**Auburn University**

**Department of Rehabilitation, Special Education, and Counseling**

# Course Number: RSED 4143 Fall 2020

**Course Title: Assessment in Special Education: Applications Part II**

**Meeting Time/Place: Online asynchronous with weekly assignments**

**Office hours:** ZOOM Class Office Hours or individual ZOOM meetings by appointment; Office Hours TBA

**Credit:** 3 semester hours

**Instructor: Dr. Suzanne Woods-Groves, Ph.D. Instructor’s email:** [woodssu@auburn.edu](mailto:woodssu@auburn.edu)

**Instructor’s phone:** 334-844-7621

**Office location:** Haley Center 1232C

1. **Date Syllabus Prepared:** August 2020.

# REQUIRED TEXTBOOKS AVAILABLE VIA REDSHELF electronically:

**Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practical guide to curriculum- based measurement*, 2nd Edition. The Guilford Press.** ISBN :9781462524662 ISBN-10: 1462524664.

**Golden, C. (2017). T*he data collection toolkit everything you need to organize, manage, and monitor classroom data.* Baltimore, Paul H. Brookes Publishing Co.**

ISBN Identifiers: LCCN 2017020801 (print) | LCCN 2017042519 (ebook) | ISBN 9781681252537 (pdf) | ISBN 9781681252520 (epub) | ISBN 9781598579246

(paperback)

# OTHER ASSIGNED READINGS Additional readings will be announced and will be accessed via CANVAS

**CONTINGENCY PLAN if Auburn University moves to remote delivery**

In the event that Auburn University moves to remote delivery during the fall semester, the syllabus and course requirements remain the same.

**REQUIRED TECHNOLOGY:**

All students in this course are expected to have all the equipment and software needed to be successful in the course. You will need to access weekly recorded lectures, assignments, quizzes, and materials posted via CANVAS and PANOPTO. You will need to complete and submit your exams via CANVAS. You will need to be able to type and submit your assignments via CANVAS. Ensure you have a working computer and reliable internet connection. Be sure you have installed and have access to all of the software required to participate in the course and complete your assignments (Canvas, PDF reader, Panopto)

1. **COURSE DESCRIPTION:**

This course is designed as an online asynchronous format with weekly assignments. Students are to view assigned lectures and assignment videos online via CANVAS and complete required assignments by the delineated due dates. **Students are required to view all course content and complete the weekly class assignments by the assigned weekly due dates.** The course will include weekly assigned readings, assignments, lectures, activities, and quizzes. The course is not self-paced and you will need to ensure you keep up with the pace of the course and to complete weekly assignments. This course is organized by modules to help with the organization of the information and assignments as you move through the course.

This course provides students with a framework for understanding the purposes and processes that underlie various forms of educational assessments, with emphasis on application assessment of students with disabilities. The course provides opportunities for application of concepts in assessment in special education as well as administration, review of curriculum based assessment data. The course covers how to use assessment data to inform instructional planning and IEP goal development.

# COURSE OBJECTIVES: Upon completion of this course students will:

* 1. Describe, analyze, and demonstrate progress monitoring strategies and interpret data.
  2. Use informal assessment procedures and interpret results.
  3. Explain different purposes for informal assessment of students with disabilities
  4. Demonstrate knowledge and sensitivity for conducting assessment methods.
  5. Develop collaborative and consultation skills
  6. Demonstrate an understanding of the fundamental concepts of assessment (e.g., terminology, reasons for testing, use of testing data)
  7. Describe and discuss the legal and ethical considerations in assessment.
  8. Review informal assessment methods and instruments directly related to the IEP of a school-aged student with a disability
  9. Administer and interpret assessment procedures for a variety of curricular areas.
  10. Develop standards-based IEP goals.
  11. The Candidate understands formal and informal assessment strategies and selects appropriate assessments (4.1, CEC Standards)
      + Demonstrates understanding of the different kinds of assessment; can distinguish between different types of assessments; can match type of assessment with purpose. *Determined by overall exam performance.*
      + Selects appropriate assessments based on intended use of assessment, technical characteristics including validity, reliability, norms, and bias, and student characteristics, including cultural and linguistic characteristics. *Determined by overall exam, application activity, and case study interpretation performance.*
  12. The Candidate accurately administers and interprets assessments (4.2 CEC Standards)
      + Accurately administers and scores four formal assessments to school- age student following guidelines provided in administration manual.

*Determined by CBM Administration, scoring, and interpretation project of four CBMs*

* Interprets assessment results accurately; identifies instructional implications, areas of instructional need, supports, and accommodations and/or modifications supported by data. *Determined by application activities, case study interpretation, and IEP development.*
  1. The Candidate demonstrates professionalism throughout the assessment and decision- making process (4.3 CEC Standards)
* Administers assessments in a professional manner using guidelines within the manual. *Determined by CBM observation and fidelity of implementation project performance***.**
* Demonstrates appropriate written communication; results communicated in a way that are culturally sensitive. *Determined by Mock IEP demonstration.*

1. **COURSE CONTENT SCHEDULE This syllabus** is a tentative outline for the course and is **subject to change** with advance notice from the instructor.

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **08/18**  **Tuesday**  **Week 1**  **MODULE 1** | **Module 1:Assessment**  Course Overview Routine   * List & describe assessment trends & legislation in U.S. schools. * Ethics in Assessment * Score Interpretation * Supporting all learners in assessment practices | Hosp & Ardoin (2008) article access via CANVAS Module 1  Ethics Guidelines via CANVAS Module 1  DIBELS 8th Edition Manual via CANVAS Module 1 | **Monday 08/24 by 11:59pm via CANVAS**   * Assessment Quiz 1 * Assessment Application Activity * **Participation Points**   Watch 100% of **Lecture video** MODULE 1 |
| **08/25**  **Tuesday Week 2**  **MODULE 2** | **Module 2: Overview CBM**   * Describe use & purpose of CBMs * Describe technical adequacy of CBMs * Compare & Contrast General Outcome Skills- Based & Mastery Measures. * Demonstrate writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapters 1- 2 | **DUE Monday 08/31 by 11:59pm via CANVAS**   * Overview CBM Quiz 2 * Overview CBM Application Activity * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 2** |
| **09/01**  **Tuesday**  **Week 3**  **MODULE 3** | **Module 3: Early Reading CBM**   * Describe types of Early Reading CBMs * Demonstrate administration & scoring procedures in class * Demonstrate interpreting data & writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapter 3  Textbook Golden Data Collection Toolkit Chapters 1-4  DIBELS 8 Assessment Materials | **DUE Tuesday 09/08 by 11:59pm**  **via CANVAS**   * + Early Reading CBM Quiz 3   + Early CBM Application Activity * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 3** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **09/08**  **Tuesday Week 4**  **MODULE 4** | **Module 4:**  **Data Collection** | * **Textbook (Golden) Data Collection Tool Kit** * **Chapters 4-8** * **Review all Chapters 1-8** | **DUE Monday 09/14 by 11:59pm**  fidelity CBM administration **via CANVAS**   * Data Collection Quiz 4 * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 4** |
| **09/15**  **Tuesday**  **Week 5**  **MODULE 5** | **Module 5 : Early Reading CBM & Reading CBM**   * Describe the components of reading and the purposes and advantages of Reading CBMs. * Demonstrate interpreting data | Hosp, Hosp, & Howell Textbook Chapters 3 & 4  . | **DUE Monday 09/21 by 11:59pm via CANVAS**   * Reading CBM Quiz 5 * Reading CBM Application Activity * **Participation Points** * Watch 100% of **all Lecture videos in MODULE 5** |
| **09/22**  **Tuesday**  **Week 6**  **MODULE 6** | **Module 6: EXAM 1**  **Opens on 09/22 Tuesday, 8:00am** | * **Exam 1 covers Modules 1- 5 and all material addressed** | **Complete EXAM 1 via CANVAS**  **DUE Monday 09/28 by 11:59pm**  **Exam will close & will not reopen** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **09/29**  **Tuesday**  **Week 7**  **MODULE 7** | **Module 7: Reading CBM**   * Demonstrate Reading CBMs’ their scoring & administration in class * Demonstrate interpreting data & writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapter 4 | **DUE Monday 10/05 Monday by 11:59pm via CANVAS**   * Fidelity CBM administration * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 7** |
| **10/06**  **Tuesday**  **Week 8**  **MODULE 8** | **Module 8 Reading CBM continued**   * Administer Reading CBMs with fidelity | Hosp, Hosp, & Howell Textbook Chapters 3 & 4 DIBELS 8 Assessment Materials Bring printed DIBELS 8 manual to class in a 3-ring Binder. | **DUE Monday 10/12 Monday by 11:59pm via CANVAS**   * Fidelity CBM administration * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 8** |
| **10/13**  **Tuesday**  **Week 9**  **MODULE 9** | **Module 9: Writing CBM**   * Describe purpose & advantages of Writing CBMs * Demonstrate Writing CBM scoring/administration rules * Demonstrate interpreting data & writing objectives | Hosp, Hosp, & Howell Textbook Chapter 6 | **DUE Monday 10/19 Monday by 11:59pm via CANVAS**   * Writing CBM Quiz 6 * Writing Application Activity * Fidelity CBM administration |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **10/20**  **Tuesday**  **Week 10**  **MODULE 10** | **Module 10: Graphing Data**   * Describe the purpose of graphing CBM data * Demonstrate graphing skills * Interpret graphed data & make instructional decisions | Hosp, Hosp, & Howell Textbook Chapters 10 | **DUE Monday 10/26 Monday by 11:59pm via CANVAS**   * Graphing Quiz 7 * Graphing Application Activity |
| **10/27**  **Tuesday**  **Week 11**  **MODULE 11**  **EXAM 2** | **Module 11: Exam 2**  **Opens on 10/27 Tuesday at 8:00am** | * **Exam 2 covers Modules 7- 10 all material addressed** | **Complete EXAM 2 via CANVAS**  **DUE 11/02 Monday by 11:59pm**  **Exam will close & will not reopen** |
| **11/03**  **Tuesday**  **Week 12**  **MODULE 12** | **Module 12: IEP Teams/Collaboration**   * Demonstrate collaboration in IEP planning * Demonstrate data-driven construction of measurable IEP goals and objectives * Demonstrate professional comportment in discussion of IEP components in MOCK IEP meeting | Hosp, Hosp, & Howell Textbook Chapters 10 | **DUE Monday 11/09 Monday by 11:59pm via CANVAS**   * Case Study Data Analysis * IEP Goal development * IEP Objective development * IEP MOCK meeting * Presentation of IEP data by team members * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 12** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **11/10**  **Tuesday**  **Week 13**  **MODULE**  **13** | **Module 13: Spelling CBM**   * Describe the purpose & advantages of Spelling CBMs * Demonstrate scoring CBM spelling samples. | Hosp, Hosp, & Howell Textbook Chapter 5 | **DUE Monday 11/16 Monday by 11:59pm via CANVAS**   * Spelling CBM Quiz 8 * Spelling Application Actvity * Case Study Data Analysis and * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 13** |
| **11/17**  **Tuesday**  **Week 14**  **MODULE**  **14** | **Module 14: Numeracy CBM and**  **Math CBM**   * Describe purpose of Numeracy & Math CBMs * List and describe types of CBMs & their scoring/administration | Hosp, Hosp, & Howell Textbook Chapters 7& 8 | **DUE Saturday 11/23 by 11:59pm via CANVAS**   * Numeracy Quiz 9 & Math Quiz 10 * Numeracy & Math Application Activity * **Participation Points** * Watch 100% of **all Lecture videos in MODULE 14** |
| **11/25**  **Tuesday**  **Week 15**  **MODULE**  **15** | **Module 16:**  **Exam 3 Opens on Sunday 11/23** | * **Exam 3 covers Modules 12-15 and all material addressed** | **Complete EXAM 3 via CANVAS**  **DUE 11/25 Tuesday by 11:59pm**  **Exam will close & will not reopen** |

# COURSE REQUIREMENTS:

* 1. **Exams (600 points)**

Another requirement of this course is the completion of three **approximately 50-minute online examinations** (CANVAS) each worth **200 points.** All Exams will consist 25 items which will include a variety of item times such as multiple choice, true/false, application activities, and matching questions. All students will access and complete their exams via CANVAS. These exams are timed and must be completed during the allotted time period and due date. All exams must be completed individually and must represent your own work and responses.

* + - **Exam 1** will cover all information in Modules 1-5
    - **Exam 2** will cover all information in Modules 7-10
    - **Exam 3** will cover all information in Modules 12-14

**2. CBM Administration with Fidelity of Implementation Check (200 points)**

Each student will complete administration of the following CBM and be observed for fidelity of implementation. Student will demonstrate the techniques in standardized administration and be evaluated with a fidelity of implementation checklist. The following CBMs will be administered:

* + Early Reading CBMs
  + MAZE
  + Writing
  + OPR

**3. CBM Administration Interpretation (200 points)**

CBM Administration results will be scored and interpreted.

* + Early Reading CBMs
  + MAZE
  + OPR Reading
  + Writing CBM

# Case Study Data Analysis and Instructional Recommendations (80 points)

Analyze case study data collected and make instructional decisions. Be specific in reporting and describing the data. Write instructional recommendations based upon the data presented and explain how you would plan specially designed instruction for each student.

# Individualized Education Program (IEP) Project and Mock IEP (80 total points)

Each student will develop **two** measureable standard- based annual goals for the targeted student in your portfolio or from a case study provided by your instructor. Each student will develop one goal in two different subject areas based on the data provided. The annual goal page of the IEP must be completed in its entirety for both annual goals. This includes the Area, Present Level of Academic Achievement and Functional Performance, Measurable Annual Goal, Date of Mastery, Type(s) of Evaluation for Annual Goal, and if appropriate, Benchmarks. Keep in mind that the academic goals must be observable and measurable and must contain the key components (who, will do what, under what conditions, at what level, and what length of time). The two annual goals should be included in your progress monitoring portfolio. The annual IEP goals are due the same time as the progress monitoring portfolio. **Mock IEP** Each student will facilitate a selected section of an IEP in class. Each member in the group (2- 3 members) will select and present a section of a sample IEP.

# Application Activities (180 points)

There will be 9 Application Activities each worth 10 points. The Application Activities are designed for students to apply skills taught within the course through data interpretation and case study activities. **The Application Activities can only be completed once. These activities are not timed.**

# Check for Understanding (CFU) Quizzes (50 points)

There will be 10 quizzes each worth 5 points. The quizzes will focus on the required readings and scoring procedures. These Check for Understanding Practice Quizzes are designed for you to evaluate your understanding of course material and assignments. You can take the Quiz as many times as you want to achieve the 100% score. **Your highest grade will be recorded. The quizzes are timed.**

# 8. Participation Points Watch Module Lectures (120 points)

You are required to **WATCH ALL LECTURES IN THEIR ENTIRETLY** within each MODULE. There are 10 MODULES with lectures in each MODULE. Each MODULE is worth 10 points. Participation points are earned by watching 100% of each lecture and by watching all of the lectures in each MODULE. CANVAS. **Panopto statistics record individual views and the viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

1. **EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

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| **ASSIGNMENTS** | **Points per activity** | **Total Points Possible** | **Approximate rounded % of final**  **grade** |
| **Exams (3)** | **See Below** | 600 | 40% |
| * **Exam 1 Modules 1-5** | 200 |  |  |
| * **Exam 2 Modules 7-10** | 200 |  |  |
| * **Exam 3 Modules 12-14** | 200 |  |  |
| **CBMs Administration with Fidelity** | 200 | 200 | 13% |
| **CBMs Administration Interpretation** | 200 | 200 | 13% |
| **Case Study Data Analysis & Instructional Recommendations** | 80 | 80 | 5.3% |
| **IEP Project and Mock IEP** | 80 | 80 | 5.3% |
| **Application Activity Assignments (9)** | 20 | 180 | 12.1% |
| **Check for Understanding Quizzes (10)** | 5 | 50 | 3.3% |
| **Weekly MODULE Participation Points (12)** | 10 | 120 | 8% |
| **Total Points** |  | **1,510** | **100%** |

# 9. GRADING AND EVALUATION:

**Student Evaluation**: Student performance in the class will be determined according to the following point assignments and scale**.**

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| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90-100** | **1359** **to 1510** |
| **B** | **80-89** | **1208 to 1358** |
| **C** | **70-79** | **1057 to 1207** |
| **D** | **65-69** | **981 to 1056** |
| **F** | **64 AND BELOW** | **980 and below** |

# 10. COURSE REQUIREMENTS:

**Students are required to**

* 1. Successfully complete all required activities, quizzes, and projects and will submit their projects via CANVAS no later than the date designated for each project,
  2. Take and pass all required exams,
  3. Watch all class lectures,
  4. Read assigned materials within the delineated time.

**STUDENT EXECTATIONS**

This is an online class. All of the class interactions will take place within the LMS system and any of the software utilized or linked within the course. You will be expected to log into the course weekly and on a regular basis and keep up with assignments as this course is not a self-paced course. **If you have any problems logging into the course, be sure to contact OIT and alert me by regular email or voicemail (text, etc. depending on your desires as an instructor).**

[IT Service Desk](http://www.auburn.edu/oit/)

As students you have control of the notification settings in your Canvas accounts. You should set up your notifications to alert you when an Announcement is posted, an Assignment is due, a grade is released, etc. For students new to Canvas, please review the following video [this link to a 7 minute “Getting Started with Canvas” video (and transcript) created by Canvas LMS](https://vimeo.com/74677642).

# STRUCTURE/SCHEDULE OF CLASS SESSIONS:

The course will be asynchronous and all material will be available via online.

Weekly ZOOM Office Hours are available by appointment. Email me, to make an appointment. I will send you a ZOOM link. You can attend via video or audio.

* Students are required to visit the CANVAS course site regularly to access weekly course material, lectures, activities, assignments, quizzes, and exams via CANVAS. All lectures will be recorded and available via CANVAS. Students will watch all lectures and will complete assigned readings, quizzes, activities, and coursework by the delineated DUE DATES in the syllabus and in CANVAS.

**COVID Related Policies**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U (Links to an external site.)](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

**Health and Participation in Class**

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu/ (Links to an external site.)](http://aucares.auburn.edu/))

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass.

**Course Expectations Related to COVID-19**

* **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class on campus meetings and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times on campus. If you remove your face covering or are non-compliant with the university’s [policy on face coverings (Links to an external site.)](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: For on campus class meetings, students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class for the small in- person group class meetings. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf).

**Course Delivery Changes Related to COVID-19**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

**ACADEMIC INTEGRITY**

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**POLICY STATEMENTS**

**Excused Absences: Please also please read the Covid-19 policy information located within this syllabus.** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

**Make-Up Policy**: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Assignments:*** All written assignments are expected to use person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. **Please do not email me assignments, they will not be graded. All Assignments must be submitted via CANVAS and typed.**

All assignments must be turned in when due via CANVAS unless otherwise indicated. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

***Professionalism:*** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephone, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See *Tiger Cub*).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* for steps toward redress.

**Confidentiality:** Respect family rights to privacy, the identity of children and families will be confidential.