

## **SPED 3040**

### **Fall 2008**

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#### **Class Meetings**

Wednesdays, 1:30 – 4:30  
520 Aderhold Hall

#### **Office Hours**

I am in my office daily. You are welcome to drop by at any time if my door is open. If you would like to make an appointment, please email me to set up a time.

#### **Communication**

You can call me on the phone but you will get a much faster reply via email.

#### **Course Format**

This is a seminar. It is meant to be discussion focused. We should come together each week after having read the assigned material and be able to discuss and reflect on the material. I will present (lecture) but it is my least preferred teaching method. I would much rather we discuss the course content. Therefore, you are expected to have read and studied (i.e. taken notes, re-read, outlined) the readings prior to class. I expect that it will require 8-9 hours of your time outside of class to fully prepare for each meeting. If it becomes apparent that people are not coming to class prepared to discuss the material, I will emphasize the readings on the quizzes before we have had a chance to talk about the readings.

We will have several guest speakers this semester. The reason for this is because 3040 is a broad course that covers a wide range of topics. It would be best for you to hear from folks who are actively engaged in as many of these areas as possible. Please come to class prepared to ask questions of the speaker and participate in a discussion. The speakers will focus on the topic being covered on that day, so by having done the readings you should be prepared to ask thoughtful questions. It is a matter of your professional participation and demonstrating an interest in what you are studying. This is one way you can extract as much knowledge out of these folks as possible.

#### **Required materials**

- Collins, B. C. (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, New Jersey : Pearson Education Inc.
- Required readings in your WEBCT account.

## Course Objectives

### **Foundations: History & Legislation**

1. Identify and describe both the litigation and legislation which has affected the person with moderate to severe intellectual disabilities and autism in regard to Right to Education, Right to Treatment, Right to Due Process, Right to Education in Least Restrictive Environments, etc.
2. Discuss the historical treatment of individuals with moderate to severe intellectual disabilities and autism
3. Discuss due process as it relates to students with moderate to severe intellectual disabilities and autism

### **Characteristics, Definitions, & Labeling**

4. Operationally define moderate, and severe intellectual disabilities and autism. Critically discuss the problem with classifying persons by the severity of their disability.
5. Describe the components of an intellectual disabilities eligibility and autism.
6. Critically discuss the debate over whether all children are educable.

### **Early Identification/Intervention**

7. Identify and describe the need for early intervention services.
8. Identify the agency in Georgia that is pivotal in coordinating early intervention services.

### **Health related issues**

9. Describe the types of health care needs that may require teacher intervention in the classroom and how to access training to meet these needs.
10. Operationalize general personal and student. safety procedure for handling common classroom medical needs
11. Describe how to work health care related needs into a student's IEP.

### **Curriculum**

12. Provide a functional definition of teaching.
13. Discuss how ecological inventories can be used in developing curricula for instructing the students with moderate to severe intellectual disabilities and autism.
14. Explain what is meant by the "criterion of ultimate functioning." Identify educational activities which are in accordance with the criterion of ultimate functioning.
15. Identify and describe the basic components involved in programming instruction for pupils with moderate to severe intellectual disabilities and autism.
16. Discuss the importance of teaching functional chronologically age-appropriate skills to secondary students and adults with moderate to severe intellectual disabilities and autism.

### **Transition Planning**

17. Critically discuss the road toward community inclusion of persons with moderate to severe intellectual disabilities and autism.
18. Critically discuss community-based instruction.

19. Discuss the feasibility of a transdisciplinary team approach.
20. Critically discuss vocational opportunities for students with moderate to severe intellectual disabilities and autism.

**Working with and Understanding Families**

21. Discuss the role of parents and families in the education of their child with moderate to severe intellectual disabilities and autism.
22. Discuss the unique challenges that families face when raising a child with moderate to severe intellectual disabilities and autism

**Civil Rights & Issues that Affect Daily Life**

23. Identify those professional organizations which function as group advocates for persons with moderate to severe intellectual disabilities and autism
24. Critically discuss segregated vs. integrated vs. inclusive school placement.

**Short Schedule of Events**

	<b>Date</b>	<b>Topic</b>
1	8/20	Historical perspectives and law
2	8/27	Defining terms and labels
3	9/3	Educational Considerations Guest speaker
4	9/10	Curriculum Issues
5	9/17	Community based instruction for successful transition
6	9/24	Post school transition Guest speaker Book review Due
7	10/1	Early Intervention Guest Speaker
8	10/8	Mid-Term Exam
9	10/15	Intro to managing behavior
10	10/22	Physical management and health issues Guest speaker
11	10/29	Social Issues Paper-Work Time
12	11/5	Abuse and Neglect Guest speaker
13	11/12	Working with families
14	11/19	Social and civil rights issues 1
15	12/3	Social and Civil Rights Issues- Self- Determination Social Issues Paper

	<b>Evaluation:</b>	
Quizzes	Various dates	30%
Book Review	9/24	15%
Mid-term Exam	10/8	15%
Book Presentation	11/5-11/26	5%
Social Issue Paper	12/3	20%
Final Exam	To be turned in through WEBCT by 12/13	15%

## Detailed Schedule

### **Week 1-August 20 Historical Perspectives and Legal Issues**

Readings: None assigned

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### **Week 2-August 27 Defining terms and Labels**

Readings:

- Collins Ch. 1 & 2
- Turnbull, R., Turnbull, A., Warren, S., Eidelman, S. & Marchand, P. (2002). Shakespeare redux, or *Romeo and Juliet* revisited: Embedding a terminology and name change in a new agenda for the field of mental retardation. *Mental Retardation*, 40, 65-70.

Pre-Class Activity: What do AAIDD, TASH, and The Arc have to say about labeling and definitions? What are their definitions?

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### **Week 3-September 3 Educational Considerations**

Readings

- <http://www.wrightslaw.com/info/lre.osers.memo.idea.htm>
- [http://www.wrightslaw.com/advoc/ltrs/us\\_them\\_victoria.htm](http://www.wrightslaw.com/advoc/ltrs/us_them_victoria.htm)
- [http://www.tash.org/IRR/inclusive\\_education.html](http://www.tash.org/IRR/inclusive_education.html)
- Collins Ch. 4

Activities:

Guest speaker

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### **Week 4- September 10 Curriculum Issues**

Readings:

- Collins Ch. 5
- Agran, M., Cavin, M. & Wehmeyer, M. (2006). Participation of students with moderate to severe disabilities in the general curriculum: The effects of the self-determined learning model of instruction. *Research and Practice for Persons with Severe Disabilities*, 31, 230-241.
- Spooner, F. Dymond, S. K., & Smith, A. (2006). What we know and need to know about accessing the general curriculum for students with significant cognitive disabilities. *Research and Practice for Persons with Severe Disabilities*, 31, 277-283.

Pre-class activity: What do AAID and TASH have to say about curriculum?

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### **Week 5-September 17 Community Based Instruction**

Readings:

- Collins Ch. 7 & 8
- Burcroff, T. L. , Radogna, D. M., & Wright, E. H. (2003). Community forays: Addressing students' functional skills in inclusive settings. *Teaching Exceptional Children*, 35(5), 52-57.

Pre-class Activity: What does your practicum class do in the community? Make sure you go on a community skills trip with that class or another class in your school prior to this meeting.

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### **Week 6-September 24 Post School Transition**

Readings:

- Collins Ch. 11-12
- Kim, K. & Turnbull, A. (2004). Transition to adulthood for students with severe intellectual disabilities: Shifting toward person-family interdependent planning. *Research and practice for persons with severe disabilities*, 29, 53-57
- Parent and sibling perspectives on the transition to adulthood. *Education and Training in Developmental Disabilities*, 39, 79-94.

#### **DUE-Book Review**

Speaker

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### **Week 7-October 1 Early Intervention**

Readings:

- Skeels, H. M. (1966). Adult status of children with contrasting early life experiences. *Monographs of the Society for Research in Child Development*, 1966, 1-70.

Speaker

Pre class- What do AAID, TASH and the Arc have to say about EI?

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### **Week 8-October 8 Mid Term Exam**

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### **Week 9- October 15 Intro to Managing Behavior Problems**

Reading:

- Collins Ch. 10

Pre Class- What do AAID and TASH have to say about behavior management, punishment, and physical or mechanical restraint?

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### **Week 10- October 22 Physical Management and Health Issues**

Readings:

- Collins Ch. 9

Speaker

Pre-class Activity: Inventory the health needs in the class(es) where you are doing your practicum.

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### **Week 11-October 29 Social Issue Paper**

Readings:

None

Day for library research on social issue paper

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**Week 12-November 5 Issues of Abuse & Neglect**Readings:

- Sobsey, D. (2002). Exceptionality, education, and maltreatment. *Exceptionality*, 10, 29-46.
- Waldron, N. L. (1996). Child abuse and disability: The school's role in prevention and intervention. *Preventing School Failure*, 40, 164-168.

Pre-class Activity: What does it mean to be a mandated reporter? Do some research and find out.

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**Week 13-November 12 Working With Families**Readings:

- Collins Ch. 3
- Meyer, B. L. (2007). The stroller that Gilligan bought. *Exceptional Parent*, 37(5), 26-27.
- Social Security Files 1-3
- Rivers Crossing-Parent Attitudes

Pre-class activity: What interactions does your teacher have with the parents or caregivers? How would you evaluate those interactions.

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**Week 14-November 19 Social and Civil Rights Issues**Readings:

- Collins Ch. 13
- Stansfield, A. J., Holland, A. J., & Clare, I. C. H. (2007). The sterilisation of people with intellectual disabilities in England and Wales during the period of 1988-1999. *Intellectual and Developmental Disabilities*, 45, 257-270.
- Gunther, D. F. & Diekema, D. S. (2006) Attenuating growth in children with profound developmental disabilities: A new approach to an old dilemma, *Archives of Pediatrics and Adolescent Medicine*, 160, 1013-1017.

**DUE**-Social issue paper

Pre-Class Activity: Find one popular press news article (i.e. news paper, Time, News Week, etc.) related to civil rights and individuals with disabilities to share with the class.

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**Week 15-December 3 Social Issues and Self-Determination**Readings:

- Collins Ch. 14
- Turnbull, A. P. & Turnbull, R. (2006) Self-Determination: Is a rose by any other name still a rose? *Research and Practice for Persons with Severe Disabilities*, 31, 83-88.
- Van Tubbergen, M., Omichinski, D., & Warschausky, S. (2007). Choice making Part I: How children with severe disabilities make choices of preference and knowledge. *Exceptional Parent*, 37(5), 36-38.

Pre-Class Activity: Come prepared with questions about the final exam.

## Explanation of Assignments

For all papers you are expected to write in person first language, proof your papers, and submit all papers electronically as a Word (.doc NOT .docx) document or as a rich text file (.rtf). This saves paper and allows me to grade electronically. If you have questions about how to save in these file formats, please contact me BEFORE the due dates. Please see the section on plagiarism at the end of this document as well (Appendix D).

**Quizzes:** (30 points) These are to help you and I make sure you are keeping up with the work and are ready for the midterm and final exam. They may range from 1 to 5 questions. They might be true/false, fill in the blank, short answers, etc. They will cover any material we have gone over in previous class meetings as well as the readings that are required for that class meeting.

**Book Review:** (15 points) The purpose of this assignment is two fold. First, it is designed to have you read about the real lives of people with disabilities and those in their lives. While the folks we teach are “our” students, we have to understand the larger complexities of their lives if we are going to properly design curriculum to meet their needs. We also have to understand their families and communities so that we can more easily recognize the skills and competencies that they will need to survive. Secondly, this assignment will allow you to interact with materials written by folks who are not necessarily “professionals” in the field. This is an independent assignment (see next assignment). However, you will work in a small group of no more than 3-4 to identify a book to read. You will read independently and write your reviews independently addressing the questions listed below in the review section (except the last question because you will not have collaborated on it yet). The paper should be no more than 5 double spaced pages. See Appendix A. The collaboration and group work comes in the next step.

- Our Guys- Bernard Lefkowitz
- Helen’s Story- Rosemary Fox
- Another Place at the Table - Kathy Harison
- Pieces of Purgatory: Mental Retardation in and out of Institutions: J. David Smith
- “For the Love of Matthew” Growing up with Down Syndrome- Janice Credit Houska
- Della Raye: A Girl Who Grew Up in Hell and Emerged Whole- Gary Penley
- The Child Who Never Grew- Pearl S. Buck
- Waiting for Home: The Richard Prangle Story- John Schneider
- Riding the Bus with My Sister: A True Life Journey- Rachel Simon
- Breaking Autism’s Barriers: A Father’s Story- Bill Davis
- The Ride Together: A Brother and Sister’s Memoir of Autism in the Family - Paul Karasik & Judy Karasik

**Review Presentation:** (5 points) This is a time for collaboration. With your group you will create a brief presentation of ~10-15min that answers these questions:

- What was the book about?
- By whom was it written and why? What was the intended audience?
- What was the relationship of the author to the individual(s) with a disability?
- What issues were involved in the book?
- How was the individual with disabilities portrayed? Positively? Negatively? Describe.
- What did you learn about the lives of people with disabilities from the author that you did not know before?
- How might this book impact how you interact with students with disabilities or their families?
- Would you recommend this book to classmates? Teachers? Parents? Anyone?
- Did your group interaction change your interpretation of the book?

Get creative, don't just list each question on a PowerPoint slide. Communicate to us the value of what you read. You will be graded according to the rubric in Appendix B. Presentations will be scheduled (2-3 per week) from Nov. 5- Dec. 3. You may use Oct. 29 to work collaboratively with your group mates.

**Mid-term:** (15 points) A comprehensive exam over all material covered to that date.

**Social Issue Paper:** (20 points) This paper, (approx 5 typed pages) will be on an approved topic relating to severe disabilities. The paper will follow APA style guidelines. The paper requires a minimum of 5 references of reputable sources (Wikipedia is not a reputable source nor is Joey's List of MR Favorites). If you need assistance differentiating what is and is not a reputable source, please consult with the reference librarians in the main or science libraries. Paper topics could include:

- Is normalizing surgery acceptable?
- Are all students able to learn?
- Why is there a "waiting list" for government services and when will it end?
- Should research funding be directed toward early intervention or transition services?
- Should service funding be directed to early intervention vs. transition services?
- Should research funding be directed toward high incidence or low incidence research projects?
- Is it acceptable to use "long term subs" as special ed teachers for kids with moderate to severe disabilities? What is the solution?
- Are residential institutions better than group homes?
- Students should be served in the general education setting no matter what, right?
- Teachers should be required to provide health care in the classroom?
- Should the curricular emphasis be shifted toward academics or functional skills (GAA shifts toward academics)
- Should people with severe disabilities be allowed to be involved in intimate relationships and have babies?
- Vaccines cause autism, right?
- There is an epidemic of autism sweeping the country, right?

The primary purpose of this paper is for you to familiarize yourself with the lives and social issues facing individuals with severe disabilities. Further, instructionally, it is designed to provide you with an opportunity to practice technical persuasive writing which will aide you in future course work. These are all questions that, as a special educator, you will be asked by parents, friends, co-workers. They expect you to have an answer. Many of them are ethical /judgment calls pure and simple. Others have strong empirical support one way or another. Either way, there are still important facts to consider when deciding which position(s) you think are best. Your task is to voice your opinion based on the facts you are able to find as well as on sound argument related to what you believe to be the best course of action. I cannot grade you on your beliefs, feelings or opinions. I can grade you on how well you voice your beliefs relative to these topics and how well you objectively support your position with knowledge from the field. Believe it or not, a lot of teaching is about making arguments. Telling the principal why your kids should be allowed to do XYZ. Therefore you need to hone your skills. If it helps you put the argument in perspective, imagine you have been challenged by your principal or coworker about one of the issues. You will be graded according to the rubric in Appendix C. If you want me to give your draft a quick read, I need that draft in my email box no later than 11/5.

**Final:** (15 points). The final exam is short answer and will be posted in WEBCT on 12/3. It will be short answer, and you will submit it via email to the instructor in WEBCT.

**Honor Code**

All academic work must meet the standards contained in “A Culture of Honesty.”<sup>2</sup> Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be Found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Plagiarism will not be tolerated. Please see the above listed website for an explanation of plagiarism and the Appendix D. The instructor of the course is bound by the University’s Honor Code to submit student work that is believed to have been plagiarized the University. It is not the role of the instructor to judge the intent behind copied work but only to report it to the University.

**Make up policy**

All assignments are due on their due date. Allowances will be made with ADVANCE notice to the instructor. Quizzes cannot be made up except in extreme circumstances (illness with doctor’s excuse, death in family, etc). You are allowed to drop 1 quiz grade (see explanation on the grade sheet) and this should provide a “cushion” for those whose absence in class is not due to some extreme event beyond their control

**Disability**

If you have a disability and you are working with the LD Center or Disability Services, it is your responsibility to inform me within the first two weeks of class with proper documentation. Please do so as soon as possible so that I can make certain that I make the appropriate accommodations.

**Disclaimer**

The course syllabus is a general plan for the course; deviations will be announced to the class in advance. With several guest speakers planned for the semester events may occur that require us to change the dates of certain topics to accommodate the schedules of our guests.

**Grade Report**

	Quiz
8/27	
9/10	
9/17	
10/22	
11/5	
11/19	

To average quizzes, add the total points you have earned on quizzes and divide by the total points that were available on quizzes. So if you earned 4/5; 1/4, 3/3, 5/6 then you would calculate 13/18 and get .72. Multiply that by 100 and plug that into the blank at the bottom. Note, you will be allowed to drop your lowest quiz grade. Your lowest quiz grade will be the quiz on which you earned the lowest percentage of available points. So I would drop a 3/6 before I would drop a 3/4.

Quiz Avg: \_\_\_\_\_

Quiz Avg x .30= \_\_\_\_\_

Book Review: \_\_\_\_\_  
(individual)

Book Review x .15= \_\_\_\_\_

Review Presentation: \_\_\_\_\_  
(groups)

Review Presentation x .05= \_\_\_\_\_

Midterm: \_\_\_\_\_

Midterm x .15= \_\_\_\_\_

Social Issue: \_\_\_\_\_

Social Issue x .20= \_\_\_\_\_

Final Exam: \_\_\_\_\_  
(WEBCT: short answer)

Final Exam x .15= \_\_\_\_\_

Total= \_\_\_\_\_

Appendix A  
Book Review  
15 possible points

	Excellent 3	Acceptable 2	Needs work 0-1	Total
Book synopsis • Clearly and succinctly summarizes book				
Author and audience • Identifies author and intended audience, and explains why these are significant to the book.				
Analysis of disability • Examines how disability is portrayed in the book. Comments on bias and accuracy as well as how the portrayal and author bias may have played a role in the events of the book (when applicable)				
Changes in perspective • Evaluation of how the book influenced their own perceptions and behavior relative to individuals with disabilities.				
Others • Identifies others who would benefit from reading this book and why.				
Organization (deducted from final points)				
Clarity of writing (deducted from final points)				
Total				

Keep the following questions in mind while writing.

- What was the book about?
- By whom was it written and why? What was the intended audience?
- What was the relationship of the author to the individual(s) with a disability?
- What issues were involved in the book?
- How was the individual with disabilities portrayed? Positively? Negatively? Describe.
- What did you learn about the lives of people with disabilities from the author that you did not know before?
- How might this book impact how you interact with students with disabilities or their families?
- Would you recommend this book to classmates? Teachers? Parents? Anyone?

Appendix B  
Book Review Presentations  
5 possible points

	Excellent 1	Acceptable .5	Needs work 0	Total
Book synopsis • Clearly and succinctly summarizes book				
Author and audience • Identifies author and intended audience, and explains why these are significant to the book.				
Analysis of disability • Examines how disability is portrayed in the book. Comments on bias and accuracy as well as how the portrayal and author bias may have played a role in the events of the book (when applicable)				
Changes in perspective • Evaluation of how the book influenced their own perceptions and behavior relative to individuals with disabilities.				
Others • Identifies others who would benefit from reading this book and why.				
Total				

Appendix C  
Social Issues Paper  
20 possible points

	Excellent 4	Acceptable 3	Needs work 0-2	Total
Statement of position • Clearly states a position on this issue				
Supporting references • Contains at least 5 reputable references				
Argument/Logic • Outlines a logical argument supporting the position				
Objectivity • Relies on facts rather than emotion/feeling or other unverifiable resources to support argument				
Empirical support • Presents applicable research evidence that the position is the correct position				
Organization (deducted)				
Clarity of writing (deducted)				
Total				

## APPENDIX D

### Plagiarism

Plagiarism is a common phenomenon. To assist you in understanding what plagiarism is, and to indicate before hand how plagiarism will be viewed in this course, the following definition and examples are provided. The next four paragraphs describe the definition of plagiarism.

All academic work, written or otherwise, submitted by a student to his instructor or other academic supervisor, is expected to be the result of his own thought, research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving his work, he is obligated to consult his instructor on the matter before submitting it.

When a student submits work purporting to be his own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, he must carefully acknowledge exactly what, where and how he has employed them. If he uses the words of someone else, he must put quotation marks around the passage in question and add in appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

The following statements describe the Instructor's interpretation of this definition.

1. The definition uses wording that implicates only the male gender, but it applies equally to female students.
2. If a student copies his/her entire paper from any course, published or unpublished, it would be considered plagiarism unless the paper included quotation marks around it - in which case it would be viewed as inappropriate for submission. Likewise if major portions (sentences or paragraphs) are copies from another source without appropriate citation, it is considered plagiarism.
3. Since the assignments for this course require you to read a variety of sources and synthesize them into meaningful statements about a topic, you must be clear on how to cite those sources; use the Publication Manual for the American Psychological Association (third edition).

Examples of plagiarized and non-plagiarized statements are included below.

Original Source Says: "Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence" (Bailey & Simeonsson, 1985, p. 20).

Plagiarized Example: Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence.

- This statement would be considered plagiarism because it is a direct quotation, and is not cited as a direct quotation.

Non-Plagiarized Example: "Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence" (Bailey & Simeonsson, 1985, p. 20).

- This statement is not an example of plagiarism because the student indicated the source, and indicated "exactly what, where and how he has employed" it (Student Rights and Responsibilities, p. 35).

Plagiarized Example: A fundamental deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

- This statement would be considered plagiarism because it is a quotation of another source, but is not acknowledged as a quotation. According to the APA manual, the reader is lead to interpret this statement as the words of the writer and the idea of the source that is cited. To acknowledge it as a quotation, the student must put quotation marks around it.

Non-Plagiarized Example: Social incompetence may be an important deficit in other handicapping conditions (Bailey & Simeonsson, 1985).

- This statement would not be considered plagiarism because the source from which the idea is taken is cited and the student put the idea in his/her own words.

Plagiarized Example: Handicapping conditions are usually categorizes as cognitive, sensory, or motor, but a major deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

A general deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

- These statements would be considered plagiarism because they involve "Making simple changes while leaving the organization, content, and phraseology intact" (Student Rights and Responsibilities, p. 35).

The instructor's responsibilities are also described in the Student Rights and Responsibilities handbook. The indented statements below are taken directly from the handbook.

An Instructor who has evidence that a student has committed an academic offense should first arrange a personal conference with the student and do the following: present the evidence with respect to the offense; give the student an opportunity to state his/her case; and make known to

the student the charges, if any, and the possible sanctions which may be imposed or recommended. If the student is not reasonably available for or fails to attend such a conference, the instructor shall proceed to inform the student of the nature of the evidence, charges and possible sanctions by certified mail.

This instructor may then take one or more of the following actions.

- a. assign any grade on a paper or examination related to the offense;
- b. assign any grade for the course in which the offense occurred;
- c. recommend a more severe sanction that the instructor may alone impose, by forwarding through the department chairman a written report of the offense to the dean of the student's college. Notice of action taken under b. and/or c. must be sent by the instructor, within 5 working days after the accusation is made, to the student by certified mail with copies to the department chairman and the dean of the student's college. (Student Rights and Responsibilities, pp. 36-37).

Given these options, the Instructor of this course will engage in the following actions if plagiarism occurs. First, a personal conference will be held with the student as described in the first paragraph. Second, the instructor assign a grade of "E" for the course. Third, the student will be told that they should seek the counsel of the Academic Ombudsman. Fourth, the student, dean, and department chairperson as required in point c. will be notified in writing. If the student is a graduate student, the director of graduate studies will also be notified. The instructor views plagiarism as a serious indication that the student is not displaying the professional qualities necessary for working in the field of education.

If you have further questions about plagiarism at any point in the course please ask the Instructor. Further, if you have questions about whether you are engaging in plagiarism, please bring the original source and your product by and ask the instructor whether it appears to be plagiarism. Obviously this should be done prior to submitting the product.