Syllabus for Special Education 582: Teaching Students with Intensive Communication Needs

Wednesdays, Spring 2017, TEC 220

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Office hours – by prior email appointment only:
- Tuesdays, 4:00-6:00 (Hokona Hall 254)
- Friday mornings, 10:30-11:30 (Hokona Hall 254)
- Friday afternoons, 5:00-6:00 (Satellite coffee shop on University Blvd., just north of Lomas).

Please let me know what days and times that typically work for you from those above (e.g., Tuesdays 4:30-6:00) and I’ll give you the next available appointment that fits your schedule.

The following information is included in this syllabus:
- Class Schedule
- Course Design: (a) Julia’s mission & vision for teaching, (b) course description, (c) course backwards design plan, (d) instructional strategies, (e) course structure, (f) specific course requirements, (g) evaluation procedures and grading system, (h) withdrawals, WPs, and WF, and (i) readings,
- Assignment Descriptions
- Course Policies
- The College of Education’s conceptual framework
- Course Curriculum Map
# Class Schedule for SPCD 582, Spring 2017

<table>
<thead>
<tr>
<th>Week/Date/Topic</th>
<th>Reading Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1: Jan. 18, 2017</strong></td>
<td>1. National Joint Committee for the Communicative Needs for Persons with Severe Disabilities, 1992 (copy provided in class)</td>
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<tr>
<td><strong>Topic:</strong> Introduction - Instructor’s vision, expectations and classroom norms, assignments &amp; grading criteria, and web site orientation AND an overview of language, communication, and individuals with intensive communication needs</td>
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| **Week 2: Jan. 25, 2017**  | 1. ASHA, 1982 (definition of language)  
2. Johnson, et al., 1996, chapter 1 | Readings reviews (2) |
| **Topic:** What is communication? What is language? | | |
| **Week 3: Feb. 1, 2017**  | 1. Cattell, 2000, chapter 1  
2. de Valenzuela & Niccolai, 2004 | • Readings reviews (2)  
• Plagiarism tutorial certificate |
| **Topic:** Introducing theories of language development | | |
2. Ochs & Schieffelin, 2011  
Highly recommended:  
• Ochs, 1986  
• Halliday, 1993 | Readings reviews (2) |
| **Topic:** Theories of language development, cont. | | |
| **Week 5: Feb. 15, 2017**  | 1. de Valenzuela & Tracey, 2007  
2. Pease-Alvarez & Vasquez, 1994  
3. Vigil, 2002 | Readings reviews (3) |
| **Topic:** Cultural differences in the development of communication | | |
2. Wetherby, Reichle, & Pierce, 1998 | Readings reviews (2) |
| **Topic:** pre-symbolic vs. symbolic communication | | |
| **Week 7: Mar. 1, 2017**  | 1. Rowland & Schweigert, 1989  
2. Wetherby & Prizant, 1989 | Readings reviews (2) |
| **Topic:** pre-intentional vs. intentional’ communication | | |
| Week 8: Mar. 8, 2017 | Topic: Gesture as communication | 1. Iverson & Thal, 1998  
2. Chan & Iacono, 2001 | Key concept paper |
| Week 9: Mar. 15, 2017 | No Class – UNM Spring Break |  |
2. Snell, 2002 | Readings reviews (3) |
3. Downing, 2005, chapter 5  
Highly recommended:  
Mirenda, 2016  
4. | • Readings review (3)  
• Intervention paper |
3. Fey, McCauley & Gillam (2016) AND two of the following (NOTE: do NOT select a readings that pertains to your assigned intervention):  
• Weitzman, Girolametto & Drake, 2016  
• Fey, Warren, Bredin-Oja, & Yoder, 2016  
• Kaiser & Hampton, 2016  
• Weismer, Venker, & Robertson, 2016 | • Readings reviews (4)  
– do NOT review Fey, McCauley & Gillam (2016) |
| Week 13: April 12, 2017 | Topic: Intervention presentations | 1. | • Intervention presentations |
2. Romski, Sevcik, Cheslock, & Barton-Hulsey, 2016 AND one of the following (jigsaw within your small groups):  
  - Carter & Maxwell, 1998  
  - Light, Parsons, & Drager, 2002  
  - Romski, Sevcik, Hyatt, & Cheslock, 2002  
  - Rombouts, Maes, & Zink, 2016  
  - Siegel & Cress, 2002 | Readings reviews (3) |
|------------------------|-------------------------------------------------|-------------------------------------------------|------------------------|
2. Foley & Staples, 2007  
3. Beukelman & Mirenda, 2005, chapter 13 | Readings reviews (3) |
| Week 16: May 3, 2017  | Topic: Wrap-up | | Final essay assignment |
Course Design

1.) Julia's vision and mission statement for teaching:

**Vision:** A classroom climate that fosters thoughtful and respectful consideration of alternative viewpoints and ideas, personal ownership of learning, and individual construction of personally meaningful knowledge.

**Mission:** To facilitate the collaborative construction of the above learning environment via attention to the following:
- Whole and small group dynamics;
- Increased literacy in academic discourse (comprehension and production, oral and written); and
- Opportunities for active engagement with course content and materials.

2.) Course Description:
This course will explore the following questions:
- What is an ‘intensive communication need’ and who have these needs?
- What is communication? How is communication different from language?
- What are different levels of communication development and how might those look for individuals at different ages?
- How can the communicative competence of individuals with intensive communication needs best be assessed?
- What best practices are currently recommended for supporting and developing communicative competence?
- What array of accommodations and supports is available to facilitate communication with individuals with intensive communication needs?

3.) Course Backwards Design Plan:

<table>
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<tr>
<th>The learning objectives of this course are that:</th>
<th>The learning objectives will be formally assessed via:</th>
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<tr>
<td><strong>Participants will understand:</strong></td>
<td>Key concepts paper, intervention paper &amp; presentation, and final essays</td>
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<tr>
<td>o The major concepts and theories related to the development of communication and language.</td>
<td>Key concepts paper, intervention paper &amp; presentation, and final essays</td>
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<tr>
<td>o The range of cognitive and communicative abilities that fall within the boundaries of the commonly used descriptor, “nonverbal.”</td>
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<tr>
<td>o Some of the critical issues in assessment of individuals with intensive communication needs.</td>
<td>Final essays</td>
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</table>
Participants will be able to:

- Articulate the implication of different levels of communication development (e.g. intentional, conventional, symbolic, linguistic) for intervention and assessment.
- Define literacy from the perspective of individuals with intensive communication needs.

Key concepts paper, intervention paper and presentation, and final essays

Final essays

Participants will demonstrate:

- Respect for individuals identified with disabilities and other marginalized communities, such as by using person-first and non-pejorative language.
- Ability to implement current standards for academic writing.

All written assignments and oral presentation

All written assignments and Indiana University plagiarism test

4.) Instructional Strategies

Based on the philosophy of Universal Design, I will:

- Use a variety of teaching strategies, including interactive presentations, individual writing assignments, small group activities, and whole class discussion.

- Ensure that content is available in multiple formats: I will augment the oral presentations with PowerPoint slides that will be available in advance on the class outline pages on the course website (www.unm.edu/~devalenz); the required readings are available in electronic format on UNM Learn (learn.unm.edu).

- Break up the presentations with short activities.

- Provide different types of materials during the class, so that you can interact and communicate during small group activities in the manner that is most effective for you (e.g., by writing, drawing, and/or small group discussion).

5.) Course Structure:

I designed this course so that students will interact actively with the course material. Whole and small group discussion, rather than instructor lecture, will make up the bulk of in-class sessions. In order to participate in the in-class activities, you must thoroughly read all of the assigned readings and complete all assigned learning activities before arriving at class each week. Because this is so important, I have assigned a reading homework activity that will help you prepare for each class session.

Graded assignments are both learning activities for you and provide me the means to determine your final grade. The graded assignments will require you to analyze, synthesize and evaluate course materials and demonstrate application of critical thinking. I strongly encourage you to read all of the information in this syllabus regarding each assignment well ahead of the due date and to communicate with me about your understandings and/or questions regarding each assignment.
6.) Specific Course Requirements:

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<tr>
<th></th>
<th>Total pts</th>
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<tr>
<td>1. Indiana University Bloomington plagiarism tutorial and test: <a href="https://www.indiana.edu/~istd/">https://www.indiana.edu/~istd/</a>. This must be completed, as verified by the certificate of completion by 3rd class session to continue in the course.</td>
<td>0</td>
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<tr>
<td>2. Weekly quick writes will be completed in class and used to determine class attendance.</td>
<td>0</td>
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<tr>
<td>2. Weekly reading reviews – 2 points each</td>
<td>22</td>
</tr>
<tr>
<td>3. Key concept paper - 20 of the points for this assignment will be awarded based on predetermined criteria. Additional points will be awarded for assignments that are particularly meritorious in some aspect.</td>
<td>21</td>
</tr>
<tr>
<td>4. Intervention description paper - 20 of the points for this assignment will be awarded based on predetermined criteria. Additional points will be awarded for assignments that are particularly meritorious in some aspect.</td>
<td>21</td>
</tr>
<tr>
<td>5. Intervention presentation - 8 of the points for this assignment will be awarded based on predetermined criteria. Additional points will be awarded for assignments that are particularly meritorious in some aspect.</td>
<td>9</td>
</tr>
<tr>
<td>6. Final essay assignment - 25 of the points for this assignment will be awarded based on predetermined criteria. Additional points will be awarded for assignments that are particularly meritorious in some aspect.</td>
<td>27</td>
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<td>Total: 100 points</td>
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All assignments must be handed in by the beginning of class – 4:15 – on the date due, to be considered turned in on time. For those assignments that can be turned in late with corresponding point deductions, turning in an assignment after 4:15 will result in a point reduction.

Later in this syllabus, I provide a detailed description of each of the course requirements listed above. Later in the semester I will provide the instructor grading criteria that I will use to determine how many points you have earned, as well as a checklist that includes the minimal requirement for each assignment that will serve as a coversheet for the assignment.

NOTE: I will not accept assignments that I find completely or substantially incomprehensible, that do not fit the stated description of the assignment, and/or that contain profanity or are presented in an otherwise unprofessional manner. I will use my discretion in determining whether or not allow students to resubmit such assignments.

All written assignments must be typed and follow the American Psychological Association Manual (6th ed.) format, unless I specify otherwise. I expect all students to consistently use person-first language in written assignments, as well as in in-class discussions.

7.) Written comments on your papers:
In addition to completing the instructor grading criteria form, I will also provide limited comments throughout your paper. My purpose in providing written feedback on your papers is to help you learn to write more closely within the expected norms for academic and professional writing. However, I am limited in the amount of written feedback that I can provide on your paper, so I will not indicate every
place where I see a need for improvement. The first time I see a problem or when I see something that I think really needs attention, I will circle the particular section of text and in the margin put a code beside it. If you have multiple errors of the same type, I will typically only indicate that particular mistake once. I include these codes below.

**Editing and Comment Codes:**

! = really important point  
? = your meaning is not clear  
APA = an APA error  
Awk = awkward sentence/phrase  
Cite = missing citation for this type of statement  
G = grammatical error (this includes verb tense, subject-verb agreement, incomplete sentences, and pronoun choice, among others)  
Hmm = there is something about the content that you might want to revisit and/or I am not 100% in agreement with your statement or conclusion.  
More = I would like to see you expand on what you wrote and/or I’d like more information  
P = punctuation  
Sad face = you wrote something that I sympathize with, such as if you recount something sad or painful  
Smiley face = good point  
SP = spelling error  
Star = nicely worded/written statement  
WC = word choice problem  
X = incorrect factual information

I know that sometimes my writing is not completely legible and you may have questions about what I have written. If you have any questions about what I have indicated or how to fix these errors in the future, please make an appointment to go over your paper during office hours. I am eager to work with you to help you improve your writing. CAPS in Zimmerman Library or the Graduate Resource Center are helpful resources. In addition, we plan to hold extra writing support sessions on three Friday afternoons this semester. More information about these – the dates, times and topics – will be provided later this semester.

8.) Evaluation Procedures & Grading System:

I will determine your final grade by adding up your total points earned on all graded assignments (minus late points, plus additional points). Please note that the total points shown on UNM Learn do not represent your total final grade – I will add those to the points you receive on other assignments turned in in hard copy in class (e.g. reading reviews). I will use the following grading system to determine your final letter grade:

I will determine your final grades by adding up your total points earned on all graded assignments (minus late points, plus bonus points). I will use the following grading system to determine your final letter grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>94-99</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>F</td>
<td>below 74</td>
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NOTE: According to UNM regulations, I may not assign graduate students may a grade of C-, D+, D, or D-. Therefore, if you do not accumulate a minimum of 74 points by the end of the semester I will assign you an F.

*I will only award an A+ to students who have met all of the predetermined criteria AND have gone above and beyond the expected quality on all assignments. I will determine whether a student’s total body of work in the class merits an A+ at the end of the semester and award this grade at my discretion. I expect to award A+ grades only very infrequently.

9.) Readings:
All of the required readings, as well as a number of recommended readings, will be available on UNM Learn. The readings that are due for each class are listed on the course schedule. References for any additional (recommended) readings will be available in the recommended reading folder on UNM learn. In addition, you are required to have a copy of the current APA manual.

The following readings are either required or highly recommended* (see schedule):


Assignment Descriptions

1. Quick Writes (Attendance)
A 'quick write' is a topic or question designed to provoke reflection and to jump start your thinking about a particular idea. Quick writes can be a good way to help students organize their thoughts before beginning an activity or prior to participating in discussions, or to guide their reflection on a previous discussion or activity.

I will provide a 'quick write' every class this semester, as a way of:
- facilitating your learning,
- modeling an effective instructional strategy,
- informally assessing your learning, and
- taking attendance.

About halfway through the each class, I will assign the quick write for the day. I will provide approximately 15 minutes for reflection and writing on the assigned quick write, as well as a short break if you finish early. If you finish early and wish to talk with colleagues, please do so outside the classroom, so that those still doing the quick write may have a chance to concentrate.

I will not grade the quick writes, except for using them to determine attendance. Although I will use them to get an informal idea of how you are thinking about and reacting to the class material, I will not be reading for spelling or grammatical errors, nor will I edit or comment on your quick writes.

2. Plagiarism Tutorial Completion Certificate
Indiana University has a plagiarism tutorial and test: https://www.indiana.edu/~istd/. You must bring a copy your test completion certificate by the beginning of the 3rd class session to continue in the course. If you have completed the tutorial within the past year, you do not need to take the test again. However, you must provide a copy of a current certificate. I strongly suggest that you keep a copy of your certificate, as other faculty may require this as well.

3. Reading Reviews
During most weeks of the semester, at the beginning of class you will turn in a brief typed response to the following four questions for EACH of the assigned readings -- see the course schedule to see when these are due. I am requiring responses to the readings so that you will be prepared to participate in the evening’s small group activities and to help you process the readings in an in-depth manner. This will assist you in completing the other course assignments, especially the final essay assignment. This assignment addresses CEC Initial Standards 1.1 and 6.2.

Reading Response Questions:
1. What seem to be the most important points in this reading? (It might be useful to include key quotes, including pages numbers for use in later assignments.)
2. What seem to be key terms or concepts? (List each term or concept with a brief definition and page citations for where the concept or term is introduced, defined, and/or used.)
3. How might the information from this reading relate to your work with individuals with intensive communication needs, now or in the future?
4. To which question(s) from the final essay assignment would this reading be relevant?
Just above your answers for each reading, include the complete citation in correct APA format for that reading – you can find the references earlier in this syllabus and cut and paste them to ensure you have the correct citation format. To assist me in determining whether you have answered all four questions for each reading, include the numbered question before your answer to each question.

NOTE: I am including a template for the reading assignment both on UNMLearn and my UNM website. I encourage you to download and use a copy of this template.

A total of two (2) points are available per week for this assignment. Regardless of whether there one or multiple readings assigned, you must provide responses for all question for all required readings in order to earn the points for that week’s assignment; I will not assign points for incomplete/partial assignments, including:

- Assignments for which you did not answer ALL questions for EACH of the readings,
- Assignments where you did not include the numbered question before your response to each question, OR
- Assignments in which you did not include the complete and correct APA citation prior to your response to the questions for each assigned reading.

I will briefly skim your responses to ensure that you have responded to all of the questions for all of the readings and included the complete and correct APA citation for each reading. However, I will not grade for accuracy or quality.

4. Key Concept Paper
For this assignment you will define and deconstruct the following concepts using at least three different definitions from the professional literature:

1. communication
2. language
3. intentional communication
4. symbolic communication
5. language socialization

For each concept, you must:

- Include (quote and cite) a minimum of three formal definitions of each concept from credible sources,
- Explain the key aspects of each definition you cite,
- Compare and contrast the definitions to identify the core meaning(s) of the concept, and
- Discuss each key concepts with respect to individuals with intensive communication needs of various ages and disabilities.

You will need to cite at least three credible, primary sources per definition. Use the required and recommended readings, as well other information sources to find these definitions. If you are not sure whether the sources you are considering using are credible, please check with me ahead of time. You should be able to complete this assignment in less than ten pages, including the reference page. There is, however, no page limit.
Use headings and subheadings in your paper to identify the major sections of your paper. I have included a template for this paper on my website and on UNM Learn to use if helpful.

**NOTE:** I encourage you to use your reading reviews to assist you in completing this assignment. Also, consider using the information from this assignment in your response to the final essays.

### 5. Intervention Description Paper

For this assignment you will describe a recognized intervention method/strategy that is appropriate for individuals with intensive communication needs that I will assign you. At least two students will be assigned to each intervention strategy (except in the case of doctoral students, who may be individually assigned to an intervention). This assignment will have two components:

1. An individually written paper (20 points)
2. A group presentation (8 points)

For the written paper, you will use several credible, primary resources (including both the assigned readings, as well as other information sources) to help you tease out the central features of your intervention. You must include several formal definitions or descriptions of the intervention method from different sources and compare and contrast these to identify the core features of the strategy. Additionally, you must include, in your own words, your understanding of the intervention strategy, as well as how you would apply this intervention in the actual classroom (or other educational) setting.

The written description of the intervention must include, at a minimum, the following:

- The purpose of the intervention (and what might be typical “targets” of this intervention),
- Whether specific intervention targets are elicited or not,
- Specific procedures that are recommended or required in this intervention
- Whether the intervention follows the child’s lead or not,
- Whether this intervention uses principles of applied behavior analysis (ABA), and
- The populations that this intervention is typically used with (e.g. ages, disabilities types).

Use headings and subheadings in your paper to identify the important sections of your paper.

You will need to cite at least five credible, primary sources in your paper. If you are not sure whether the sources you are considering using are credible, please check with me ahead of time. At least one source must be other than the required readings. You should be able to complete this assignment in less than ten pages, including the reference page. There is, however, no page limit.

**NOTE:** It is perfectly acceptable (and I strongly encourage you) to include information that you obtain for this assignment in your final draft of the progressive essay. You must reframe it, however, to answer the specific question posed.

### 6. Small Group Intervention Presentation

The purpose of this assignment is to share information with your colleagues about your assigned intervention method.

Therefore, you will collaborate with other students who have been assigned the same research method as you to make a 20-25 minute presentation to the class. Your group will:
- Provide a clear description of your intervention design.
- Define key terms for the class in everyday, understandable language, with examples as relevant.
- Provide some sort of model of the intervention. This could include a downloaded short video, physical example of materials, or a mock teaching session.
- Provide handouts to the class, which include a summary of the above information.
- Use overheads or other graphics, as appropriate.
- Be creative and maintain your colleagues’ attention.

Anything that you provide or use during your presentation must be uploaded to UNM learn in electronic form (except videos). You should upload, at a minimum, a PowerPoint presentation. Other materials, such as handouts and/or additional resources, should also be uploaded.

A note on creativity: Do not include graphics or images in your PowerPoint presentation that are not related to your presentation topic or are visually or otherwise distracting (e.g., moving images, excessively “busy” transitions, or images with sound files attached).

7. Final Essay Assignment
The purpose of this assignment is to provide a framework for your self-guided study in this course. Because this assignment refers to material from the entire course, you will be able to answer more of the essay questions over time. I strongly encourage you to begin working on your answers right from the start of the semester, and to look at it every week as you complete your readings review and reflection homework. It might be helpful to copy and paste sections of your readings review into your final essay assignment on a weekly basis to use as an initial, very rough draft.

I am most interested in you forming your own, personally-meaningful answers to these questions. However, your answers do have to reflect your understanding of the professional literature, as well as your informed personal opinion on the relevant issues. Every answer should have multiple in-text citations included, from different readings. You must cite at least 20 of the required or recommended readings somewhere in your paper. However, the answers should not only be a summary of the readings -- the purpose of this assignment is for you to integrate the material from the readings into your own understanding of this subject. Therefore, I expect to read a number of statements throughout your paper that say something like:

- An example of this might be...
- I understand this to mean...
- What I understand the author to be saying is...
- I understand that...
- From my understanding of the readings, I argue...
- In my opinion...
- It is my contention that...
- I strongly believe that...

This statements should make it clear that it is your understand, contention, argument, or belief. All other statements in your paper should be cited, unless they are explicitly transition sentences (which should also be “I statements”). Examples of these include:
Each question is a stand-alone short essay -- do not integrate all of the questions into one massive paper/essay. No general introduction/conclusion to the assignment as a whole is required. You must include the numbered question at the start of each of your answers. I have provided a template on my web site to use for this assignment, if you find it helpful.

Essay Questions:

1.) There are several important watermarks in the development of communication and language. These include the transition to intentional communication, the use of conventional forms of communication, the development of symbolic forms of communication, and the transition to language. Identify the behaviors that indicate that an individual is transitioning into each of these increasingly complex forms of communication and what the implications are for intervention in the classroom and at home.

2.) Compare and contrast at least three approaches to intervention for individuals with intensive communication needs. If you use information from your colleagues’ presentation(s), be sure to cite their presentation and/or handouts.

3.) What is AAC? What are important considerations in facilitating the communication of students using AAC with peers and family members?

4.) Compare and contrast at least three different definitions of literacy in the context of individuals with disabilities. Include your standpoint on this issue. (Note: the page on my web site is a model ONLY – you need to find your own definitions of literacy and compare and contrast them.)

5.) Identify and discuss some of the important considerations/issues in the assessment of communication with individuals with intensive communication needs and/or young children with emerging communication.
Course Policies:

1.) Accommodations
Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

2.) Incompletes
I will allow incompletes and withdraws from the course in accordance with the following UNM policy (http://catalog.unm.edu/catalogs/2011-2012/student-services-information.html): “The grade of “I” is given only when circumstances beyond the student’s control prevent completion of the course work within the official dates of a semester or summer session.”

3.) Withdrawing for the course
The following three bullet points are official UNM Policy from current UNM Handbook:
- After the third week a student may withdraw from a course until the end of the 12th week of the semester and is subject to a grade of W. After the 12th week, course withdrawals are only accepted with approval from the dean or director of the student’s college. No withdrawals are accepted after the last day of instruction of the semester, prior to final exam week.
- **NOTE: Faculty are not responsible for dropping students who do not attend. It is the student’s responsibility to check the accuracy of his/her course schedule.**
- **Completion of Courses.** Students are responsible for completion of all courses in which they are enrolled at the University. Changes in enrollment, drops or withdrawals must be officially processed. A student who does not follow proper course or University withdrawal procedures may be given a failing grade and is responsible for tuition charges associated with the course.

Therefore, if you are experiencing difficulties in the class, do not simply stop coming to class or fail to turn in assignments. It is your responsibilities to officially withdraw from the class (or ask me to drop you from the course via written communication) if you recognize that you will not be able to successfully complete the course.

4.) Class Attendance
**Class attendance is mandatory.** Consistent with policy in the Concentration in Intellectual Disability and Severe Disabilities:
- **Second absence:** I will deduct five points (or half a letter grade) from your final grade.
- **Third absence:** I will deduct ten points (or a full letter grade) from your final grade.
- **Fourth absence:** I will drop you from the course immediately following the fourth class session you miss, regardless of the reason.
- I consider missing more than 50 minutes of any class session as an absence.

5.) Late Paper Policy
Assignments must be handed in, stapled, with the completed coversheet (if applicable) by the start of class on the day which they are due – I consider papers turned in after class is underway to be late. Late assignments will receive a one (1) point deduction for every day late, **with a limit of seven days maximum.** If you do not turn in your within 1 week of the assigned date, I will not accept it, except in the case of significant illness (doctor's note required) or major family/life emergency. If your
assignment will be more than 1 week late because of this type of emergency, you are responsible for contacting me as soon as possible to arrange for an extension of this deadline.

6.) Re-Writes
In order to be fair to all students, I do not allow re-writes, except under extraordinary circumstances beyond your control. However, I STRONGLY encourage you to talk with, e-mail questions to, and/or submit drafts to me ahead of time, so that you can make revisions, if necessary, by the assigned due date.

7.) Academic Honesty
It is your responsibility to avoid practices that may be considered acts of academic dishonesty. UNM’s policy, as found in the current on-line UNM Catalog (http://catalog.unm.edu/catalogs/2011-2012/student-services-information.html) is as follows:

Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others.

In this course we will use the definition of plagiarism adopted by Indiana University (2013):

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge an indebtedness whenever:
   1. Directly quoting another person's actual words, whether oral or written;
   2. Using another person's ideas, opinions, or theories;
   3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. Borrowing facts, statistics, or illustrative material; or
   5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

What does this mean for this course?
1. In terms of written work, this means that you have the responsibility to make it very clear in all written work what portion of the work you wrote versus what other people, such as book or article authors, web site authors, or your colleagues, wrote. It is necessary to indicate other people's writing, not only when you include that as a direct quotes, but also when you are paraphrasing their work.

2. Additionally, you must make it clear what you read to complete the assignment (a ‘primary source’), versus what the authors of the sources read in preparation for their work (a ‘secondary source’).

3. Finally, the work that you turn in for this class must be specifically written for the assignments in this course, this semester -- you may not turn in work (either in whole or part) that you have used for a grade in another course.

So, if you did not actually write it or you did not actually read it you must make that explicit. Additionally, if you did not originally write it for this class, you may not use it. Failure to comply with
these guidelines falls under the category of academic dishonesty and will result in the following:

**Plagiarism:**
- If you submit an assignment which contains text or work taken from another source in whole or part (e.g. a web site, your or another student’s previous assignment, an article, or textbook) without acknowledgement of the original source, you will receive 0 points for that assignment.
- The second instance of plagiarism in the course will result in an F in the course.

**Inadequate Citation:**
- If you submit an assignment with inadequate citation (i.e. failure to indicate direct quotations correctly or inadequate paraphrasing), the first time this happens I will assume that it is unintentional and will ask you to re-write the assignment. Points may be deducted from your assignment at my discretion. You will be required to meet with me to learn how to avoid this problem in future assignments.
- The second time an assignment contains inadequate citation you will be assigned 0 points for that assignment.
- If a third assignment includes inadequate citation, you will be assigned a failing grade in the course.
- If this problem (inadequate citation) appears for the first time in your final assignment for this course, you will be assigned 0 points for the assignment.

I will document all instances of plagiarism and repeated failure to provide adequate citation to the Dean of Students’ Office. If the Dean of Students’ Office conducts an investigation of any of these events and finds that the situation warrants, they may impose additional penalties, including dismissal from the university.

To assist you in understanding what plagiarism is and is not, I have provided resources and links to resource on this topic on my website. Further information on avoiding plagiarism and other forms of academic dishonesty can be found in the APA Manual and at the Dartmouth College Website: http://www.dartmouth.edu/~sources/contents.html.

If you have any concerns or questions about how to appropriately indicate what is your own work and what is derived from the work of others, or whether small portions of an assignment developed for another course might be appropriate to include in an assignment for this course, please see me during office hours, or if that time is not convenient, call or email to set an appointment time.

8.) Class Participation
You must participate during class in ways that support the learning of all course participants. I consider the following behaviors to be conducive to learning (of the student him/herself and others):
- Arriving to class on time and well-prepared (i.e. having read all assigned readings and completed any homework or graded assignments).
- Paying attention to the instructor and/or other students when they are speaking. This includes not sending or receiving text messages or e-mail, surfing the internet, or interacting with other forms of technology or communication that are not directly related to the course topic, while class is in session.
- Turning off the ringer of your cellular phone and not taking calls within the classroom (please step out in the hall to speak if you must answer an emergency call).
- Using appropriate and non-offensive language during class and in written class assignments, including person-first language and language that demonstrates respect for individuals from
historically oppressed groups (this includes: cultural, linguistic, and religious minorities; gay, lesbian, bisexual, and transgender individuals; and those from low SES backgrounds).

- Demonstrating cooperation with and respect for the instructor and peers during class discussions.
- Actively participating, on-topic, during small group activities.
- Showing consideration for other students' need for alternative teaching strategies.

I expect students to demonstrate consistently positive class participation. I will drop students who demonstrate frequent and/or significant failure to fulfill these expectations from the course. If you feel that any individual is interfering with your learning or the collaborative development of a positive learning environment in this course, please let me know as soon as possible, so that I can take steps to improve the classroom climate for everyone.

9.) Comments on Final Paper and SASE
I will provide a wealth of comments to students on their papers during the course, as a type of formative assessment. However, I do not do that on the final assignment, both because that is a type of summative assessment and because I will have a very tight deadline in which to complete grading of all final assignments in all courses. I will complete the instructor grading criteria form for the final assignment for all students’ assignments. If you would like me to return that to you, you must turn in a self-addressed stamped envelope (SASE) with your final paper. Please note that this must be a regular size envelope for the grading criteria sheet only – I will not mail back your copy of the final paper as it will not have comments on it.

10.) Title IX reporting requirements
In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see p. 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html
UNM’s College of Education Conceptual Framework

[Diagram of a circular framework with labels such as Diversity & Social Justice, Scholarship & Research, Teaching & Learning, Advocacy, Building Professional Identities, Collaboration & Relationships, Identity, Understandings, Practices, New Mexico, and UPI Conceptual Framework for Professional Education]

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Spring, 2017
CEC Standards
This course is designed to meet initial and advanced CEC standards, both as the one of the primary courses in which these standards are addressed and as a course in which these standards are addressed in a more superficial manner.

CEC Standards for which this course is PRIMARY:

- **INITIAL 1.2**: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. (Learner & Learning, Learner Development and Individual Learning Differences)
- **INITIAL 2.2**: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (Learner & Learning, Learning Environments)
- **INITIAL 5.1**: Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional Pedagogy, Instructional Planning and Strategies)
- **INITIAL 5.2**: Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (Instructional Pedagogy, Instructional Planning and Strategies)
- **INITIAL 5.3**: Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (Instructional Pedagogy, Instructional Planning and Strategies)
- **INITIAL 5.4**: Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. (Instructional Pedagogy, Instructional Planning and Strategies)
- **INITIAL 6.1**: Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. (Professionalism & Collaboration, Professional Learning and Practice)
- **INITIAL 6.3**: Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. (Professionalism & Collaboration, Professional Learning and Practice)
- **ADVANCED 2.2**: Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. (Content Knowledge & Professional Foundations, Curricular Content Knowledge)
- **ADVANCED 3.3**: Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. (Instructional Pedagogy, Programs, Services, and Outcomes)
- **ADVANCED 3.4**: Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. (Instructional Pedagogy, Programs, Services, and Outcomes)
- **ADVANCED 4.1**: Special education specialists evaluate research and inquiry to identify effective practices. (Instructional Pedagogy, Research and Inquiry)
- **ADVANCED 4.2**: Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families. (Instructional Pedagogy, Research and Inquiry)
- **ADVANCED 6.3**: Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. (Professionalism & Collaboration, Leadership and Policy)
- **ADVANCED 6.4**: Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise. (Professionalism & Collaboration, Leadership and Policy)
CEC Standards for which this course is SECONDARY:

- INITIAL 1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (Learner & Learning, Learner Development and Individual Learning Differences)
- INITIAL 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. (Content Knowledge & Professional Foundations, Curricular Content Knowledge)
- INITIAL 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (Content Knowledge & Professional Foundations, Curricular Content Knowledge)
- INITIAL 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. (Instructional Pedagogy, Assessment)
- INITIAL 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. (Instructional Pedagogy, Assessment)
- INITIAL 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. (Instructional Pedagogy, Instructional Planning and Strategies)
- ADVANCED 1.1 Special education specialists minimize bias in assessment. (Learner & Learning, Assessment)
- ADVANCED 5.2 Special education specialists support and use linguistically and culturally responsive practices. (Professionalism & Collaboration, Leadership and Policy)
- ADVANCED 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. (Professionalism & Collaboration, Leadership and Policy)
- ADVANCED 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. (Professionalism & Collaboration, Leadership and Policy)
- ADVANCED 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. (Professionalism & Collaboration, Leadership and Policy)
- ADVANCED 6.7 Special education specialists actively promote the advancement of the profession. (Professionalism & Collaboration, Leadership and Policy)
- ADVANCED 7.1 Special education specialists use culturally responsive practices to enhance collaboration. (Professionalism & Collaboration, Collaboration)
- ADVANCED 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. (Professionalism & Collaboration, Collaboration)
- ADVANCED 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities. (Professionalism & Collaboration, Collaboration)