



Qatar University
College of Education -Department: Psychological Sciences
Course Syllabus:

➤ **Course Information:**

Course Title: Students with Autism and Intellectual Disabilities
Course Number and CRN: SPED 430
Prerequisite: SPED 301 &302 **Credit Hours (CR HRS):** 3 Hours
Department: Psychological Sciences
Class meeting time: **Location:** B04 CED

➤ **Instructor Information:**

Instructor's name: **Email:**
Office Hours: **Office Number:**

College of Education Conceptual Framework:

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

College of Education Unit Learning Outcomes:

Teaching:

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship:

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership:

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

➤ **Course Description:**

Introduction and an overview of characteristics of individuals with severe/profound disabilities, and educational and behavioral adaptations for these individuals in diverse educational and community-based settings for special education majors. A major emphasis of this course is placed on the practicum experience. These experiences will allow the student to observe and participate in the use of a variety of teaching models with diverse populations this course is offered each Fall Semester as part of the Collaborative Teacher Program (CTP).

➤ Course Objectives:

1. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound
2. Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals' birth through 21 years of age who have severe/profound.
3. Describe the impact of cognitive and affective manifestations on learning, curriculum and program development, and needed services and supports for students with severe/profound
4. Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.

➤ Course Learning Outcomes:

1. Demonstrate understanding of the current federal and state laws and regulations governing and/or impacting programs for exceptional children
2. Demonstrate understanding of the Student assessment instruments and techniques, including functional and vocational knowledge and skills
3. Demonstrate understanding of the skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education
4. Demonstrate understanding of the Student learning styles and instructional strategies, including collaborative teaching

➤ Textbooks & Readings:

• Required textbook:

• الحديدي، منى & الخطيب، جمال (2016). *مناهج وأساليب التدريس في التربية الخاصة*. ط6، الأردن: دار الفكر.

- Westling, D. L., & Fox, L. (2008). *Teaching students with severe disabilities* (4th ed.). Upper Saddle River, NJ: Merrill

➤ Supportive Textbooks and references:

- الروسان، فاروق (2017). *مقدمة في الإعاقة العقلية*. ط6، عمان، دار الفكر.
- الزارع، نايف (2010). *المدخل الى اضطراب التوحد: المفاهيم الأساسية وطرق التدخل*
- الخطيب، جمال وزملاؤه: *مقدمة في تعليم الطلبة ذوي الحاجات الخاصة* 0 (2013).
- الجلبي سوسن (2007). *التوحد الطفولي: أسبابه، تشخيصه، علاجه*. مدينة الشارقة للخدمات الانسانية. الكتاب الالكتروني لشبكة العلوم النفسية العربية.
- خليفة، بتول؛ العلي، شريفة & لازوراس، برندا (2007). *صعوبات التعلم ما بين النظرية والتطبيق*، الدوحة: علي بن علي للطباعة
- شهيب، عادل (2008). *الخصائص النفسية والاجتماعية والعقلية للأطفال المصابون بالتوحد من وجهة نظر الأباء*. رسالة ماجستير منشورة. الأكاديمية الافتراضية التعليم المفتوح- بريطانيا.
- Christie, P., Newson, E., & Prevezer, W. (2009). *First steps in intervention with your child with autism: Frameworks for communication*. Jessica Kingsley Publishers.
- Halfon N., Kuo A. A. (2013). What DSM-5 could mean to children with autism and their families. *JAMA Pediatr.* 167, 608–613.
- Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional learners: Introduction to special education*.
- Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education*. 11th ed. Needham Heights, MA: Allyn and Bacon.
- Lovecky, D. V. (2003). *Different minds: Gifted children with AD/HD, Asperger syndrome, and other learning deficits*. Jessica Kingsley Publishers.
- Mohammadi, M.R. (2011). *A comprehensive book on autism spectrum disorders*. Croatia: InTech.

- Reynolds, C. R., & Fletcher-Janzen, E. (2007). *Encyclopedia of special education* (Vol. 3). John Wiley & Sons.
- Turkington, C., & Anan, R. (2007). *The encyclopedia of autism spectrum disorders*. Infobase Publishing.

➤ **Supportive Websites:**

- <http://blog.autismspeaks.org/2011/11/21/11-myths-about-autism/>
<http://www.ldonline.org> <http://www.lewisschool.org>
<http://www-hoover.stanford.edu> <http://www.nild.net>
<http://www.pacificnet.net/~mandel/SpecialEducation.html>

➤ **Course Requirements:**

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points’ deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student’s name, his ID, the instructor’s name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
1, 2,4	1,2	1	1, 4	Exams
4	6	2	1, 2,3	Interview
6	4	3	3,4	Research paper
6,7	6	4	1, 3	Interview

➤ **Course Outline:**

Week	Topic	Assignment
1	Students with Severe Disabilities: Definitions, Descriptions, Characteristics, and Potential	Research paper
2	Philosophies and Practices for Teaching Students with Severe Disabilities - Collaboration among Professionals & Paraprofessionals	
3	Parents, Families, and Cultural Issues	Interview & Scanning Tool
4	Planning / Determining Instructional Goals & Programs for Students with Severe Disabilities	Research paper
5	Teaching Students to Acquire New Skills/ Skills for Generalization and Maintenance	
6	Teaching Communication Skills/ Personal Care Skills/ Academic Skills/ Community and Domestic Skills	
7	Midterm Exam	
8	Evaluating Student Progress	Interview & Scanning Tool
9	Creating Inclusive Educational Environments	
10	Providing Behavior Support to Improve Challenging Behavior	
11	Managing Sensory and Motor Systems	Research paper
12	Providing Support for Health and Medical Needs	
13	Fostering Friendships and Recreational Involvement	
14	Using Assistive Technology	
15	Meeting the Needs of Young Children /Transitioning to Adulthood	
16	Final Exam	

➤ **Course assessments (Assignments):**

- **Interview & Scanning Tool. (20)** With a parent for a child with intellectual disability or autism spectrum disorder, use a scanning tool.
- **Research paper (20)** office reports of some international journals in the field of special education that examined any of the problems of students with mental disabilities and autism spectrum disorder (definition, diagnosis, programs... etc.), and displayed after diligent literary review and office insights
- **Midterm Exam (20).** A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam (40).** A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➤ **Grades distribution:**

N	Assessment tools	Grade	Submission date
1.	Interview	20	
2.	Research paper	20	
3.	Mid Exam	20	
4	Final Exam	40	
Total = 100			

➤ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:

http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf

The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures”. Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek

assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendix

Qatar National Professional Standards for Teachers:

- 1.Planning for student progress and achievement.
- 2.Engaging students and developing them as learners.
- 3.Creating safe, supportive and challenging learning environments.
- 4.Assessing students' learning and uses assessment data to improve achievement.
- 5.Demonstrating high professional practices and engaging in continuous professional development.
- 6.Maintaining effective partnerships with parents and community.

Assignment Rubrics

Research Paper Rubric

	Target 4	Acceptable 3	Needs improvement 2	Emerging 1
Content	Demonstrates clear, thorough, and accurate knowledge of the content and focus of the paper.	Shows adequate knowledge of the content, although some minor points are missing or there are minor factual or conceptual errors.	Several key points are missing; there are significant factual or conceptual errors.	Limited demonstration of the content and focus of the paper or many significant factual or conceptual errors.
Development of Ideas	Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight.	Depth of idea development supported by elaborated, relevant details	Unelaborated idea development; unelaborated and/or repetitious details.	Minimal idea development, limited and/or unrelated details.
References	Use of references indicate substantial research; all references are from acceptable sources and are cited in correct APA format.	Use of references indicate required amount of research; most references are from acceptable sources, but there are several errors APA format.	References are limited in number and/or are from weak sources; many errors in APA format	Number and quality of references indicate poor research; format does not follow any accepted formatting system.
Organization	Careful and/or suitable organization.	Logical organization.	Lapses in focus and/or coherence.	Random or weak organization.
Grammar and Formatting	Almost no errors in grammar or format (e.g., spelling, punctuation, capitalization, headings).	Few errors in grammar or format relative to length and complexity.	Some errors in grammar and/or format that do not interfere with communication.	Many errors in grammar and format that significantly interfere with communication.
Presentation: Information	Extensive information related to topic provided; no off-topic information; all key points included. (2)	Important information related to topic was provided; some off-topic information included. (1.5)	Key points about the topic were omitted; several points did not address topic. (1)	Presentation was not informative about the topic. (.5)
Presentation: Organization	Careful and/or suitable organization. (2)	Logical organization. (1.5)	Lapses in focus and/or coherence. (1)	Random or weak organization. (.5)
Presentation: Use of Technology	Creative and skillful use of technology to increase interest and present information. (2)	Appropriate and proficient use of technology to present information. (1.5)	Technology issues detracted from presentation. (1)	Technology was not used OR was used inappropriately. (.5)
Presentation: Interest Level	Highly interesting throughout the presentation. (2)	All of presentation was moderately interesting. (1.5)	Presentation often lost the interest of the audience. (1)	Presentation flat and dull. (.5)
Presentation: Requirements	On time, appropriate in length, paper presented to peers. (2)	On time, slightly exceeds time limit, paper presented to peers. (1.5)	Rescheduled presentation (missed due date), too short or too long, or late getting paper to peers. (1)	Late presentation (no rescheduling), too short/long OR no paper. (.5)

Interview SPED

	outstanding	very good	above average	generally satisfactory	barely acceptable	unacceptable
Format	<ul style="list-style-type: none"> Cover page References conform to APA format, no errors Conforms to proper use of Arabic and writing mechanics (No errors in spelling, grammar, punctuation, or use and mechanics of Arabic) 5+ citations cited as supporting evidence at least 3 are recent (<5 yrs old) journal articles 	<ul style="list-style-type: none"> Cover page References conform to APA format, 1 error Conforms to proper use of Arabic and writing mechanics Few [<3] errors in spelling, grammar, punctuation, or use and mechanics of Arabic. 4-5 citations cited as supporting evidence at least 2 are recent (<5 yrs old) journal articles Proofreading needs some improvement 	<ul style="list-style-type: none"> Cover page References conform to APA format, 2-3 errors Conforms to proper use of Arabic and writing mechanics Few [<5] errors in spelling, grammar, punctuation, or use and mechanics of Arabic. 3-4 citations cited as supporting evidence, at least 2 are recent (<5 yrs old) journal articles Proofreading needs improvement 	<ul style="list-style-type: none"> Cover page. 4-5 errors in APA referencing format Conforms to proper use of Arabic and writing mechanics. Several [5-6] errors in spelling, grammar, punctuation, or use and mechanics of Arabic. 2-3 citations for evidence support, none are journals. Proofreading needs considerable improvement 	<ul style="list-style-type: none"> Cover page. >6 errors in APA referencing format Conforms to proper use of Arabic and writing mechanics. Several [>7] errors in spelling, grammar, punctuation, or use and mechanics of Arabic. 1-2 citations for evidence support. Proofreading needs considerable improvement 	<ul style="list-style-type: none"> No cover page. Does not follow APA format. Does not conform to proper use of Arabic and writing mechanics. Numerous errors in spelling, grammar, punctuation, or use and mechanics of Arabic. No citations to support evidence No evidence of proofreading before submission
Content and application to nursing	<ul style="list-style-type: none"> Introduction well written and clearly tells the reader the purpose of the paper. Permission requested to share information. Summary paragraph is included. Conclusion flows logically. Includes 3 implications for nurse as patient educator. 	<ul style="list-style-type: none"> Introduction well written and tells the reader the purpose of the paper. Permission requested to share information. Summary paragraph is included but overlooks 1 important point. Conclusion flows logically. Includes 2 implications for nurse as patient educator. 	<ul style="list-style-type: none"> Introduction well written and tells the reader the purpose of the paper. Permission requested to share information. Summary paragraph is included but overlooks 2 important points. Conclusion flows logically. Includes 2 implications for nurse as patient educator. 	<ul style="list-style-type: none"> No introductory paragraph. Permission to share of information alluded to but not explicit. Summary paragraph is included but misses 3 or more significant points, new information is introduced. Conclusion flows logically. Includes 1 implications for nurse as patient educator. 	<ul style="list-style-type: none"> No introductory paragraph. Permission to share of information alluded to but not explicit. Summary paragraph is included but is off topic. New information is introduced. Conclusion does not flow logically from critique. Includes 1 implications for nurse as patient educator. 	<ul style="list-style-type: none"> No introductory paragraph. No permission requested to share information. No summary No conclusion or implications for nurse as patient educator
Analysis	<ul style="list-style-type: none"> The student clearly identifies 3 things they did well in the interview and 3 things they would like to do differently. The student identifies the time mark in the interview or uses direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all instances. 	<ul style="list-style-type: none"> The student clearly identifies 3 things they did well in the interview and 2 things they would like to do differently. The student identifies the time mark in the interview and misses using 1 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 1 instances. 	<ul style="list-style-type: none"> The student clearly identifies 3 things they did well in the interview and 2 things they would like to do differently. The student misses identifying 1 time mark in the interview or misses using 2 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 2 instances. 	<ul style="list-style-type: none"> The student identifies 2 things they did well in the interview and 1 thing they would like to do differently. The student misses identifying 2 time marks in the interview or misses using 3 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 3-4 instances. 	<ul style="list-style-type: none"> The student identifies 1 things they did well in the interview and 1 thing they would like to do differently. The student misses identifying >3 time marks in the interview or misses using 3 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 3-4 instances. 	<ul style="list-style-type: none"> The student identifies 2 or fewer things they did well in the interview and nothing they would like to do differently. The student misses identifying > 4 time marks in the interview or misses using > 4 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas. There was no substantiation that they did any of the areas well, or how they could improve them. There are no references to the texts or the literature.
Problem identification	<ul style="list-style-type: none"> 2 Pt learning needs and 8 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment 	<ul style="list-style-type: none"> Pt learning needs and 6-7 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment 	<ul style="list-style-type: none"> 2 Pt learning needs and 5-6 teaching-learning considerations are clearly identified and demonstrate a satisfactory assessment 	<ul style="list-style-type: none"> 1 Pt learning needs and 4-5 teaching-learning considerations are clearly identified and demonstrate an adequate assessment 	<ul style="list-style-type: none"> 1 Pt learning needs and 2-3 teaching-learning considerations are clearly identified and demonstrate an adequate assessment 	<ul style="list-style-type: none"> No pt learning needs and < 4 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment
Interview	<ul style="list-style-type: none"> More than 20 questions asked. The questions are in logical sequence and they lead to a natural conversation. It is evident the student 	<ul style="list-style-type: none"> More than 18 questions asked. The questions are in logical sequence and they lead to a natural conversation. It is evident the student prepared using most the 	<ul style="list-style-type: none"> More than 16-17 questions asked. The questions are in logical sequence and they lead to a natural conversation. It is evident the student 	<ul style="list-style-type: none"> 15 questions asked. The questions are in mostly logical sequence and they lead to a fairly natural conversation. The student has 	<ul style="list-style-type: none"> 12 questions asked. The questions are in mostly logical sequence and they lead to a fairly natural conversation. The student has 	<ul style="list-style-type: none"> Fewer than 12 questions asked. The questions are in logical sequence and they do not lead to a natural conversation. There is little to no

has prepared using the required and recommended readings and information covered in the seminar. •Student interviewer employs all aspects of SOLER and all relevant TCTs.	required and recommended readings and information covered in the seminar. •Student interviewer employs 4 aspects of SOLER and all relevant TCTs.	has prepared using most the required and recommended readings and information covered in the seminar. •Student interviewer employs all 4 aspects of SOLER and all relevant TCTs.	prepared using a few of the required and recommended readings and information covered in the seminar. •Student interviewer employs 3 aspects of SOLER and 50% of relevant TCTs.	prepared using a few of the required and recommended readings and information covered in the seminar. •Student interviewer employs 3 aspects of SOLER and 50% of relevant TCTs.	evidence the student has prepared using most the required and recommended readings and information covered in the seminar. •Student interviewer employs <2 aspects of SOLER and < 50% relevant TCTs.
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Pledge

I am the student: -----
 Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----
- ID: -----
- Signature: -----
- Date: -----

(Please sign this part and hand it in to your instructor).