



**SPECIAL EDUCATION LAW
SPED 528.01W
COURSE SYLLABUS: SUMMER I 2022 ONLINE**

Meets 6/6/2022 through 7/7/2022

INSTRUCTOR INFORMATION

Instructor: Dr. Erin Harper

Telephone: Request phone contact information via email

Email: erin.harper@tamuc.edu (preferred method of contact)

Virtual Office Hours: By appointment.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Text:

Yell, M. L. (2019). *The law and special education* (5th ed.). Upper Saddle River, NJ: Pearson, Prentice Hall

Optional Supplemental Text for Research Report:

What Do I Do When...® The Answer Book on Special Education Law - Sixth Edition

By John Norlin, Esq. (2018. Softcover. 469 pp. Product Code: 300055) LRP

Publications https://www.shoplrp.com/product_p/300055.6ed.htm

Helpful Websites

Special Education Law Blog (Accompanies your Textbook)

<https://spedlawblog.com/page/1/>

American Civil Liberties Union

<http://aclu.org>

Circuit Court Decisions, U.S. Supreme Court Decisions, Codes and Regulations

<http://findlaw.com>

<http://megalaw.com>

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<http://www.law.cornell.edu>

Civil Rights Division, U.S. Department of Justice

<http://www.usdoj.gov/crt>

Council for Exceptional Children

<http://cec.sped.org>

Education Week

<http://www.edweek.org>

Legislation, Regulations, and Policy Guidance, U.S. Department of Education

<http://ed.gov>

National Education Association

<http://nea.org>

Federal Government Code and Regulations Access

<http://www.acess.gpo.gov>

Supplemental Materials (as needed)

When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals. Some suggestions include:

Beyond Behavior

Teaching Exceptional Children

Intervention School and Clinic

Exceptional Children

Behavioral Disorders

Assessment for Effective Intervention

Journal for Emotional and Behavioral Disorders

JABA (Journal of Applied Behavioral Analysis)

Behavior Therapy

Behavior Analyst

Course Description

Course Description:

This course will provide students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act (IDEIA), the major legislation governing the provision of special education services. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEP's), free appropriate education (FAPE), and least restrictive environment (LRE).

Course Objectives:

Essential Skills

- Students' right to a free and appropriate education (FAPE)
- Responsibilities of school personnel to comply with IDEA
- ARD meeting timelines and procedures
- Student discipline procedures; Manifestation Determination procedures

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NASP Competencies

Domain 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Texas Special Education Teacher Competencies

EC-6:

1. **Standard B. Legal and Ethical Guidelines.** The Early Childhood-Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood-Grade 6 special education teacher must:

- (1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;
- (2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;
- (3) demonstrate knowledge of IDEA 2004 eligibility categories;
- (4) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;
- (5) demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;
- (6) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
- (7) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;
- (8) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;
- (9) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;

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- (11) maintain student legal folders and store ongoing documentation according to local education agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;
- (12) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
- (13) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;
- (14) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
- (15) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
- (16) interpret the results of a variety of assessment data (i.e., classroom, state and district transition assessment) in plain language to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, and mastery of grade level TEKS to the ARD committee members;
- (17) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level TEKS, appropriate accommodations (academic, behavior, state and district assessment), transition needs and goals, and other supplements as needed;
- (18) apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for families' full participation in the education of their students;
- (19) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learners, highly mobile and at risk, dyslexia);
- (20) advocate for family and student participation in the IEP, ARD meetings, and transition plan;
- (21) foster and support students in their development of self-reliance and self-advocacy;
- (22) advocate for high academic and behavioral expectations for students with disabilities;
- (23) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful inclusive participation opportunities to develop the highest possible learning outcomes; and
- (24) demonstrate a foundational knowledge of the Individualized Family Service Plan (IFSP).

6-12:

1. Standard B. Legal and Ethical Guidelines. The Grades 6-12 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; and Texas Administrative Code specific to

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students with disabilities; and Family Education Rights and Privacy Act. The Grades 6-12 special education teacher must:

- (1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;
- (2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;
- (3) demonstrate knowledge of IDEA 2004 eligibility categories;
- (4) demonstrate knowledge of all required components of an Individual Transition Plan (ITP) as outlined in federal and state law;
- (5) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;
- (6) demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;
- (7) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
- (8) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;
- (9) demonstrate knowledge of graduation options for students with disabilities receiving special education services according to §89.1070 of this title (relating to Graduation Requirements);
- (10) demonstrate knowledge of the federal requirements for transfer of rights at the age of majority;
- (11) demonstrate knowledge of the state and federal requirements for transition planning beginning at the age of 14;
- (12) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;
- (13) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;
- (14) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and to identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
- (15) maintain student legal folders and store ongoing documentation according to local education agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;
- (16) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
- (17) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;
- (18) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and

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- classroom assessment data, and visually representing and interpreting data to show student progress;
- (19) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
 - (20) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
 - (22) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state, and district assessment), transition needs and goals, and other supplements as needed;
 - (23) apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for students' full participation in their education;
 - (24) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learner, highly mobile and at risk, and dyslexia);
 - (25) advocate for student participation in the IEP, ARD meetings, and transition plan;
 - (26) foster and support students in their development of self-reliance and self-advocacy;
 - (27) apply knowledge of IEP transition activities to build students' readiness for postsecondary transition;
 - (28) advocate for high academic and behavioral expectations for students with disabilities; and
 - (29) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.

Texas Educational Diagnostician Competencies

1. Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.
 - (1) The educational diagnostician knows and understands:
 - (A) state and federal regulations relevant to the role of the educational diagnostician;
 - (B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;
 - (C) models, theories, and philosophies that provide the basis for special education evaluations;
 - (D) issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services; and
 - (E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.
 - (2) The educational diagnostician is able to:
 - (A) articulate the purpose of evaluation procedures and their relationship to educational programming; and
 - (B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

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2. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.
- (1) The educational diagnostician knows and understands:
- (A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
 - (B) ethical practices related to assessment and evaluation;
 - (C) qualifications necessary to administer and interpret various instruments and procedures; and
 - (D) organizations and publications relevant to the field of educational diagnosis.
- (2) The educational diagnostician is able to:
- (A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
 - (B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;
 - (C) promote and maintain a high level of competence and integrity in the practice of the profession;
 - (D) exercise objective professional judgment in the practice of the profession;
 - (E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;
 - (F) comply with local, state, and federal monitoring and evaluation requirements;
 - (G) use copyrighted educational materials in an ethical manner; and
 - (H) participate in the activities of professional organizations in the field of educational diagnosis.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Enrolled students will need a working knowledge of how to access the course online, access materials and resources the instructor posts, recording/posting videos, and the use of Microsoft Word for submitting assignments.

Instructional Methods

This course will be facilitated using D2L, the learning management system used by Texas A&M University-Commerce. The instructor has included various forms of instructional tools in the course such as recorded lectures, videos, helpful websites/resources, scholarly articles, and discussion topics.

Student Responsibilities or Tips for Success in the Course

Enrolled students are responsible for logging into the course several times a week. The instructor may post announcements that need to be seen and responded to in a timely manner. Additionally, please be aware that you should be spending the equivalent to three hours a week of class time (listening to lectures/accessing class materials) on a three-hour course, with additional time being required to complete assignments.

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GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

ASSIGNMENTS/ASSESSMENTS

- **Discussions (approx. 65 points)** The number of points for this section may vary depending upon the number of discussions posted to D2L. Students are expected to post responses to discussion questions by the assigned due dates. Please proofread for grammar, spelling, and punctuation before submission.
- **Case Brief (25 points)** Students will use the Nexis Uni (formerly LexisNexis Academic) database to locate one unabridged court case involving K–12 education. This activity provides an opportunity to become familiar with how to read a legal opinion, legal case analysis, and enhance research skills. There is both a case index (p. 395) and a subject index (p. 402) in the back of your book, which you can utilize to find case suggestions for topics you are interested in (it might be helpful to use a case on the topic of your presentation).
 - A case brief template/rubric is available on D2L and below. Each case brief should be approximately 2 to 3 double spaced pages and can be presented in a bulleted format. **You should then write an opinion about the court's ruling.** For example, do you think it was correct or incorrect? You may rely on other cases to support your opinion, journal articles, knowledge of curriculum and instruction, child development, and/or the day-to-day operations of a school. This is not intended to be a detailed research paper, rather an opportunity to practice reasoning skills. Case briefs should be submitted to D2L.

Case Brief Grading Rubric

| Required Elements | Point Values |
|--|--------------|
| Facts (<i>Explain the essential facts of the case.</i>) (a) case (b) court (c) plaintiff (d) defendant (e) facts | /6 |

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| (f) remedy sought by plaintiff | |
| Decision of administrative hearings and the lower courts (g) State the decision in administrative hearings and lower courts. (h) appeal process: was the ruling of the hearing/lower court appealed? (i) issues (j) dissent-(in appellate courts) an opinion filed by a judge who disagrees with the majority <u>decision</u> of a case. | /3 |
| Rationale (<i>Explain the gist of the court ruling including why the court arrived at its holding.</i>) k) reasoning of the court including relevant legal authorities | /3.5 |
| Holding (<i>State the ruling of the court.</i>) (l) holding of the court | /3.5 |
| Scope of the Holding (<i>Identify the jurisdiction of the court and the population addressed by the court.</i>) (m) scope of the ruling | /3 |
| Unresolved Issues and Further Questions (n) Identify and discuss issues and questions regarding the case selected. <i>You can include your opinion about the decision here.</i> | /3 |
| Presentation-enrolled student included a header, subject headings, used correct grammar and spelling. | /3 |
| Total Score | /25 |

- Case Study (25 points):** The instructor will post three case studies in D2L. Students will select ONE of the posted case studies to analyze and answer the questions to. Students should respond to the 'Legal Issues' questions and the 'Other Issues' questions at the end of each case study selected. **Case studies should be submitted to D2L. AFTER submission of your responses to D2L, students will participate in a discussion thread pertinent to the case analyzed. Please adhere strictly to the dates for the discussion listed in the "Course Outline" table below.**
- RTI Module (25 points):** Students will work through the RTI Module and complete questions **10-14** using the template provided in D2L. The purpose of this assignment is to learn pertinent timelines and other important elements of the RTI/FIE process. Submission should also include a written summary of High Leverage Practices (see: <https://exceptionalchildren.org/topics/high-leverage-practices>) related to assessment and how they can be incorporated in the RTI/FIE process.
- Guide to the Special Education Process Google Site (50 points):** Students will create a Google Site which will consist of resources to guide parents through the special education process. *You will need to ensure you have made each*

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page and all content viewable and you have published it. This includes not linking to articles directly from the library system, but downloading them to your device and then including them. Please consult this resource to make sure that I can view all the content in your Site:

<https://support.google.com/sites/answer/6372880?hl=en#zippy=%2Cchoose-who-can-see-your-site>

This Google Site is intended to be something to inform your practice, but also to be shareable with parents in order to give them resources/guidance for how to help at home. Feel free to customize it with information relevant to practices in your individual ISD. However, your Google Site must include:

- A glossary of terms/acronyms frequently used in special education
 - What to expect in an IEP meeting/procedures? (Who will attend?/possible purposes of meetings/When should parents receive progress updates on goals/objectives?)
 - Link to Procedural Safeguards with an easy –to-understand explanation of rights/due process procedures
 - Three activities to foster self-advocacy/self-determination at home
 - Two journal articles on how to be an active member of your child's IEP team/how to advocate for your child's needs
 - Embed High Leverage Practices for Collaboration with School
 - Frequently Asked Questions
-
- **Quizzes (3 @ 20 points each)** A quiz is posted in Weeks 1, 2, and 4. Each quiz consists of 5 multiple choice or true false questions related to course readings. Quizzes are open book/open note.
 - **Legislative Research Project (50 points)**: Students will research major legislation related to the provision of services for students with disabilities. Students will:
 1. Prepare a handout/handouts containing information about your topic. You will enter your choice of topics in a discussion thread in Section One. Topics will be assigned on a first come, first served bases. You will need to include an overview of your topic, **ALL** statute and regulation references that pertain to your topic, pertinent court cases (federal level in most cases), and resources for compliance on your handout.
 2. Create and post 5 multiple choice or true/false questions about your topic for classmates to complete (posted to Discussion thread for Section 5).

Handouts must be created and submitted via a Google Drive. This will allow you to hyperlink directly to the statutes, regulations, and court cases you are referencing on your topic. Please make sure to set the sharing so that anyone with the link can view your document. The result should be an

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electronic resource file for you on all major special education legislation/topics.

- **Crosswalk (50 points):** For your final project, you will create a crosswalk that connects and identifies how special education law, standards, and practices all fit together. Further directions and an example are posted in D2L.

| Assignment | Points |
|---------------------------------------|--------|
| Discussion Questions | ≈65 |
| Case Brief | 25 |
| Case Study | 25 |
| RTI Module | 25 |
| Guide to the SPED Process Google Site | 50 |
| Quizzes (3 @ 20 points each) | 60 |
| Legislative Research Project | 50 |
| Crosswalk | 50 |
| Total | ≈350 |

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COURSE OUTLINE / CALENDAR

Tentative Course Schedule

| Section | Topics | Assignments and Due Dates |
|-----------|---|--|
| Section 1 | <p>Introduction to the American Legal System</p> <p>Legal Research</p> <p>History of the Law and Children with Disabilities</p> | <p>View Course Overview/Syllabus</p> <p>Yell Chapters 1, 2, 3</p> <p>Complete Discussion Questions and the Nexis Uni (formerly Lexis Nexis) Tutorial by 6/8/22</p> <p>Quiz 1 Available 6/9-6/12</p> |
| Section 2 | <p>IDEA and Appendix A</p> <p>Section 504</p> <p>ADA</p> <p>ESEA</p> | <p>Listen to Special Education Hearing Officer's Lecture and Complete Related Discussion Questions by 6/14</p> <p>Yell Chapters 4, 5, 6, 7, and Appendix A</p> <p>Case Brief Due 6/16</p> <p>Quiz 2 Available 6/16-6/19</p> |
| Section 3 | <p>FAPE</p> <p>Identification, Assessment, Evaluation</p> <p>IEP--Refer to: Developing Educationally Meaningful & Legally Sound IEPs: Measurable Annual Goals Mitchell L. Yell, Ph.D. University of South Carolina</p> <p>LRE</p> <p>Impact of the U.S. Supreme Court decision: <i>Endrew F. v. Douglas County School District</i></p> | <p>Yell Chapters 8, 9, 10, 11</p> <p>Post Discussion Responses by 6/21</p> <p>RTI Module by 6/23</p> |
| Section 4 | <p>Procedural Safeguards</p> <p>Disciplining Students with Disabilities</p> | <p>Yell Chapters 12, 13</p> |

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|-----------|---|--|
| | | <p>Case Study Due 6/26 (also respond to case study discussion questions)</p> <p>Quiz 3 Available 6/23-6/26</p> <p>Google Site Due 6/29/22</p> <p>Yell Chapter 14</p> |
| Section 5 | Additional Issues: Bullying, RTI, Student Records, and Liability for Student Injury | <p>Legislative Research Project Handouts/Quiz Questions--Due by 7/3</p> <p>Completed Classmate Questions (for two classmates' projects-total of 10 questions) Due by 7/5</p> |

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TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

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Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-----------------------------|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

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

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

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

ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Contacting the Instructor

If you have a question that you feel others in the class would benefit from the answer to, please post your question in the virtual office. For all other inquiries, email is my preferred method of communication. Please give me 48 hours to respond to your emails before resending. In addition, please be aware that I will not respond to emails on Saturday or Sunday, and emails received on Friday could potentially be responded to the following Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- All assignments/discussions must be turned in on the assigned due date. ***Unexcused assignments turned in after the due date will be returned ungraded.***
 - **A note about timeliness:** it is highly advised that you **DO NOT** wait until the deadline for turning in an assignment. I have set the deadlines for assignments to be Sunday nights, in order to give you the weekends for completion. However, this does not mean you can email me over the weekend with questions---it is my weekend with my family, too. Also, if you wait until 11:00 pm on Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will **NOT** get credit for the assignment. you need to plan ahead for questions/completion of assignments.
- Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***
- Please always submit your assignments in a word document, so that I can use track changes to provide comments if so needed. In other words, don't

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submit a whole assignment in the D2L by simply cutting and pasting. Always attach your assignments as their own file.

- **Written Assignments.** Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.).
- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.*

A Note About the Virtual Office: The Virtual Office is a public forum. If you need to contact me about something of a personal nature, feel free to e-mail me. Also, please note that I do not receive an alert when something is posted in the virtual office, so if you need immediate assistance, it might be better to email me directly.

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

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

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

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

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

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

TAMUC Attendance

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

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

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

Academic Integrity

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

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

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

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

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

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

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learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web url:

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

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

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