University of North Texas at Dallas
Spring 2015
SYLLABUS

EDSP 2310D-090: EDUCATIONAL ASPECTS OF EXCEPTIONAL LEARNERS - 3 HRS	
School of Education and Human Services	
Instructor Name:	Larry C. Bryant, PhD
Office Location:	Dal 1 258
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Office Hours:	Monday, Tuesday, Wednesday 2:00 – 5:00 PM
Classroom Location:	DAL1 262
Class Meeting Days & Times:	**Mondays 5:30 PM to 8:20 PM**
Tk20:	Disability Resource Notebook (see syllabus for details)
Course Catalog Description:	Overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. The teacher's role in identification and referral procedures and implementation of effective educational practices as required by federal and state law are examined.
Prerequisites:	N/A
Required Text:	Heward, William L. (2013). Exceptional Children: An Introduction to Special Education. (10th ed). Boston: Pearson.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

Student Success	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
Few Students	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

Students who complete the Special Education Program will have the following Knowledge & skills:

CEC Standard	Knowledge and Skill
Foundations	**Knowledge:** • Historical and philosophical foundations of services for young children both with and without exceptional learning needs. • Trends and issues in early childhood education and early childhood special education. • Law and policies that affect young children, families, and programs for young children. **Skills:** Same as INTASC Standards
Development and characteristics of learners	**Knowledge:** • Theories of typical and atypical early childhood development. • Effect of biological and environmental factors on pre-, peri-, and post-natal development. • Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children. • Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse. • Impact of medical conditions on family concerns, resources, and priorities. • Childhood illnesses and communicable diseases **Skills:** Same as INTASC Standards
Individual learning differences	**Knowledge:** Same as INTASC Standards **Skills:** • Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.
Instructional strategies	**Knowledge:** Same as INTASC Standards **Skills:** • Use instructional practices based on knowledge of the child, family, community, and the curriculum. • Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children. • Prepare young children for successful transitions.
Learning environments/social interactions	**Knowledge:** • Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions. **Skills:** • Implement nutrition plans and feeding strategies. • Use health appraisal procedures and make referrals as needed. • Design, implement, and evaluate environments to assure developmental and functional appropriateness. • Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology. • Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments

Language	*Knowledge:* Same as INTASC Standards *Skills:* • *Support and facilitate family and child interactions as primary contexts for learning and development.*
Instructional Plan	*Knowledge:* Same as INTASC Standards *Skills:* • *Implement, monitor and evaluate individualized family service plans and individualized education plans.* • *Plan and implement developmentally and individually appropriate curriculum.* • *Design intervention strategies incorporating information from multiple disciplines.* • *Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.*
Assessment	*Knowledge:* Same as INTASC Standards *Skills:* • *Assess the development and learning of young children.* • *Select, adapt and use specialized formal and informal assessments for infants, young children and their families.* • *Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.* • *Assist families in identifying their concerns, resources, and priorities.* • *Participate and collaborate as a team member with other professionals in conducting family-centered assessments.* • *Evaluate services with families.*
Professional and ethical practice	*Knowledge:* • *Organizations and publications relevant to the field of early childhood special education.* *Skills:* • *Recognize signs of child abuse and neglect in young children and follow reporting procedures.* • *Use family theories and principles to guide professional practice.* • *Respect family choices and goals.* • *Apply models of team process in early childhood.* • *Advocate for enhanced professional status and working conditions for early childhood service providers.* • *Participate in activities of professional organizations relevant to the field of early childhood special education.* • *Apply research and effective practices critically in early childhood settings.* • *Develop, implement and evaluate a professional development plan relevant to one's work with young children.*
Collaboration	*Knowledge:* • *Dynamics of team-building, problem-solving, and conflict resolution.*

	Skills:
	• *Assist the family in planning for transitions.*
	• *Communicate effectively with families about curriculum and their child's progress.*
	• *Apply models of team process in early childhood settings.*
	• *Apply various models of consultation in early childhood settings.*
	• *Establish and maintain positive collaborative relationships with families.*
	• *Provide consultation and instruction specific to services*

Course Objectives (SOL): Students will:

1. Understand the legal foundation for special education services.
2. Demonstrate knowledge of state and federal rules and regulations.
3. Demonstrate knowledge of disabilities and their characteristics.
4. Develop a knowledge base of adaptations that may accommodate the exceptional learners.
5. Understand the models of service and the importance of educating exceptional learners in the least restrictive environment.
6. Accept their responsibilities to the exceptional child in referrals, collaborating with special education personnel, and developing Individual Educational Plans (IEP).

Course Content Objectives: Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.
6.

Course Outcomes: Students will be able to:

1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Adapt lesson plans to meet the needs of students with disabilities.
4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP).

Course Competencies

Course Objectives	Course Assignment	TEA-SPED (EC-12)	CEC	InTASC
1. Understand the legal foundation for special educational services.	**Disability Resource Notebook** **Whole Brain Notebook** **Extro Activity** **Exams**	**I**	**I**	**I**
1. Demonstrate acknowledge of state and federal rules and regulations.	**Extro Activity** **Literature Review Research** **Exams** **Journal Critiques**	**II**	**VI**	**I**
2. Demonstrate acknowledge of disabilities and their characteristics.	**Person with a Disability Interview** **Exams** **Literature Review** **Disability Resource Notebook**	**IV**	**II**	**II**
3. Develop acknowledge base of adaptations to accommodate exceptional learners.	**Whole Brain Notebook** **Disability Resource Notebook** **Literature Review Research**		**III, IV**	**III**
4. Understand the models of service and the importance of educating exceptional learners in the least restrictive environment.	**Whole Brain Notebook** **Literature Review Research** **Journal Critique** **Disability Resource Notebook**		**V**	**III, IV**
5. Accept their responsibilities to exceptional learners in referrals, collaborating with the family, school officials, special education personnel, and community systems and developing Individual Educational Plans (IEP).	**Exams** **Person with a Disability Interview** **Journal Critiques** **Disability Resource Notebook**	**III**	**V**	**VI, X**
6. Demonstrate knowledge of major learning theories and the developmental aspects of learning.	**Whole Brain Notebook** **Exams** **Extro Activity** **Literature Review**		**III**	**III, IV**

Diversity/Multiculturalism:
Students will be exposed to a diverse special education population. Meeting the needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course's curriculum.

COURSE OUTLINE: (This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Blackboard.)

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/READING ASSIGNMENT/CHAPTERS	PACING GUIDE
Week 1	Intro to course and syllabus review Whole Brain Notebook, Note - Notebook Chapter 1 Purpose and Promise of SPED	Buy textbook *Organize your calendar!*
Week 2	Chapter 2 - Planning and Providing of SPED Service Chapter 3 - Collaborating with Parents & Families	*Mills v Bd of Ed* *PARC v Pennsylvania*
Week 3	Chapter 7 - Autism Spectrum Disorder	*-Library Search Overview*
Week 4	Chapters 13 – Gifted and Talent	*-Journal Critique #1* *-Exam I: 1-3 & 7*
Week 5	Chapter 5 - Learning Disabilities	*F.A.T. City*
Week 6	Chapter 6 - Emotional or Behavioral Disabilities	***Portfolio Check Point**
	SRPING BREAK	**NO SCHOOL**
Week 7	Chapter 4 - Intellectual Disabilities	*Educating Peter*
Week 8	Chapter 8 - Communication Disorder	*-EXAM II: 4-6, & 13* *-Journal Critique #2*
Week 9	Chapter 11 Physical Disabilities, Health Impairments, & ADHD	*-Person with Disability Interview* *Campus Accessibility*
Week 10	Chapter 9 Deafness and Hearing Loss	***Portfolio Check Point**
Week 11	Chapter 10 Blindness and Low Vision	
Week 12	Chapter 12 Low Incidence Disabilities	*-Disability Resource Notebook* *Course Portfolio*
Week 13	Chapter 14 – Transitioning to Adulthood	
Week 14		**Exam III**

*** Indicates the instructor will provide you with this information in-class**

COURSE EVALUATION METHODS
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

<u>**Professionalism, Punctuality, and Participation**</u>

    Professionalism. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Student Professional Dispositions: Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to

a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

Participation
You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

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Course Portfolio Assessment

During this course you will demonstrate your knowledge by creating a student product portfolio. A student portfolio is a systematic collection of your work and related material (s) that depicts your activities, accomplishments, and achievements during this course. The collection should include evidence of your *reflection* and *self-evaluation*, guidelines for selecting the portfolio contents, and criteria for judging the quality of your work (*see appendix*). The goal is to help you assemble portfolios that illustrate your talents, represent their writing capabilities, and tell your stories of school achievement.

You will develop a product portfolio, which will demonstrate your mastery of the learning task, the set of learning objectives, and contain only your best work. We will use your process portfolio to help you identify the learning goals, document your progress over time, and demonstrate your learning mastery. In general, I prefer to use process portfolios because they are ideal for documenting the stages that you will go through as you learn and progress.

Steps in the Portfolio Assessment Process - First, the following section will clearly identify the portfolio contents, which are samples of your work, reflections, teacher observations, and any conference records. Second, you will develop a calendar of procedures for keeping track of the portfolio contents and the grades of particular portfolio content. Third, you need to plan on participating in a portfolio conference, which is a formal or informal meeting, in which you review your work and discuss your progress. Because the conference encourages reflective teaching and learning, it is an essential part of the portfolio assessment process.

Advantages of Portfolio Assessment
• Promoting student self-evaluation, reflection, and critical thinking.
• Measuring performance based on genuine samples of student work.
• Providing flexibility in measuring how students accomplish their learning goals.
• Enabling teacher and student to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.
• Giving students the opportunity to have extensive input into the learning process.
• Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.
• Providing a process for structuring learning in stages.
• Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.
• Enabling measurement of multiple dimensions of student progress by including different types of data and materials.

List of Portfolio Content

** Each content activity must include a reflection (*see appendix*)

Introduction and Extroduction Activities (20 Points)

The introduction and extroduction activities consist of the following projects and are valued at 10 points each, however, in order to continue with the course, you MUST complete the introduction activity: Introduction activity is a "welcome to my class" scavenger hunt of the course syllabus, while the Extroduction to be completed and turned in with your 3210 Portfolio is your "reflection" of the 6 course goals-found in the syllabus. You must reflect on the entire course and identify what activities you did to help you meet the goals of the course. Details are critical.

Participation (140 Points): You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion <u>every</u> class period. For each chapter, you will have a 10 question, multiple choice/true false PROBE. After you complete the probe, you are responsible for scoring it and reviewing. The goal is to reflect on your responses in order to inform how you should better prepare for the course information. Special Note - later the probes become the basis for the Exams. Probe items appear in the exact same order as they are introduced to you. You are solely responsible for items on the probes and exams whether they are covered in class or not. All probe and subsequent exam items are taken from the text and are predetermined by the text publisher.

Literature Review Research Activity and Reflection (50 Points): You have one literature review research activity. This assignment is located at the end of the syllabus. Complete and timely submission of work is also required. When documents are submitted, you need to ensure that they are in the format in which the instructor can read. For this course, that means all word-processed work will be in APA writing style ONLY.

Whole Brain Notebook and Reflection (60): The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

Journal Critique and Reflection (2 @ 50 = 100 Points): Each student will complete two (1-3 pages) critiques of two different peer reviewed journal articles related to an exceptionality presented in class or pre-approved by the instructor. Each critique must be from a different article. Detailed guidelines and instructions for this assignment are provided later in this syllabus under the heading of "**Journal Critiques."** The journals must be primarily concerned with individuals with exceptional education needs. References for critiques should be presented in American Psychological Association (APA) format. Articles should have dates no earlier than 2009**. Journal articles should be a minimum of three pages of text**. A partial list of acceptable journals is provided in the syllabus. Journals not included in the list should be cleared with the instructor **before the due date**.

Interview with a Person with a Disability/Family Member of a Person with a Disability and Reflection (30 Points): Identify and interview a person with a disability. You may not

interview someone in your family however; if you have a family member with a disability, you may share your family member with another classmate.

Disability Resource Notebook and Reflection (100 Points): You will select two disabilities of interest to you and organize a comprehensive resource notebook that may be used in your classroom. DRN must be over a disability provided for in the Individuals with Disabilities Education Act. The notebook may serve as a resource to you, other school professionals, your students and their families. Your Disability Resource Notebook will include 5 sections; some sections have three parts (e.g., Organizations and Services, Web Resources). The notebook should be submitted in an <u>organized</u> in a useful manner. Organization is key! Each section must have an introductory page including all pertinent information of the section. In conclusion, this Disability Resource Notebook must include all the required information presented above as well as evidence of thoroughly examining the disabilities.

Disability Categories which you MUST select <u>TWO</u>!
1. Specific Learning Disabilities
2. Emotional Behavior Disabilities
3. Cognitive or Intellectual Disabilities
4. Autism Spectrum Disabilities
5. Traumatic Brain Injury
6. Speech and Language
7. Physical Disabilities

Exams (3 exams @ 50 = 150 Points): There will be three (3) exams covering all readings, assignments, lectures, and activities covered prior to each exam. The three exams will be based on the information presented by the instructor, guest speakers, and/or through class readings and discussions during class. Examinations may consist of multiple choice, matching, and/or constructed responses (short answer) questions. Lastly, the exams are constructed using the identical questions from the weekly probes.

Extra Credit:
Throughout this semester, **if** there are opportunities for extra credit, announcements will be made accordingly. You may earn up to 25 extra credit points this semester.

SETE: Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Once available, the Fall administration of the SETE will remain open through the week of finals.

Assignment	Points
Intro/Extro Activities	20
Participation	140
Whole Brain Notebook	60
Literature Review Research	50
Exams	150
Interview	30
Journal Critiques	100
Disability Resource Notebook	100
Extra Credit (25 points maximum)	-----
TOTAL	**650**

Grade Determination:

GRADE	POINTS
A...585-650 (90-100%)	
B...520-584 (80-89%)	
C...455-519 (70-79%)	
D...390-454 (60-69%)	
F…………………………………………….....389 and below	

Final Grade Computation: Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**An Incomplete Grade is given ONLY under <u>significant extenuating circumstance</u> WITH supporting documentation *and* at the professor's discretion.

UNIVERSITY POLICIES AND PROCEDURES

COURSE POLICIES
Email Etiquette Guidelines:
1. Think three times: before you write, after you write and before you send your message. Carefully compose all responses.
2. Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar or punctuation conveys a poor impression on you. Use the spell feature that accompanies your email program.
3. Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
4. Get your most important points across quickly.
5. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
6. Avoid flaming or the expression of extreme emotion or opinion in an email message.

You will alienate your reader, possibly causing ill feelings. Remember email responses are permanent. To reduce email communication problems:
  a. Resist the temptation to "fire off" a response.
  b. Read the original message again. You may have misinterpreted the message.
  c. Draft a response and let it cool off for a time before sending it.
  d. Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.

Use of Electronic Devices during Seminar:

Emailing, instant messaging or researching on the net are not relevant class related activities. Engaging in these activities is distracting to the instructor and peers.
Basic Assumptions: Several assumptions are made regarding the students in this class. The instructor assumes that as a student in this class you:

1. Will respect an individual's diversity in the way in which you refer to people in class discussions and in written work. Please avoid phrases like "the handicapped," "EH kids," "severely retarded," "the black, or Chicano, or Hispanic, or Russian...kids" or other statements that highlight the disability or diversity rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a severe disability, the program for students with behavior disorders, students who are Hispanic", etc. This small change emphasizes the humanity and individuality of the person and clarifies that the person's diversity is only one of many characteristics (and not necessarily the most important!) that people can possess.
2. Are able and willing to edit written work according to rules of conventional English grammar and spelling. When in doubt, check a good, desk-version American English dictionary for both spelling and grammar rules. If in doubt please see the writing tutors in the writing center.
3. Will attend class regularly and will come to class prepared. "Prepared" means that you have read the readings sufficiently to verbally and in writing:
    a. discuss definitions, ideas notions, concepts, issues, and procedures from the readings;
    b. relate this information to previous information presented in class, online or in previous readings; and
    c. apply the information to problems. It will be your responsibility to ask the instructor questions when information from readings or class meetings is unclear.
4. Will turn assignments in on time, and will prepare assignments in a professional manner (i.e., typed neatly and edited for spelling and grammar). Products, which, in the judgment of the instructor, are unreadable or unprofessionally prepared, will be returned ungraded or assigned a lower evaluation. Points may be deducted for late assignments. Late assignments will not be accepted without prior written approval from the instructor.
5. Will be aware of and adhere to the University's policies on plagiarism. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student will receive a "0" or "NP" on that activity AND may be given an "NP" grade

for the course AND may be suspended or expelled from the university. See the Code of Student Conduct in the Time Schedule of Classes for these policies.

6. Are aware that the assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. Students must have completed at least two of the notebook sections (i.e. first assignment) and one half of the quizzes before the instructor will consider this option (barring extreme circumstances). Should an "I" grade be necessary, however, students should discuss this with the instructor at the time such circumstances exist to ensure that this grading option will be available. If approved, a written course completion agreement must be negotiated between the student and instructor. This agreement must be negotiated and in writing before the beginning of finals week.

STUDENTS WITH DISABILITIES (ADA COMPLIANCE: The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

**Use of Person-First Language: You are expected to use "Person-First" language at all times when referring to individuals with a disability (e.g., "students with autism," or "a student with behavioral problems"). Please do not use labels like "Mentally Retarded student" or "Autistic kid" or "Emotionally Handicapped class" because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

Written Assignments: All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

EXAM POLICY: Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY: On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Punctuality. Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. They dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

> **For every two (2) class sessions missed, your final grade for the course will be lowered one letter.** Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY: The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the

university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY: In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY: The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

JAGUARCONNECT MAIL: All students should activate and regularly check their JacguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit http://jaguarconnect.unt.edu/

ETHICAL BEHAVIOR AND CODE OF ETHICS: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE): UNT is an NCATE-accredited institution. The educator as an agent of engaged learning" summarizes the conceptual framework of UNT's basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY: The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.