Course Syllabus for Special Education
505: Issues in Research in Intellectual Disability and Severe Disabilities

Fall 2016, Thursdays 7-9:30 p.m., TEC 120

Instructor: Prof. Julia Scherba de Valenzuela, Ph.D.
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E-mail: devalenz@unm.edu
Web site: www.unm.edu/~devalenz AND learn.unm.edu

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

When you contact me for an appointment, please let me know what days and times typically work for you from those above (e.g. Wednesdays 5-6:30) 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) readings), (h) evaluation procedures and grading system, and (i) withdrawing from the course
• Materials and Readings
• Assignment Descriptions
• Course Policies
• COE Conceptual Framework
• Curriculum Map
# Class Schedule

<table>
<thead>
<tr>
<th>Week/Date/Topic</th>
<th>Reading(s) Due</th>
<th>Assignments</th>
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<tr>
<td><strong>August 25, 2016 (#1)</strong> Topic: Introduction and defining research</td>
<td>no reading due on the 1st class</td>
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| **September 1, 2016 (#2)** Topic: APA refresher and Institutional Review Boards (IRB) | - CITI documents in e-reserves CITI folder  
| **September 8, 2016 (#3)** Topic: What’s the big deal about defining research? | - Connor et al, 2011 AND one of the following pairs:  
  1. Dudley-Marling, 2011 (article) AND Poplin, 2011 (commentary)  
  2. Danforth, 2011 (article) AND Stone, 2011 (commentary)  
  3. Allan, 2011 (article) AND Bursuck, 2011 (commentary)  
  **NOTE:** These articles are in the folder on e-reserves labeled “LD Quarterly Special Issue”. | 1. APA homework  
2. Plagiarism certificate |
**Additional required reading for Ph.D. students:**  
2. ILL article request |
| **September 29, 2016 (#6)** Topic: Design issues, cont. | - McMillan & Wergin, chapter 1                                                               |                                                  |
| **October 6, 2016 (#7)** Topic: Critical concepts in quantitative designs | - McMillan & Wergin, chapter 2  
- MacMillan & Wergin, chapter 3 | Mid-semester class evaluation (How is it going for you so far?) |
<p>| <strong>October 13, 2016 (#8)</strong> Fall Break – no class | | |</p>
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
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▪ McMillan & Wergin, chapter 3 (continue) | Research design description paper |
| October 27, 2016 (#10) | Topic: group presentations | ▪ McMillan & Wergin, chapter 3 (continue)  
▪ McMillan & Wergin, chapter 4 |  |
| November 3, 2016 (#11) | Topic: group presentations | ▪ McMillan & Wergin, chapter 3 (continue)  
▪ McMillan & Wergin, chapter 4 (continue) |  |
| November 24, 2016 (#14) | No Class – Thanksgiving Break |  |  |
### December 1, 2016 (#14)
**Topic:** Ethics: deconstructing consent and participation with “vulnerable” populations
Read two out of the following three articles:

### December 8, 2016 (#16)
**Topic:** Summarizing what we’ve learned about research

<table>
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<tr>
<th>research article descriptions and evaluations</th>
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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 is designed to provide students with the foundation necessary to select and interpret research in special education. This includes learning about the major research traditions in special education, current controversies around research in special education, and precautions and considerations critical for research with vulnerable populations, such as individuals with mental retardation.

3.) Course Backwards Design Plan:

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<tr>
<th>The learning objectives of this course are that:</th>
<th>The learning objectives will be assessed by:</th>
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<td><strong>Participants will understand:</strong></td>
<td></td>
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<tr>
<td>o The major characteristics of the most common research designs in special education</td>
<td>Research methods paper &amp; presentation, naturalistic methods concept paper, and article summaries and evaluations</td>
</tr>
<tr>
<td>o The major ethical issues in special education research.</td>
<td>CITI training, APA homework, naturalistic methods concept paper</td>
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<tr>
<td><strong>Participants will be able to:</strong></td>
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<tr>
<td>o Classify research articles according to their general type.</td>
<td>ILL article request, research methods paper &amp; presentation, and article summaries and evaluations</td>
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<tr>
<td>o Evaluate research articles using different criteria for different research designs (if this is X kind of research, is it a good X?).</td>
<td>Research methods paper &amp; presentation, naturalistic methods concept paper, and article summaries and evaluations</td>
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<tr>
<td><strong>Participants will demonstrate:</strong></td>
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<tr>
<td>o Respect for individuals identified with disabilities</td>
<td>All written assignments and oral</td>
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and from marginalized communities, such as by using person-first and non-pejorative language. presentation

| o Ability to implement current standards for academic writing. | All written assignments |

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 page on the course website; the required readings are available in electronic format on e-reserves.

- 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:**

1. Indiana University Bloomington plagiarism tutorial and test: https://www.indiana.edu/~istd/. This must be completed, as verified by the printed certificate of completion by 3rd class session to continue in the course.

2. APA homework – 3-5 points (see assignment description for point assignments).

3. Interlibrary loan account assignment – 5 points, if completed by due date (no late points).

4. Research ethics (CITI) training – 5 points, if completed by due date (no late points).
5. A written description of an assigned research design – 24 of the 25 points available for this assignment will be awarded based on predetermined criteria. Additional points will be awarded for assignments that are particularly meritorious in some aspect.

**Note: This is an individually written paper**

6. A small group presentation (with accompanying written materials and visual aids) of the assigned research design (addresses CEC Initial Standard 6.4) – 8 of the 9 points available for this assignment will be awarded based on predetermined criteria. Additional points will be awarded for assignments that are particularly meritorious in some aspect.

7. An individually written paper defining concepts important in naturalistic/qualitative research – 24 of the 25 points available for this assignment will be awarded based on predetermined criteria. Additional points will be awarded for assignments that are particularly meritorious in some aspect.

8. An individually written summary and evaluation of three research articles – 24 of the 26 points available for this assignment will be awarded based on predetermined criteria. Additional points will be awarded for assignments that are particularly meritorious in some aspect.

All assignments must be handed in by the beginning of class – 7:00 – 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 to 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.

7.7) **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/phrasing
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 will be holding APA Boot Camp on many Friday afternoons this semester.

8.) Evaluation Procedures & Grading System:
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:

A+ = 100+*  A = 94-99  A- = 90-93  B+ = 88-89  B = 84-87
B- = 80-83  C = 74-77  C+ = 78-79  F = below 74

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:**

**Required Books:**

**Required Readings on UNM Learn:**
There are a variety of required and recommended readings available on UNM’s Learn system. The citations and dates due for the required readings can be found in the “class schedule” section of this syllabus. The complete citations for all required and recommended readings are available in a document entitled “SPCD 505 reference list” readings folder on UNM Learn.
Assignment Descriptions

1. Plagiarism Tutorial Completion Certificate
Indiana University has a plagiarism tutorial and test: https://www.indiana.edu/~istd/. You must hand in a copy of 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 two years, 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.

2. Make-up Work/Bonus Points – all students
If you sign up for (http://hsc.unm.edu/nmarc/FASD.html) and attend the FASD presentation and poster session, you can earn 2 make-up/bonus points. You will need to turn in a typed statement consisting of at least three sentences where you describe what you learned from attending the presentation and poster sessions. The presentation starts at 5 pm on Friday September 9 and the poster session (with refreshments) at 6 pm. This will be held on UNM’s North campus and information on the room number is available when you sign up.

3. APA Homework
I will provide time for you to get together in small groups (of no more than 3 students each) during the second class session to begin to work on the APA homework assignment. I will provide you with a reference list containing a number of APA formatting errors on learn.unm. You and your group members will turn in one copy of this reference list, with the errors that you have collaboratively identified, clearly marked in brightly colored pen. It is your responsibility to collaborate with your group members outside of class to ensure equitable contribution to the group effort.

I will award 3 points to all group members for each reference list turned in, regardless of the number of errors you correctly identify. Your name must be written on the assignment for you to be counted as a group member. In addition, the groups which correctly identify the highest total number of errors will receive 1 or 2 additional points, according to their relative ranking.

4. Interlibrary Loan (ILL) request
You will need to obtain examples of published reports of research from credible, peer-reviewed sources (journal articles) in order to complete the course assignments. To facilitate this, you will need to learn how to use UNM’s interlibrary loan (ILL) service, which is free to current UNM main campus students and faculty (https://illiad.unm.edu/illiad/logon.html). In order to obtain an ILL account, you must have a valid UNM NetID and password. Instructions for using the ILL system are available on the ILL log-in page and the ILL staff can provide additional assistance in person, by phone or e-mail.

You will demonstrate that you have learned to use the ILL system by turning in in class a printed copy of the e-mail you receive from the ILL staff that lets you know that the article you requested is available for you to download on their system. The e-mail stating that your request has been received is NOT sufficient to complete the assignment.
5. Research Ethics Training
To fulfill this requirement, you must complete the national collaborative institutional training initial (CITI) program [https://www.citiprogram.org/default.asp](https://www.citiprogram.org/default.asp). You must create an account and register as a UNM main campus researcher. You should sign up for the training for Group 2: Social and Behavioral Research Investigators. You must complete the Social and Behavior Researcher Basic/Refresher course. If you complete the wrong course, you will not receive a grade for this assignment.

Please note that I have assigned the background documents for this training course as required readings for the second week of the semester to help you get started with this assignment. It might be a good idea, therefore, to take the course the weekend after we cover this in class, while the information is still fresh in your mind.

6. Research Design Description Paper
The purpose of this assignment is for you to develop a deep understanding of one of the research designs commonly used in Special Education that involves the use of human participants. You will then share the information you have learned about this design with your colleagues in the class.

To accomplish this goal, you will research a research design that I will assign you, either alone or in concert with a collaborative learning group. You will be responsible for obtaining appropriate resources, such as research methods textbooks from Zimmerman library. The assigned and recommended readings may also prove helpful. In addition, I can provide you with some additional resources. You may find it more efficient to work collaboratively with other students who had been assigned the same research method to find resources. Alternatively, you may prefer to work alone. However, I will prioritize loaning my personal resources to students who will share them with their cooperative learning group.

You will be expected to INDIVIDUALLY write a paper that includes:

- A clear description of the assigned design: This must be your own description, that you develop based on cited descriptions from the literature.
- Definitions of key terms critical to your design, such as random sample, generalizability, reliability, (treatment) fidelity, experimental control, hypothesis, validity, sampling, and independent/dependent variable. Please utilize and cite appropriate sources, but put the definitions in your own words and provide examples when relevant. Your definitions must be your own, NOT the same as others in your group.
- A list and description of evaluation criteria for your research design. Feel free to use the criteria included in your McMillan and Wergin text, in addition to the criteria that you identify that are specific to your design. You may include the same criteria as everyone else in the group.
- A reference list of the resources cited in your paper. You must include at least seven primary citations. You must use APA format.
- A copy of a representative research article that used the research design you are describing. You should NOT use the same article as everyone else in your group. The type of design should be highlighted in the copy you turn in with your paper.
IMPORTANT:
1. Experimental design: by this I mean the group experimental design used with human participants. This is sometimes referred to as “true” experimental design.
2. Quasi-experimental design: make sure to differentiate this from a true experiment.
3. Single-case/single-subject design: this is an experimental design. Do not confuse this with a type of case study. Read your resources carefully so that you know whether the author(s) are talking about an experimental design (single-case design) or a type of case study.
4. Case study: this is not an experimental design. Some authors differentiate between single and multiple case studies. When they talk about single case studies (meaning one case study), this is not the same as the experimental design, single-case study. Read your resources carefully so that you know whether the author(s) are talking about an experimental design (single-case design) or a type of case study. Also, case study research is a research design. Sometimes, authors write about using case studies (e.g. vignettes or examples) in teaching. This has nothing to do with research and should not be included in your assignment (neither your paper nor your presentation).

7. Small Group Presentation of Assigned Research Design
The purpose of this assignment is to share information with your colleagues about your assigned research design.

Therefore, you will collaborate with other students who have been assigned the same research design as you to make a 20-30 minute presentation to the class. Your group will:
- Provide a clear description of your research design, including relevant examples.
- Define key terms for the class in everyday, understandable language, with examples as relevant.
- Provide and discuss evaluation criteria for your design.
- Provide handouts to the class, which include a summary of the above information.
- Use overheads or other graphics, as appropriate (e.g., PowerPoint, Prezi, videos).
- Be creative and maintain your colleagues’ attention.
- Upload all materials you use/provide in your presentation (e.g. PowerPoint presentation, handouts) to learn.unm in order for me to grade your assignment.

I will upload the materials you provide for your presentation in a folder on learn.unm for other students in the class to access. If you find any articles of special use, you can upload those as well and I will make them available to the rest of the class for use in their final assignment.

A note on creativity: Do not include graphics or images in your 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).
8. Naturalistic Research Concept Definition Paper
The purpose of this assignment is for you to develop a solid understanding of some of the critical concepts underlying research within non-positivist paradigms (i.e. interpretivism and critical theory).

For this paper, you will thoroughly define three of the concepts below, as employed in non-positivist research, by comparing and contrasting works from a variety of relevant sources. Do not use definitions of these terms by researchers who are conducting or describing quantitative research; be careful to consult sources who are writing from the qualitative or naturalistic perspective. You must use a minimum of five credible sources, included in a reference page at the end of your paper.

Format: First, include a general introduction and summary to your paper, including an explanation of why you chose to define these particular concepts. Next, you will have a separate section for each term (include section and subsection headings). Identify at least three definitions of each term. After each definition you must thoroughly explain what that definition means in your own words. After you have provided and deconstructed at least three definitions for a particular term, (a) compare and contrast the definitions and (b) discuss the implications of this concept for reading and evaluating special education research. Then, do the same thing for the next two terms. Provide a summary for your paper as a whole. Your reference page goes at the end of your paper and goes on its own page. The terms that you must choose from are:

- biases
- epistemology
- lens
- member checking
- participant(s) vs. subjects(s)
- subjectivity
- theoretical frame
- triangulation
- trustworthiness
- underlying assumptions
- voice

I encourage you to collaborate with colleagues in the class, such as by sharing resources and talking with others about how they understand these concepts. However, you must write your paper individually.

9. Research Article Summaries and Critiques
The purpose of this assignment is to help you develop skills in identifying and evaluating research articles.

For this assignment, you will find three research articles from peer reviewed academic journals related to special education – these must be reports of original research. You may NOT use:

- position papers,
- letters to the editor,
- literature reviews,
- book reviews,
- reports of other researchers’ studies,
- descriptions of how to conduct research,
- nor any other types of journal articles that are not reports of original research.
The three articles you chose must all represent different types of research designs and must be chosen from those reviewed in class (e.g., quasi-experimental, experimental, single-case, ethnography, survey, case study, etc.). At least one must employ qualitative methods and at least one must employ quantitative methods. Your third study can employ either qualitative or quantitative methods.

For each of the three articles, you will turn in:

1. A brief paper, consisting of
   a.) A summary the article. In the summary, you must paraphrase the information, not just include long/multiple quotes. I strongly suggest you attend the APA Boot Camp on the topic of paraphrasing to get more information about how to do this well. Your summaries must include:
      - the purpose of the article and the hypothesis and/or the research question(s);
      - the participants and selection criteria;
      - how disability was defined for the purposes of participant selection;
      - the research design, including what type of research it is (case study, quasi-experimental, ethnography, etc.) and what specific methods of data collection and analysis were used;
      - the results, in reader friendly terms; and
      - the implications of the study.
   b.) A list of relevant evaluation criteria, appropriate and specific to the research study. I strongly encourage you to use and modify the criteria presented in class by your colleagues. Include this either as part of your evaluation or as an appendix.
   c.) A point-by-point evaluation of the article, using to the criteria you have included (note, you may not simply check off yes or no for each of the criteria – you must also briefly explain why the article does or does not meet each criterion, similar to the examples in your course textbook).

2. Directly following each of the three papers, you must include a printed copy of the article you reviewed. You must highlight in your copy where you found the information that pertains to each of the required components of the summary. Please note that I will not return these copies of the articles, so do not include your originals/only copy with your paper.
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 Mental Retardation 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 showing the UNM College of Education Conceptual Framework]

Conceptual Framework for Professional Education

UNM College of Education

Prof. Scherba de Valenzuela
devalenz@unm.edu
Fall, 2016
Curriculum Map
This course is designed to meet initial and advanced CEC standards, New Mexico professional competencies for special educators, and the UNM College of Education conceptual framework, 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.

This course is PRIMARY for:

<table>
<thead>
<tr>
<th>CEC Standards</th>
<th>NMPED NMAC State Competency</th>
<th>COE UPIs*</th>
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<tbody>
<tr>
<td>ADVANCED 4.1 Special education specialists evaluate research and inquiry to identify effective practices. (Instructional Pedagogy, Research and Inquiry)</td>
<td>Tier III-2(B) Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students. Tier III-3(D) Presents directions and explanations in a variety of ways to insure student understanding. Tier III-4(B) Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds. Tier III-4(C) Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs. Tier III-6(A) Integrates the teaching of constructive, pro-social behaviors into regular instruction. Tier III-6(B) Establishes and teaches effective and efficient routines. Tier III-8(B) Collaborates with colleagues in the research and design of improved instructional strategies.</td>
<td>U7, P3, P5, ID3, ID4</td>
</tr>
<tr>
<td>INITIAL 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. (Professionalism &amp; Collaboration, Professional Learning and Practice)</td>
<td>D5(b) Personal and Professional Use of Technology</td>
<td>U7, P5, ID3, ID4</td>
</tr>
<tr>
<td>ADVANCED 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise. (Professionalism &amp; Collaboration, Leadership and Policy)</td>
<td>Tier III-8(C) Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.</td>
<td>ID3, ID4, ID6, ID7</td>
</tr>
<tr>
<td>ADVANCED 6.7 Special education specialists actively promote the advancement of the profession. (Professionalism &amp; Collaboration,</td>
<td>Tier III-8(C) Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.</td>
<td>ID5, ID6, ID6</td>
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</table>
This course is SECONDARY for:

<table>
<thead>
<tr>
<th>CEC Standards</th>
<th>NMPED State Competency</th>
<th>COE UPFs*</th>
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<tr>
<td>ADVANCED 4.3 Special education specialists foster an environment that is</td>
<td>Tier III-3(B) Involves students in establishing instructional direction and plans.</td>
<td>U6.</td>
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<td>supportive of continuous instructional improvement and engage in the design</td>
<td>Tier III-5(C) Maintains documentation of student progress.</td>
<td>U7</td>
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<td>and implementation of research and inquiry. (Instructional Pedagogy,</td>
<td>Tier III-8(A) Demonstrates the ability to reason, take multiple perspectives,</td>
<td>P3</td>
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<tr>
<td>Research and Inquiry)</td>
<td>be creative, and take reasoned risks to improve teaching.</td>
<td>ID3, ID5,</td>
</tr>
<tr>
<td></td>
<td>Tier III-8(C) Assumes a leadership role in the study and implementation of</td>
<td>ID6, ID7,</td>
</tr>
<tr>
<td></td>
<td>instructional improvement and school reform initiatives.</td>
<td></td>
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<tr>
<td>ADVANCED 6.3 Special education specialists model and promote respect for all</td>
<td>Tier III-6(C) Engages students in establishing expectations for building a</td>
<td>ID1, ID2,</td>
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<td>individuals and facilitate ethical professional practice. (Professionalism</td>
<td>learning community in the classroom.</td>
<td>ID5, ID6,</td>
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<td>&amp; Collaboration, Leadership and Policy)</td>
<td>Tier III-7(G) Fosters the development of respect for individual, cultural,</td>
<td>ID7</td>
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<td>linguistic, disability, and religious differences.</td>
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<td>Tier III-9(C) Assists colleagues in the use of conflict resolution strategies.</td>
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<td>Tier III-9(D) Engages parents and community members productively in the work of the</td>
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<td>school.</td>
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*COE Conceptual Framework Key: Understandings, Practices, and Identity

| U1 - Human Growth and Development | P1 - Learner-Centered | ID3 – Inquisitiveness |
| U2 - Culture and Language         | P2 - Contextual       | ID4 - Reflection-in-Action |
| U3 - Content of the Disciplines   | P3 – Coherent         | ID6 – Communication    |
| U4 – Pedagogy                     | P4 - Culturally Responsive | ID7 – Collaboration |
| U5 – Technology                   | P5 - Technologically Current | ID8 - Ethical Behavior |
| U6 - Professional Issues          | ID1 – Caring          |                           |
| U7 - Nature of Knowledge          | ID2 – Advocacy        |                           |