



SPED 346.04W

Introduction to Exceptional Children

COURSE SYLLABUS: Spring 2018

Instructor: Suzanne Thomas, Ph.D. Ad Interim Professor of Special Education

INSTRUCTOR INFORMATION

Office Location: Henderson Hall # 205

Office Hours: Tuesday and Thursday 9:00 am to 10:30am and 12:30 -1:00 pm; or by appointment. Please feel free to contact me (preferably by e-mail) to schedule an appointment.

Telephone: (903) 886-5648

Fax: (903) 886-5510

University Email Address: Suzanne.thomas@tamuc.edu (preferred contact method)

Preferred Form of Communication: e-mail

Communication Response Time: I will respond to e-mail communication within 48 hours of receipt. I will not respond to e-mails on weekends or holidays.

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 INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Hallahan, D.P., Kauffman, J. M., & Pullen. P.C. (2012). *Exceptional Learners: An Introduction to Special Education* (**13th Ed.**). Boston: Allyn and Bacon. (ISBN # 13:978-0-13-703370-6 / 10:0-13-703370-2

Software Required: Microsoft office suite (Word, PowerPoint)

Optional Texts and/or Materials: Some of the chapters studied will include supplemental readings (e.g., articles, book chapters, websites, etc.). Required readings will be posted in docSharing or instructions provided for accessing.

Course Description: This course will provide a survey of populations with exceptionalities. Attention will be given to the cause of these deviations and their effect upon the individual's development. Professional roles of the special education team members as well as the policies and regulations applicable to special education programs in general will be covered.

Student Learning Outcomes & Competencies

Following completion of this course, the student is expected to be able to

SLO #	Student Learning Outcome	TExES Competencies	
#1A # 1B	Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories.	#001	Understand and apply knowledge of the characteristics and needs of students with disabilities
	Describe characteristics, needs and evidence based interventions of students served in each service category.		
# 2	Explain the special education process and procedures for assessing and developing the educational plans of individuals with disabilities including the use of assistive technology (AT).	#004	Understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology (AT)
# 3	Conceptualize special education as a system of service delivery. Describe the historical influences of special education including the major legislations governing the delivery of educational services for individuals with disabilities.	#010	Understand the philosophical, historical, and legal foundations of special education,
# 4	Identify techniques for communicating effectively to support collaboration with families and other professionals serving	#012	Know how to communicate and collaborate effectively in a variety of professional settings.

SLO #	Student Learning Outcome	TExES Competencies		
	students with disabilities.			
Global Learning SLO		Global Learning Competency		
QEP	Evaluate environmental and cultural influences on delivery of effective educational services to students, including students from diverse ethnic and language groups.	QE P	View themselves as engaged citizens within an interconnected and diverse world	

As SPED 346 is an *introduction* to exceptional children, it is not expected that students will be proficient in all objectives. It is expected, however, that at the conclusion of this course, each student will be able to demonstrate a limited understanding of each course objective.

STUDENT LEARNING OUTCOME MATRIX

Student Learning Outcome	Grading & Evaluation Criteria				
	M.Minds Discussion	Chapter Discuss. Forum	Chapter Quizzes	Film	Final Exam
# 1A Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories.	X	X	X	X	X
# 1B Describe characteristics, needs and evidence based interventions of students served in each service category.	X	X	X	X	X
# 2 Explain the special education process and procedures for assessing and developing the educational plans of individuals with disabilities including the use of assistive technology (AT).		X	X		X
# 3 Conceptualize special education as a system of service delivery. Describe the		X	X		X

Student Learning Outcome	Grading & Evaluation Criteria				
	M.Minds Discussion	Chapter Discuss. Forum	Chapter Quizzes	Film	Final Exam
historical influences of special education including the major legislations governing the delivery of educational services for individuals with disabilities.					
# 4 Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities.	X	X	X		X
QEP Evaluate environmental and cultural influences on delivery of effective educational services to students, including students from diverse ethnic and language groups.		X			X

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs. Students must be able to log to Pearson Learning Studio (eCollege/MyLeo) and access all course materials and instructions through DocSharing, turn in assignments through Drop Box, receive updates to assignments or the schedule, post discussion forum posts, and communicate with the instructor and other students through Virtual Office, and take on-line assessments.

Instructional Methods

This course will be delivered in a totally on-line format. Instructional methods will consist of reading assigned materials and watching assigned videos. Students will be required to engage in on-line discussions with their peers, complete assignments, and take on-line examinations. Students will participate in discussion groups in order to be able to analyze materials, formulate and express opinions and dialog with others on assignments.

Student Responsibilities or Tips for Success in the Course

Students will be responsible for completing assigned readings and activities in required timelines. To be successful in this course, students should plan sufficient time to read all assigned readings and any other activities (for example, watch videos or locate websites). All work must be completed within time limits, so time management is a priority. Students must complete all assignments before the due date.

In addition, students must work diligently as collaborative group members. Students who do not exhibit good citizenship to the class and to their group will not receive a high grade and will have difficulty passing the course.

ASSIGNMENTS / ACTIVITIES / EXPECTATIONS

Course Assignments

1. Getting to Know You (or “All About Me”):

This assignment requires you to make a practice post into the discussion forum, so you will have experience with posting for future assignments. For this assignment, provide a short introduction to yourself so that your classmates and I can get to know you. You may want to share information about your degree sought, experience, ambitions for the future, schools attended, number of children, etc. Remember – this is a public post, so no too-personal information. You might want to provide a picture of yourself so others “get to know you”. This assignment should be completed as part of a discussion thread for week one.

1 Sample Discussion Forum (Getting to Know You)

- Grading: 10 points
- Due date: midnight Sunday, September 3

2. Sample Quiz: Get to Know Your Syllabus

Week #1 contains a short, sample quiz over this syllabus. It 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”.

2 Sample Quiz (Get to Know Your Syllabus)

- Grading: 15 points
- Due date: midnight Sunday, September 3

3. 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 several short video

clips and react to them. The video clips will serve as an introduction to special education for those unfamiliar with special ed and will be a surprise to many who do have some background in special education. This series of videos will provide a basis for many topics that we will discuss throughout the semester.

For this assignment you are required to watch 9 parts of the video, *Misunderstood Minds*. This series of videos introduces you to 5 “exceptional” children and their families. The various parts of this video will help you begin to think about a variety of aspects not generally thought about when discussing “exceptional” children. Few people would ever think about special education when first introduced to Nathan VanHoy!

1. See more specifics about this assignment in “doc sharing”.
2. Access the videos at [YouTube Videos](#) (Link opens in new window)
Search “Misunderstood Minds”
3. Watch Chapters 1 through Chapter 8.1. All are approximately 9 minutes with the exception of 8.1 which is 4:39 minutes.

Your Assignment: Write a ½ to 1 page reaction (maximum) on what you learned from watching *Misunderstood Minds*. This is to be brief, but include enough detail to show me that you watched the clips. MAXIMUM LENGTH = 1 PAGE! **Post your paper to the M.Minds drop box in week #1.**

3 Sample Drop Box Assignments (*Misunderstood Minds*)

- Grading: 25 points
- Due date: midnight Sunday, September 3

4. Weekly Assignments:

For each lesson (approximately weekly), you will have an assignment that will cover all information presented that week. Assignments may be **discussion forum posts or a quiz**. Please read carefully the information that follows about each type of assignment (discussion or quiz). There will be 14 total assignments that will be worth 30 points each.

Discussion Forum Participation: When a weekly assignment includes a discussion forum post, students are expected to participate actively. For each discussion, you are to contribute thoughtful reflections to a thought provoking question based on assigned readings / videos, etc. As these are individualized reflections, you cannot copy your opinion from the text and your opinion may differ from your classmates. 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 this group.
- Due dates for each reflection and each peer response (if required) will be included in each assignment. Typically, your discussion must be posted by midnight Sunday and, if included, your peer response must be posted by midnight Wednesday. However, this may not hold true for every assignment – so check each assignment carefully. **Postings after the due date WILL NOT be accepted!**

NOTES ABOUT REFLECTIONS AND RESPONDING

Discussion 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 alternatives. I encourage “talking” out new ideas and perspectives. BUT, if you disagree with the opinion of a peer, you are expected to express your disagreement in a respectful way.
- On this same line, your grade will not be based on whether or not you agree with MY opinion. I will try to pose questions so that you don’t try to answer as you think I want you to. Justify your answer; show your thought process regardless of your opinion.
- 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 children with learning disabilities should receive _____ as the law says ____”. When used, facts must be correct in order for you to receive full credit for your post.

- Personal experience can be a great contributor to your response to a discussion question. Personal experiences can support your answer but cannot justify it, however. I must be able to see from your response that you have completed requirements of the assignment (read and understood the assigned materials). Citing personal experience alone will not garner a high grade.
- 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. “Original thought” means your answer cannot be copied from the text or any other source/website.
- ✓ **Factual correctness** – if you cite a “fact” it must be correct
- ✓ **Collaborative spirit** – you don’t have to agree with your peers, but your disagreement must have a professional, and respectful tone
- ✓ **Writing mechanics** –if I can’t understand your post, I can’t grade it.

Chapter Quizzes: On the weeks that you do not have a discussion forum post, you will be required to take a chapter quiz. These quizzes are intended to give you an idea of what to expect on the examinations. 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, even though you can have access to your book, you will need to have a good understanding of all the material ***in advance*** of taking the quiz to complete it timely.

4 Weekly Assignments (discussion or quiz)

- Grading: 30 points each for 14 assignments = 420 total points
 - *If the discussion requires a peer response, the 30 points will be divided with your reflection being worth 20 points and your peer response being worth 10 points.
- DUE DATE: See each assignment – approximately weekly
- CAUTION: No assignment (discussion or quiz) will be accepted late.

5. Disability in Society

This assignment will allow students to analyze how society experiences "disability" as it is portrayed in film. You will be provided a list of films to choose from for this assignment. Additional information on this assignment will be posted in "doc sharing".

6 Disability in Society

- Grading: 30 points
- Due Dates: Week 12, midnight Sunday, November 13
- Can be turned in before the due date

6. Assessments (Tests) (3 tests at 50 points each=150 points)

Three (3) tests (two during the semester and one final exam) will be given to measure your comprehension and ability to apply the course content. Assessments may consist of both objective questions and/or short essay questions. All exams will be posted on-line to eCollege. Specific time periods will be allocated for each examination. Exams are closed book (no access to notes/book) unless otherwise specified. **Any student with an "A" average on all previously submitted materials will be exempt from taking the final exam.**

7 Assessments

- Grading: 50 points per exam for 3 exams = 150 total points
- Tentative exam schedule: week 4, week 10, final exam week 16

Grading

Course Evaluation & Grading:

"Getting to Know You" Post	10
Sample Quiz	15
Misunderstood Minds Discussion	25
Weekly Assignments (Discussion or quiz)	
14 assignments @ 30 points	420
Disability in Society	
- Analysis of Film	30
Examinations 2 @ 50 (excluding final)	<u>100</u>

Total possible points without final 600

Final Exam 50
Total possible points WITH final 650

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

TECHNOLOGY REQUIREMENTS

- To fully participate in online and web-enhanced courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at:
[JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsert) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsert

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title: iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date

- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement (Communication & Support)

My preferred method for you to contact me is via e-mail at Suzanne.Thomas@tamuc.edu. Responses to 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 emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please email me early in the week. (The same timelines apply for Virtual Office post.)

If you have a question that others in the class may also be having, please post those questions to my Virtual Office on Pearson LearningStudio (eCollege). Please consult virtual office to see if a question has already been answered before sending me an e-mail. 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.

When contacting the instructor about a class question, please practice the “Three-Before-Me Rule”. The three- 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 to your question. What are some ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, or post a question for your peers in the Virtual Office.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignments: All assignments must be turned in by the assigned due date. Any late assignment (except for chapter assignments discussed below) will receive a 10% deduction PER DAY for the first 3 days it is late past the due date (e.g., a 10% deduction for 1 day late; 20% deduction for 2 days late, etc.). *Any assignment turned in three or more days after the due date will be returned ungraded (receive a grade of zero).*

- **An additional note about timeliness of chapter assignments:** As stated above in the section about chapter assignments, a chapter assignment (either a chapter quiz or a discussion post) will not be accepted after the due date. **The timelines for this course are not negotiable.**

Syllabus Change Policy: The syllabus and course schedule are to be used as guides. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the either the syllabus or schedule during the semester. Any changes will be announced in advance and will be posted on eCollege.

Cell Phone / Pager / PDA / Blackberry, IPad etc. usage: As this is an on-line course, the course/university policy on electronic use during class does not apply.

Student Behavior / Professional Dispositions: 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.
- **Syllabi Guidelines:** Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***
- **Make/Up exam:** There will be NO make/up activities or 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.
- **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.) or "suffers from ____" (say "has ____").

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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 162
Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

See the Class Schedule (separate document) for schedule of class assignments and due dates.