# RSED CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION

Auburn University Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 6116 Distance Learning

**Course Title: Curriculum in Early Childhood Special Education**

**Blended Format Meeting Time/Place:**

**Course begins August 18th with weekly assignments and lectures.**

**For students in the Distance Graduate Level RSED 6116** course, the course will be asynchronous and all material will be available via online with any live course recordings posted on Wed. by 11:59pm.

**Office hours:** Weekly ZOOM Office Hours by appointment

**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:**

**Obtain your textbooks before the first day of class. You can order electronic versions of the textbooks through the Auburn University Bookstore.**

**Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2017). Blended practices for teaching young children in inclusive settings, 2nd Edition. Paul H. Brookes Publishing  
Company.**

**Walpole, S., & McKenna, M.C. (2017). How to plan differentiated reading instruction: Resources for grades K-3, 2nd Edition. Guilford Press.**

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

**ADDITIONAL READINGS available 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)

# COURSE DESCRIPTION:

This course is an asynchronous course delivered online. 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.

Instruction in this course promotes an understanding of family and child centered practices that include the following: development, implementation, and evaluation of appropriate routine based and curriculum activities for children with mild learning/behavior disabilities and their families in grades Pre K to 2nd grade. Content also includes various curricular and development theories, assistive technology, assessment, and program planning.

**Justification for Graduate Credit:**

This is a graduate-level course. Learners will sequentially progress through course material. Learners will acquire knowledge of course material and then will apply course knowledge within activities or projects. Finally, learners will exhibit a synthesis of their independent learning by creating and presenting a cumulative project that supports learners with disabilities within an inclusive setting. Learners will include evidence-based methods in their project and will provide a synopsis of area specific current research.

1. **Student Learning Outcomes: After completing this course you will:**

# Child Focused Intervention (DEC)

1. Demonstrate the ability to design environments which promote children's safety, active engagement, learning, participation, and membership;
2. Knowledge of the kinds and nature of exceptionalities and special needs of children from pre K through age eight.
3. Knowledge of procedures for adapting strategies and resources to the needs of children with disabilities from pre K through age - eight.
4. Knowledge of curriculum for research-based intervention across exceptionalities in areas including cognition, language, motor development, adaptive, and social development.

# Technological Applications (DEC)

1. Demonstrate the ability to use assistive and instructional technology in intervention programs for children.
2. Demonstrate the ability to collaborate with families and other professionals in planning and implementing the use of assistive technology.
3. Demonstrate the ability to work with families and professionals to use technology to

# access information and support.

1. Demonstrate the ability to access and/or design, implement, and evaluate training and technical support programs relating to technology application.

**Individualized Educational Program**

9. Ability to use family-centered assessment and formal and informal instruments appropriate for children with disabilities from pre-K through age eight.

10. Ability to plan, implement, and evaluate programs designed to meet the needs of children with disabilities from pre K through age eight.

11. Demonstrate the ability to assist families in the development of the IEP in accordance with federal and state regulations.

12. Ability to plan and facilitate transition programs within and outside the school setting.

**Focusing on What Works/Empirically Based Practices (NCLB)**

13. Demonstrate the ability to design, implement, and evaluate services based on empirically

based practices.

14. Demonstrate the ability to integrate developmental, individual, and chronological appropriateness within the process of instructional design.

15. Demonstrate the ability to design, implement and evaluate activity-based, routine based, and play-based instruction within the context of everyday learning opportunities.

16. Demonstrate the ability to design, implement and evaluate positive behavioral support to prevent and/or address behavior problems.

17. Demonstrate the ability to design, implement, and evaluate intervention for young children who have physical disabilities using current practices.

# Accountability for Results (NCLB)

18. Demonstrate the ability to provide services assuring accountability for results;

19. Demonstrate the ability to provide services assuring fidelity of intervention;

20. Demonstrate the ability to provide services using a variety of data collection techniques that are both appropriate for the instructional objective and effective in monitoring outcomes;

* 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** | **Assigned**  **Readings** | **Assignments & Due Date** |
| **08/18**  **Tuesday Week 1**  **MODULE 1** | **Module 1:**  **Course Introduction**  **REVIEW Syllabus**  Overview of DEC and ECSE practices  ECSE tiered support framework Recommended Instructional Practices  Foundational Theories of Education | **Textbook**  **Blended Practices** Chapters1- 3 | **All DUE Monday 08/24 by 11:59pm**  **Submit all Assignments via CANVAS**   * **Introduction Questions** * **Quiz 1** * **Participation Points**   Watch 100% of **Lecture video** MODULE 1 |

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| **Dates** | **Topic** | **Assigned**  **Readings** | **Assignments & Due Date** |
| **08/25**  **Tuesday Week 2**  **MODULE 2** | **Module 2:**  Practices for high-quality instructional tiers.  Theoretical underpinnings of instruction  Embedded learning opportunities  7 types of prompts.  Ensuring access and participation in classroom activities.  Similarities and differences across instructional tier outcomes | **Textbook**  **Blended Practices**  Chapter 4 | **DUE Monday 08/31 by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 2** * **Application Activity ELO In Early Childhood Settings** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 2** |
| **09/01**  **Tuesday Week 3**  **MODULE 3** | **Module 3:**  Foundational Components Differentiated Reading Instruction  Evaluating Reading Skills  English Language Standards  Segmenting Sounds  Phonological Awareness  Preschool Standards for reading & mathematics | **Textbook**  **Differentiated Reading Instruction**  Chapters 1-3  **Blended Practices**  Chapters 10-12 | **DUE Tuesday 09/08 by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 3** * **Application Activity Language & Communication ASD** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 3** |

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| **Dates** | **Topic** | **Assigned**  **Readings** | **Assignments & Due Date** |
| **09/08**  **Tuesday Week 4**  **MODULE 4** | **Module 4:**  Phonics & Word Recognition  Teaching Fluency and Comprehension  Teaching Vocabulary and Comprehension | **Textbook**  **Differentiated Reading Instruction**  Chapters 4-7 | **DUE Monday 09/14 by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 4** * **Application Activity PAWR Instruction** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 4**  **DUE 09/21 Critical Thinking Activity 4** |
| **09/15**  **Tuesday Week 5**  **MODULE 5:**  **EXAM 1** | **Module 5:**  **EXAM 1**  **Opens 8:00am on Tuesday 09/15**  **Closes 11:59pm on Sunday 09/20** | **Exam 1 covers Modules**  **1-4 and all material addressed** | **DUE Sunday 09/20 by 11:59pm**  **Complete EXAM 1 via CANVAS**  **Exam 1 will close after due date and will NOT REOPEN.** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **09/22**  **Tuesday Week 6**  **MODULE 6** | **Module 6:**  Types of measurement tools  Writing SMART goals and objectives  Measuring students’ skills  Formative data collection  Fidelity of instruction  Universal Design for Learning  Universal Instructional Practices  Environmental & Instructional Supports | **Textbook**  **Blended Practices**  Chapter 5  **The Data Collection Toolkit**  Chapters 1-3 | **DUE Monday 09/28 Monday by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 5** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 6** |
| **09/29**  **Tuesday Week 7**  **MODULE 7** | **Module 7:**  Collaborating in teams  Assessment Process  IEP Team  Writing IEPs  Special Education Process Writing SMART objectives  Least Restrictive Environment Behavioral data  IEP Data | **Textbook**  **Blended Practices**  Chapter 8 | **DUE Monday 10/05 Monday by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 6** * **Application Activity IEP Development** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 7** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **10/06**  **Tuesday Week 8**  **MODULE 8** | **Module 8:**  Tier 2 focused instructional strategies  Embedded Learning Opportunity Plans (ELO)  Recommended practices for ELOs  Environmental Adaptations for Tier 2 outcomes  Small Group Activities  Systematic Instructional Strategies  For Tier 3  List and describe all prompting types  Data-Based Decision Making  Types of data collection tools | **Textbook**  **Blended Practices**  Chapters 6-7  **The Data Collection Toolkit**  Chapters 4-8 | **DUE Monday 10/12 Monday by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 7** * **Application Activity ELOs in**   **Action**   * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 8** |
| **10/13**  **Tuesday Week 9**  **MODULE 9** | **Module 9**  **EXAM 2**  **Opens 8:00am on Tuesday 10/13**  **Closes 11:59pm on Sunday 10/18** | * **Exam 2 covers Modules 6-9 and all material addressed** | **No Class**  **Complete EXAM 2 via CANVAS** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **10/20**  **Tuesday Week 10**  **MODULE 10** | **Module 10:**  Part 1 Social Emotional Development  Stages in Play  Policy Recommendations in Social Competence  Pyramid Model  Assessing Social Emotional Behavior Developing Social Emotional Skills | **Textbook**  **Blended Practices**  Chapter 9 | **DUE Monday 10/26 Monday by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 8** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 10** |
| **10/27**  **Tuesday Week 11**  **MODULE 11** | **Module 11:**  Part 2 Social Emotional Development  Developing Social Emotional Skills  Center on Social Emotional & Foundations  Building Relationships Creating Social Stories  Giving Positive Feedback  Social Emotional Skill Building | **Assigned Readings in CANVAS** | **DUE Monday 11/02 Monday by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 9** * **Application Activity Design your preschool classroom** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 11** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **11.09**  **Tuesday Week 12**  **MODULE 12** | **Module 12:**  Part 3 Social Emotional Development  Social Emotional Teaching Strategies  Play Organizers  Stages of Learning  Conflict Resolution  Tucker the Turtle  Emotional Literacy | **Assigned Readings in CANVAS** | **DUE Monday 11/09 Monday by 11:59pm**  **Submit all Assignments via CANVAS**   * **Quiz 10** * **Application Activity Social Stories** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 12** |
| **11/10**  **Tuesday Week 13**  **MODULE 13** | **Module 13:**  **Embedded Learning Opportunities Plan** |  | **DUE Monday 11/09 Monday by 11:59pm**  **Submit all Assignments via CANVAS**   * **Application Activity ELO Interpretation** |
| **11/17**  **Tuesday**  **Week 14**  **MODULE 14**  **EXAM 3** | **Module 14**  **EXAM 3**  **Opens 8:00am on Tuesday 11/17**  **Closes 11:59pm on Monday 11/24** | * **Exam 3 covers Modules 10-13 and all material addressed** | **No Class**  **Complete EXAM 3 via CANVAS** |

# 7. COURSE REQUIREMENTS/EVALUATION:

**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.

# Exams (3 Exams, = 200 points each) Total Points = 600

A requirement of this course is the completion of **three** **50-minute online examinations** (CANVAS) see point values for exams below. All Exams will consist 25 items which will include a variety of item times such as multiple choice, true/false, applied 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.

# 2. Check for Understanding Quizzes (11 Quizzes, = 10 points each) Total Points = 110

There will be 11 online quizzes each worth **10 points**. The quizzes will focus on the required readings, course materials, and class activities. These Check for Understanding Quizzes are designed for you to evaluate your understanding of course material and assignments. **You can take the Quiz 3 times. Your highest grade will be recorded.**

**You should complete these quizzes individually with your answers representing your own work.**

# 3. Application Activities (8 Application Activities, See Evaluation for points) Total Points = 500

**There will be 8 Application Activities, See the Evaluation section for assigned points.** Each Application Activity is designed to offer you a chance to demonstrate critical thinking and explore concepts and skills introduced within this course. **The Application Activities can only be COMPLETED ONCE and ARE NOT TIMED**.

# 4. Participation Points Watch Module Lectures (400 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 40 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.**

**5. Embedded Learning Opportunities Plan (Parts A-D) (400 points)**

**You will use provided case studies to develop an embedded learning opportunities plan (ELO Plan). You will complete a four-part ELO Plan.** The ELO four parts include the following: (a) Part A: Student Background, (b) Part B: Data Driven Planning (What to teach); (c) Part C: Materials, Settings, and Implementation (With what, where, and how to teach); and (d) Part D: Data Progress Monitoring, Graphing, and Interpretation (Data-driven decision-making). Submit synopsis of evidence-based methods and peer-reviewed research articles to support your ELO plan systematic instruction choice.

**8. 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**  **% grade** |
| **Check for Understanding Quizzes (11)** | 10 | 110 | 5,4% |
| **Application Activities (8)** |  | 500 | 24.9% |
| Application Activity ELOs in Early Childhood Settings | 50 |  |  |
| Application Activity Language & Communication ASD | 100 |
| Application Activity PAWR Instruction | 100 |
| Application Activity ELOs in Action | 50 |
| Application Activity IEP Development | 50 |
| Application Activity Design your Preschool Classroom | 50 |
| Application Activity ELO Interpretation | 50 |
| Application Activity Social Stories | 50 |
| **Participation Points Watch All Lectures (10 MODULES)** | 40 | 400 | 19.9% |
| **Embedded Learning Opportunity Plan (Parts A-D)** | 400 | 400 | 19.9% |
| **Exams (3)** |  | 600 | 29.9% |
| **Exam 1** | 200 |  |  |
| **Exam 2** | 200 |  |  |
| **Exam 3** | 200 |  |  |
| **Total Points** |  | **2,010** | **100%** |

# Final Course Grades will be Assigned for Undergraduate or Graduate as follows:

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| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **1809 to 2010** |
| **B** | **80- 89** | **1608 to 1808** |
| **C** | **70-79** | **1407 to 1607** |
| **D** | **65-69** | **1306 to 1406** |
| **F** | **64 and below** | **1305 and below** |

1. **CLASS POLICY:**

***Extra Credit:* No extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.**

**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.