

SPED 526 Characteristics of Students with Moderate Disabilities
Fall 2013
Web-based Sections 01W

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Office Hours: Monday 2:00 – 3:00 pm; Tuesday, 4:00 – 6:00 pm; Wednesday 11:00 am – 12:00 pm or by appt.

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

Course Description:

SPED 526 examines characteristics of students identified with moderate to severe disabilities (including medical disabilities) with applications for other exceptionalities. State and federal regulations; issues and trends in schools, including health care needs, motor development, and self-care skills; school / home / employment partnerships and transition procedures; instructional strategies; and formal and informal assessment are addressed. Enrolled students progress through chapter-based learning modules toward projected learning outcomes.

Text: Snell, M. E., & Brown, F. (2011). *Instruction of students with severe disabilities*. 7th ed. Boston: Pearson Education, Inc. ISBN 978-013-7078546-1.

Supplementary Reading

Parrish, P.A., (2010). *A wake up call for schools: A new order in public education*. Lanham, Maryland: Rowman & Littlefield Education. ISBN 978-1-60709-705-1.

Course Objectives: At the conclusion of this course, the student will be able to:

- 1) Demonstrate an understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of education and related service professionals, parents, students and the community for education of students with moderate and severe disabilities.
- 2) Examine characteristics of students with moderate and severe exceptionalities and effects of these exceptionalities on learning and development.
- 3) Demonstrate an understanding of evidenced based instructional practices for students with moderate and severe disabilities.
- 4) Analyze research-based procedures about proactive development of student-centered learning environments emphasizing social, emotional, physical, and academic needs and achievement of students with moderate and severe disabilities.
- 5) Demonstrate the ability produce a research-based document addressing issues and trends in effective educational programming for students with moderate and severe disabilities.

Course Requirements

Getting to Know You (or “All About Me”): Students will provide a short autobiography so that your classmates and I can get to know you. You can give information about your degree sought, experience, ambitions for the

future, etc. It would be helpful to provide a picture of yourself so others “get to know you”, if possible. This assignment should be completed as part of a discussion thread for week one.

GRADING: maximum 10 points

Due: Discussion Forum Post due Week #1, midnight Sept 1

Sample Quiz:

Week #1 contains a short, sample quiz over this syllabus. This is intended to give you an opportunity to “practice” taking an on-line quiz. There are 15 questions on this quiz, worth one point each. READ THE SYLLABUS before starting this quiz. Then, just “dive in”.

Grading: maximum 15 points

Due: Week # 1, midnight Sept 1

Sample Drop Box:

Week # 1 requires you to make an entry into the drop box. In order to complete this assignment, you are required to watch two short video clips and react to them. The video clips will serve as an introduction to the history of treatment and the education of students with moderate and severe (including medical) disabilities. These videos will provide a basis for many of the topics that we will be discussing during the remainder of the semester.

For this assignment you will be required to watch two videos available from either Google or YouTube. The first, *When the Moon Comes Up*, is 6.02 minutes. BEFORE watching this video, please read and seriously think about the disclaimer below describing what you are about to see. The second video is a 12:15 minute video called “I Am Tyler”. Your assignment is to watch these two videos and write a SHORT (1/2 to a maximum of 1 page) reaction to what you learned about school, schooling and children with moderate and severe disabilities, and the role of teachers in educating these students.

1. Access the videos at www.youtube.com. Search “*When the Moon Comes Up*” and “*I Am Tyler*”
2. **Your Assignment:** Write a 1/2 to 1 page reaction (maximum) on what you learned from watching these videos. This is to be brief, but include enough detail to show me that you watched both video clips. **MAXIMUM LENGTH = 1 PAGE!**

GRADING: 25 points

Due Date: midnight Sept 1 - Post your paper to the “video reflection” drop box in week #1.

*** * * Disclaimer about “When the Moon Comes Up” * * ***

“When the Moon Comes Up” is a very difficult video to watch. This video depicts the treatment of people with severe mental retardation (intellectual disabilities) or other severe physical and cognitive disabilities in the early decades of the 20th century in this country. As described in the video, the recommended treatment for people with severe disabilities at that time was removal from the family and from society. The result was large residential campuses across the nation where hundreds (and sometimes thousands) of people with severe disabilities lived together without adequate funding or staff to care for their needs. Education was non-existent.

This video shows clips from a program that aired on national television in the early 1960s. As a side note, this program was one of the first television documentaries and made Geraldo Riviera a household name. The

public and legislative backlash was so strong that these type pictures provided the impetus for many of the legal advancements for people with disabilities (e.g., the Education for All Handicapped Children’s Act, Section 504 of the Rehabilitation Act, the Civil Rights for Institutionalized Person’s Act, etc.). These laws and many more and related litigation resulted in things that we now know as individual educational plans, individual (medical) treatment plans, Medicaid and Department of Education review of educational programs, the department of Special Education and Rehabilitation Services within the Department of Education.

Therefore, while the video is difficult to watch, there are several “take-aways” relevant for us today:

- There is a reason for many of the laws and regulations that we find so cumbersome
- Everyone deserves an education and support to achieve his/her fullest potential. Potential can’t be pre-judged or determined by appearance.
- One person and one decision can make an immeasurable difference in someone’s life.

Watch with a Kleenex – and an open mind. The caregivers shown were NOT bad people. They were simply doing what was thought best at the time. Thankfully, things have greatly changed, but considerable room still exists for improvement. What will our peers say about us 30, 40, or 50 years from now?

Weekly Assignments: Weekly, an assignment will be made over the assigned chapter or topic for the week. Typically, these assignments will be either a discussion forum or a short chapter quiz. Discussion forum and chapter quizzes are discussed below.

GRADING: Maximum 30 points per weekly assignment for 10 lessons = 300 total available points
DUE DATE: per course schedule

Discussion Forum Participation: Students are expected to participate actively in discussions on each assigned lesson. For each discussion, you are to contribute at least one original thought by posting your *reflection* to a thought provoking question based on assigned readings / videos, etc. For some discussion forum, you will be required to respond to at least one posting of one of your classmates (*peer response*).

- For this assignment, you will be assigned a group. Try to post with your group as possible.
- Due dates for each reflection and each peer response will be included in each assignment. Typically, your reflection must be posted by midnight Sunday and your peer response must be posted by midnight Wednesday. However, this may not hold true for every assignment – so check the schedule and assignment carefully and frequently. Postings after the due date WILL NOT be accepted!

***If the discussion requires a peer response in addition to your personal reflection, the 30 points will be divided with your reflection being worth 20 points and your peer response being worth 10 points.**

NOTES ABOUT REFLECTIONS AND RESPONDING

These assignments are to encourage **thoughtful** reflection and expression of your views. This is a college class so postings called “drive by” postings (“that’s great”, “yea I agree”, “You go girl!”) are not welcome and will NOT receive a high grade.

- There is no minimum length or required number of words. Conversely, I don't encourage really long answers – remember your peers have to read it and they are just as cramped for time as you are. Generally, *a few sentences or a short paragraph* is sufficient.
- In responding to another person's post, be considerate and respectful. You may not agree – and do not have to. We all learn by being challenged to think deeper and consider more alternatives. I encourage "talking" out new ideas and perspectives. BUT, if you disagree, you are expected to express your disagreement in a respectful way.
- Typically, your grade will not be based on writing mechanics or correctness of grammar and punctuation. Good writing mechanics shows a respect for your reader, however, and allows me to score your response (and not your grammar). If your writing and grammar compromises my reading and understanding, you will not receive a high score. On this note – I don't speak "text" very well, so don't use text abbreviations and expect me to understand. Just, play it safe and don't use these abbreviations.
- At times, you will need to support your opinion with "facts". For example, "I believe ___ as the law says ___". Facts must be correct for you to receive full credit for your post.
- Personal experience can be a great contributor to your response to the discussion question. However, personal experience should only support your answer. I must be able to see from your response that you have completed requirements of the assignment (read / watched). Your neighbor, cousin, or previous Sunday School teaching experience can all contribute to our understand. These experiences do not fully document that you read and thoughtfully processed the assigned materials, however.
- You will be assigned a discussion group. It is sometimes difficult for me to find your post if you do not post with your group. Therefore, try to post with your group, as possible.
- In summary, discussion forum posts will be graded on:
 - Timeliness – late postings WILL NOT be graded and will receive a ZERO
 - Thoughtfulness - I must be able to see your original thought process based on the assignment, which can be supported by, but not solely based on, your personal experience
 - Factual correctness – if you cite a "fact" it must be correct
 - Collaborative spirit – you don't have to agree with your peers, but you must phrase your disagreement in a dignified, professional, and respectful tone
 - Writing mechanics – remember, if I can't understand your post, I can't grade it.

Chapter Quizzes: For some weekly lesson, a second type activity that you might have is a chapter quiz that will cover information presented that week. Typically, the quizzes will be open for the entire week, and, generally, will close on Sunday at 11:59 pm but *you are responsible* to verify the closing date / time of each quiz. You will be allowed to take the quiz only one time unless otherwise noted. These quizzes are open book, open notes, but closed to your peers (it must be your own work). The quizzes will be timed so that you will need to have a good, general understanding of all the material *in advance* of taking the quiz in order to complete it accurately and timely.

Modules, Activities and Case Studies: Four times during the semester, assignments such as *reflections, case studies, study assignments, IRIS Star Legacy Modules, or exploration of assigned reading* will be assigned to provide you the opportunity to demonstrate your understanding of the assigned readings.

GRADING: 4 modules @ 50 points each = 200 maximum points

Due Dates: Per class schedule

Classroom Observation:

During the semester, each student will schedule a visit to a school, classroom or agency that provides educational or behavioral services to students with severe or multiple disabilities. Following the visit, you will be required to prepare a brief field paper reflecting on this experience. You will be provided with required components of your report in order to guide your reflection as well as a checklist of items that you may observe for during your visit.

GRADING: 50 maximum points

DUE DATE: per class schedule

Research Paper: The Research Paper assignment requires each student to demonstrate the ability to summarize, apply, analyze, synthesize and evaluate research based findings from professional sources by *analyzing* the strengths and needs of an assigned child with moderate or severe disabilities, *synthesizing* research based (evidence based practice) appropriate for this child, and presenting their case study for this child in a research report appropriate for graduate level work.

Each student will select a “child” from scenarios presented by the professor and prepare a research paper of a minimum of seven (7) to 10 double spaced pages of text (excluding abstract and reference page) on the following topics:

- Description of the child’s “assumed” characteristics based on a review of the literature on the child’s condition. E.g., if the description presented by the professor indicates that the child has Cerebral Palsy, the beginning of your research paper should present current literature into the typical characteristics of cerebral palsy.)
- Description of IEP goal(s) for this child. What are the child’s strengths/challenges? What would be possible goals the ARD team would target and why?
- Describe two strategies appropriate for teaching (or behavior management) for your child, based on your goal(s) . Strategies should be appropriate based on your preceding description and the age / grade level presented in the instructors’ child description. (E.g., if your child is described as being 6 years of age, it is anticipated that your selected strategies would be appropriate for early education, while it is anticipated that your strategies might focus more on transition activities if your child is a teenager.) The strategies you describe would be similar to the steps a teacher would take in planning and implementing instruction for this child and should be developed sufficiently that a teacher / family member could take your paper and implement your strategy.
- Description of accommodations / modifications appropriate for this child. This description MUST include an analysis of assistive technology (which could include augmentative / alternative communication devices) for this child. Depending on your child’s characteristics and your selected teaching strategies, your assistive technology could be low tech (modified eating equipment, large grip pencils, etc.), medium tech (cell phone, timer, etc.) or high tech (sophisticated computer equipment). Your description should be thorough enough for your reader to know that you have an understanding of the practical use of this equipment – how it could be used, training required, price, applicability in various settings (e.g., home/school or various classroom or school settings, etc.).
- Assessment: What formal (or informal) techniques would you use to know both (a) your child’s current level of functioning before beginning to design your intervention strategies AND (b) after implementing your strategies. In other words, what would you do to know where in the curriculum (or behavior) to begin your strategy(ies) and how would you determine if your intervention was successful?

The focus of the basic strategies to be included in your research paper AND a preliminary resource list **must be approved by the instructor in advance**. Your research paper should be in APA style and include an abstract and reference list –but these do NOT count in your page limit. Citations of all your reference must be included in the text. **A minimum of 5 journal articles must be cited.** Feel free to use other citations (web pages, your text book, etc.) as long as each is correctly cited per APA, 6th edition. These additional sources DO NOT decrease the requirement for citing 5 journal articles. To receive a high grade on your paper, it is highly suggested that you review and assure adherence with the “Research Report Reminders and Helpful Hints” that follows in this section BEFORE turning in your Research Paper.

Research papers must be posted to the designated drop box where it will be reviewed by “turn-it-in” for plagiarism and excessive use of your source material or excessive direct quotations. If, after review, the professor feels that your paper is unduly used material from other sources, it will be returned to you for correction OR not graded (receive a grade of zero). How do you avoid this? Make sure the majority of your paper is your original thought. Limit your use of direct or verbatim quotations. Note that only changing a few words in a passage of text does NOT constitute “original thought”. Make sure that any use of someone else’s work MUST be cited appropriately.

GRADING: 150 points to be assigned as follows

Preliminary reference list and a brief discussion of basic strategies = 25 points

Research Paper Content = 100 points

Use of APA = 25 points

DUE DATE: Preliminary reference list and a brief discussion of basic strategies due October 13

Research Paper due November 3

Research Report Reminders and Helpful Hints:

- Include a cover page and abstract summarizing your topic. Both must be in APA format. The abstract should be approximately 100 words.
- Include 7 to 10 pages of text (excluding cover page, abstract and references)
- Citations should be used correctly:
 - Citations should appear throughout the text. This means that as I read through your paper, I will see a citation of a reference any time that you have stated a fact that is not typically known “off the top of your head”. E.g. *The prevalence of autism is increasing faster than any other disability (Thomas, 2012).* Explanation: It is a pretty well-known fact that the rate of autism is increasing, so a statement of this type may not need a citation. However, when you added “faster than any other disability”, that means autism is increasing faster than the rate of learning disabilities, ADHD, etc. That can only be proven with statistical research. A statement of that type requires PROOF, so a citation is necessary. I, the reader, need to know where to find the proof and learn more.
 - Citations should be included in the middle of a paragraph, as needed and not just at the end of the paragraph. E.g. *The prevalence of autism is increasing faster than any other disability (Thomas, 2011), which has resulted in a rapid increase in the development of computer devices to aid in communication for people with autism (Smith, 2013).* Explanation: Again, put the citation where the reader can know where to look to learn.
 - You may have 2 (or more) citations supporting the same fact. E.g., *The prevalence of autism is increasing faster than any other disability (Thomas, 2012) with boys more likely to be diagnosed than girls (Jones, 2011; Todd, 2013).* Explanation: In this statement, only the journal article

written by Thomas talked about the rising rate of autism, but both Jones and Todd talked about gender differences in prevalence rate.

- You should synthesize information from your references and paraphrase or put information from your reference sources into your own words. If you copy directly from one of your reference sources, use direct quotation marks, but this should be RARE in a paper of this length. If you paraphrase, you still need to use a citation. For example, your citation may say “the number of children with 504 plans doubled between the years 2000 and 2010.” This is a proven fact that had to be researched by this author. However, this may be too detailed for your paper and you may simply want to say that the “teachers are being called upon to implement more 504 plans than previous”. This is a paraphrase of what your author said, but it still needs to be cited, (as you would not “know” this without your author’s research). It does not need to be in quotation. Similarly, you would not know “off the top of your head” that there are more boys or girls who incur a traumatic brain injury each year or that applied behavior analysis *has been proven* to be the most effective treatment for stereotypical behaviors experienced by children with autism. Again, these are examples of “facts” that should be put into your own words - but use a citation to give the original author credit for the research that provides the proof for your contention.
 - *Note that only changing a few words in a passage of text does NOT constitute “original thought”.*
 - Copying a sentence (or paragraph) from one author and then adding a sentence (or paragraph) from another author does NOT constitute either paraphrasing or your original thought.
- Any use of someone else’ work, whether direct quotation or paraphrased, MUST be cited. Failure to do so constitutes plagiarism, which is just like copying on a test. Plagiarism will be dealt with severely with a severe reduction in your grade or a grade of zero.
- Research papers must be posted to the designated drop box where it will be reviewed by “turn-it-in” for plagiarism and excessive use of your source material or excessive direct quotations. If, after review, the professor feels that your paper has unduly used material from other sources, it will be returned to you for correction *or not graded*. How do you avoid this?
 - Make sure the majority of your paper is your original thought.
 - Limit your use of direct or verbatim quotations.
 - Make sure that any use of someone else’s work is be cited appropriately.
- Be sure to review APA format requirements. In APA, each little period and comma means something and must be exactly per instructions in the 6th edition. APA provides instructions for things like the number of characters in your running heading, the placement of your title and subtitles, (use of capitalization, bold font, underline, etc., in your headings), the name of your reference page, the arrangement of your references, how you cite an article with three or more authors, etc. APA is very picky. Check every little thing if you are not familiar with APA.

APA style. It is highly recommended that each student purchase an APA style manual, 6th edition, as it will be used throughout your graduate career in the Department of Psychology, Counseling & Special Education. On-line APA support can be obtained from many sources (google “APA format” or “APA style format”). Two useful sites are:

 - owl.english.purdue.edu/owl/resource/560/01/
 - citationmachine.net/
- Narrow your topic in order to sufficiently cover your focus. For example, “I’m going to teach Johnny to read” is much too broad. Target a specific strategy to teach reading and provide enough detail so that I will understand the techniques you are proposing. Be sure you relate each of your techniques back to

the theoretical characteristics provided in your introductory description of your child and his/her condition.

- Include a reference page
 - Must use 5 journal articles. You can use any number of additional references (your text, websites, etc.), but these do not lessen the requirement to cite 5 journal articles.
- **All references cited in the paper must be included in the reference list and all references included in the reference list must be cited in the paper**
 - Suggestion: After you are finished with your paper, go back and read it side-by-side with your reference list. When you have a citation (e.g., Thomas, 2011) in your paper, make sure the “Thomas 2011” reference is on your reference list. Conversely, after reading your paper, EVERY citation on your reference list should be checked off as being used in your paper.
- Double space your paper and put your name on it (title page)
- Turn your paper in to the appropriate drop box

Grading and Evaluation

Get to Know You Discussion Post	10 points
Sample Quiz	15
Sample Drop Box (video reflection)	25
Chapter Assignments 10 @ 30)	300
Modules 4 @ 50	200
Classroom Observation	50
Research Report	150
Total Possible Points	750

Grading Criteria:

A = 90% ; B = 80% ; C = 70% ; D = 60% ; F = < 60%

Communication & Support:

If you have a question that others in the class may also be having, please post those questions to my Virtual Office in eCollege. Please consult Virtual Office to see if a question has already been answered before sending me an e-mail. ***** (see 3 before me rule below).** Responses to Virtual Office questions & emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to Virtual Office posts or emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please post early in the week.

A Note About the Virtual Office: The Virtual Office is a public forum. Everyone else in the class can read everything you write there. If you need to contact me about something of a personal nature, feel free to e-mail me.

Three Before Me Rule: The 3 before me rule simply means, before you e-mail me with a question, (when is an assignment due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to find the answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, or contact other members of your discussion group, etc.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

Technology Requirements:

This is a totally on-line course that will be conducted within eCollege (the class will NOT meet face-to-face). eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (not dial-up). This means you should use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also supports the Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu.

Contacting eCollege for Technical Support:

The following support options are available 24 hours a day / 7 days a week

- Help: Click on the “help” button on the toolbar for information regarding working with eCollege (i.e., “How do I submit to dropbox?”, “How do I post to discussion board?”, etc.
- Chat Support: Click on the “Live Support” on the toolbar within your course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (toll free) to speak with an eCollege Technical Support Representative
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative

Other Important Notes:

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

- All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)
 - All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.
 - Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
 - Plagiarism occurs at any time that another's ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (“..”). Paraphrasing of another's ideas must also be cited (although this does not require quotation marks). Copying from other students and two or more students who work together and turning in the exact same work (unless it's an assigned group project) also constitute plagiarism.
 - For many assignments, students are encouraged to work together. However, if individual submission of the assignment is required, the final product must be your own work.

- All assignments must be turned in on the assigned due date. *Unexcused assignments turned in after the due date will be returned ungraded.*
 - **Please note:** Late postings to the discussion board will not be graded, regardless of the circumstance. The purpose of discussion items is to stimulate thought and discussion, which is compromised if postings are not timely.
 - **A note about timeliness:** The timelines for this course are not negotiable. I realize that on occasion “life happens” – children get sick, cars break down, and thunderstorms occur. For these reasons and many more, it is highly advised that you DO NOT wait until the deadline for turning in an assignment. If you wait until 11:00 pm to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will NOT get credit for the assignment.

- Ensure that the assignment guidelines presented in the syllabus and assignment handouts are followed. It is important that all assignments are organized according to headings and subheadings delineated in the assignment. *Failure to do so will result in an ungraded assignment or a lower evaluation.*

- **Make/Up exam.** There will be NO make-up exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, etc.) when requesting a make/up examination.

- **Written Assignments.** Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms

of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

APA style. It is highly recommended that each student purchase an APA style manual, 6th edition, as it will be used throughout your graduate career in the Department of Psychology, Counseling & Special Education. On-line APA support can be obtained from many sources (google, APA format or APA style format). Two useful sites are:

- owl.english.purdue.edu/owl/resource/560/01/
- citationmachine.net/
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. *Degrading terminology will not be tolerated.* In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.).

If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.