designated with dates, frequency and location completely filled out.  
• Check student participation in ESY and methods for reporting progress. | • Related services are checked and type designated with dates, frequency and location filled out.  
• Check student participation in ESY and methods for reporting progress. | • Form was not filled out |
| **2 points** | | | |
| **Supplementary Aids and Services/ Participation in state and district assessments/ Activities Eligibility** | • Specially designed instruction is thoroughly explained with beginning and ending dates, correct percentages of time and location of services  
• Realistic modifications and accommodations are stated and reflect student’s present levels  
• Participation in state and district assessments is checked as well as activities eligibility. | • Specially designed instruction is partially explained with beginning and ending dates, correct percentages of time and location of services  
• Modifications and accommodations are stated and reflect student’s present levels  
• Participation in state and district assessments is checked as well as activities eligibility. | • Specially designed instruction is vague and dates or frequency of services is incorrect.  
• Modifications and accommodations do not reflect student’s present levels |
| **5 points** | **3-4 points** | **3< points** |
### Rubric for IEP cont...

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
| **Placement**      | • Extended school year services and activities eligibility are checked.  
• Placement considerations are checked with the correct percentage of time in regular education stated.  
• Justification for placement thoroughly explains why the IEP goals and objectives cannot be met in regular education setting and includes an explanation of any harmful effects from this placement.  
**9-10 points** | • Extended school year services and activities eligibility are checked.  
• Placement considerations are checked with the percentage of time in regular education stated.  
• Justification for placement partially explains why the IEP goals and objectives cannot be met in regular education setting.  
**7-8 points** | • Extended school year services and activities eligibility are not checked.  
• Placement considerations are checked with the percentage of time in regular education not stated.  
• Justification for placement inadequately explains why the IEP goals and objectives cannot be met in regular education setting.  
**7< points** |
| **Participation in IEP process** | • Student was involved with IEP preparation and presentation with written confirmation from cooperating teacher  
**9-10 points** | • Student was partially involved with IEP preparation and presentation  
**7-8 points** | • Student was minimally involved with IEP preparation and presentation  
**7< points** |
## Critical Course Learning Assignment
### Self-Evaluation Rubric for EDSP 492

<table>
<thead>
<tr>
<th>Section</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Thorough preparation of lesson that includes consideration of diversity and individual needs of students. How are you providing for the individual learner? At least 3 thorough and specific examples discussed.</td>
<td>Partial preparation of lesson in consideration of diversity and individual needs of students. At least 3 examples stated.</td>
<td>Minimal preparation of lesson in consideration of diversity and individual needs of students. Less than 3 examples are stated.</td>
</tr>
<tr>
<td><strong>Strengths/Strategies/Interactions with students</strong></td>
<td>Thorough reflection on the strengths you exhibit in your teaching. What instructional strategies were used to promote student learning? Describe the interactions with students as a group and/or individually. At least 3 thorough and specific examples in each area are discussed.</td>
<td>Partial reflection on the strengths you exhibit in your teaching. What instructional strategies were used to promote student learning? Describe the interactions with students as a group and/or individually. 3 specific examples in each area are stated.</td>
<td>Minimal reflection on the strengths you exhibit in your teaching. What instructional strategies were used to promote student learning? Describe the interactions with students as a group and/or individually. Less than 3 examples are stated in each area.</td>
</tr>
<tr>
<td><strong>Evaluation of student learning/evaluation of effectiveness of lesson</strong></td>
<td>Thorough description stating specific examples on evaluation or assessment of student performance. State evidence of meeting objective and criteria of lesson plan. Thoroughly discusses how you felt the effectiveness of the learning experience went for students.</td>
<td>Partial description stating specific examples on evaluation or assessment of student performance. State evidence of meeting objective and criteria of lesson plan. Partially discusses how you felt the effectiveness of the learning experience went for students.</td>
<td>Minimal description stating examples on evaluation or assessment of student performance. Did not state evidence of meeting objective and criteria of lesson plan. Minimally discusses how you felt the effectiveness of the learning experience went for students.</td>
</tr>
<tr>
<td><strong>Improvements and reflection of experience/format</strong></td>
<td>Thorough reflection of lesson and student learning and what you would improve in the future. Typed Correct spelling and grammar Consistently well-organized</td>
<td>Partial reflection of lesson and student learning and what you would improve in the future. Typed Minimal spelling and/or grammatical errors Mostly well-organized</td>
<td>Minimal reflection of lesson and student learning and what you would improve in the future. Handwritten Significant spelling and/or grammatical errors Disorganized</td>
</tr>
<tr>
<td><strong>Comparison On 2nd Self Evaluation</strong></td>
<td>Thorough reflection of both lesson and how you have improved or what made lessons different</td>
<td>Partial reflection of both lesson and how you have improved or what made lessons different</td>
<td>Minimal reflection of both lesson and how you have improved or what made lessons different</td>
</tr>
</tbody>
</table>

### Notes:
- **Preparation**
  - Target: Thorough preparation of lesson that includes consideration of diversity and individual needs of students. How are you providing for the individual learner? At least 3 thorough and specific examples discussed.
  - **5 points**
  - **9-10 points**
  - **< 3 points**

- **Strengths/Strategies/Interactions with students**
  - Target: Thorough reflection on the strengths you exhibit in your teaching. What instructional strategies were used to promote student learning? Describe the interactions with students as a group and/or individually. At least 3 thorough and specific examples in each area are discussed.
  - **3-4 points**
  - **7-8 points**
  - **< 7 points**

- **Evaluation of student learning/evaluation of effectiveness of lesson**
  - Target: Thorough description stating specific examples on evaluation or assessment of student performance. State evidence of meeting objective and criteria of lesson plan. Thoroughly discusses how you felt the effectiveness of the learning experience went for students.
  - **9-10 points**
  - **7-8 points**
  - **< 7 points**

- **Improvements and reflection of experience/format**
  - Target: Thorough reflection of lesson and student learning and what you would improve in the future. Typed Correct spelling and grammar Consistently well-organized
  - **5 points**
  - **3-4 points**
  - **< 3 points**

- **Comparison On 2nd Self Evaluation**
  - Target: Thorough reflection of both lesson and how you have improved or what made lessons different
  - **9-10 points**
  - **7-8 points**
  - **< 7 points**
XVIII. 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. 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. 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) – It is important to know that over two-thirds of the students in the DRC reported that this syllabus statement, often read aloud by the faculty during class, directed them to the DRC office. 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), Room 137, and the contact numbers are: Voice (702) 895-0866, TDD (702) 895-0652, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/

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.

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/.

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/

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.

**XIX. GRADING POLICY**

<table>
<thead>
<tr>
<th>Course Grades:</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>60</td>
<td>March 24</td>
</tr>
<tr>
<td>Strategy Sharing</td>
<td>20</td>
<td>March 31 &amp; April 7</td>
</tr>
<tr>
<td>1st Videotape &amp; self-evaluation</td>
<td>30</td>
<td>March 3</td>
</tr>
<tr>
<td>2nd Videotape &amp; self-evaluation</td>
<td>40</td>
<td>April 7</td>
</tr>
<tr>
<td>Weekly Summaries</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Substitute Plan</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Neatness &amp; Organization</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td>350</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage Score</th>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 or higher</td>
<td>332-350</td>
<td>A</td>
</tr>
<tr>
<td>90 - 94</td>
<td>315-331</td>
<td>A-</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>B+</td>
<td>308-314</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>287-307</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>280-286</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>273-279</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>252-272</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>245-251</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>238-244</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>217-237</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>210-216</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>209 and below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Day</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td>Jan 20</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 27</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Feb 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 17</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 24</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mar 3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mar 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 17</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 24</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 31</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Apr 7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Apr 13</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apr 21</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr 28</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>May 5</td>
<td></td>
</tr>
</tbody>
</table>

Fingerprint day is for those students who do not have a Nevada Substitute license. Fingerprints may be taken at the Public Safety Office on East Harmon and Maryland. Students must sign up for a time slot.