**Auburn University Department of Rehabilitation and Special Education**

*RSED 5100/6100: Infants and Toddlers with Disabilities*

1. **Course Number**: RSED 5100/6100

 **Course Title:** Infants and Toddlers with Disabilities

**Meeting Time/Place: 2442 Haley Center/Distance Education**

**Office hours: by appointment**

 **Credit:** 3 semester hours

 **Instructor:** Dr. Stephanie Marshall

 **Instructor’s email: slt0001@auburn.edu**

 **Instructor’s phone: 334-610-0057**

 **Office location:** TBD

1. **Date Syllabus Prepared:** July 2021
2. **TEXTS:** McWilliam, R., A. (2010). *Routines-Based Early Intervention: Supporting Young Children and Their Families*. Paul H. Brookes Publishing Co. Baltimore: MD.

**Suggested Articles**

Campbell, P. H., & Sawyer, L. B. (2007). Supporting learning opportunities in natural settings through participation-based services. *Journal of* *Early Intervention, 29*, 287-305.

Crais, E. R. (2011). Testing and beyond: Strategies and tools for evaluating and assessing infants and toddlers. *Language, Speech, and Hearing Services in Schools, 42*, 341-364.

Friedman, S. & Soltero, M. (July 2006). Following a child’s lead emergent curriculum for infants and toddlers, Beyond the Journal: Young Children on the Web.

Kruk, R. S., Prentice, S., Moen, K., B. (2013). Early childhood education and care (ECEC) and reading acquisition in at-risk readers: Does Quantity matter? Canadian Journal of Behavioral Science, 45, 49-63.

Timmons, B. W., LeBlanc, A. G., Carson, V., Gorber, S. C., Dillman, C., Janssen, I., Kho, M.E., Spence, J.C., Stearns, J.A., & Tremblay, M. S. (2012). Systematic review of physical activity and health in the early years (aged 0-4 years). *Applied Physiology, Nutrition, and Metabolism, 37*, 773- 792.

Tzuo, P. W. (2007). The tension between teacher control and children’s freedom in a child-centered Classroom: Resolving the practical dilemma through a closer look at the related theories. *Early Childhood Education Journal, 35*, 33- 39.

Whitebread, D., Coltman, P., Jameson, H. & Lander, R. (2009). Play, cognition and self-regulation: What exactly are children learning when they learn through play? *Education and Child Psychology, 26*, 40- 52.

**COURSE DESCRIPTION:**

This course will focus on the understanding of a family and child centered practices which include the development, implementation, and evaluation of appropriate routine based and curriculum activities for children with mild learning/behavior disabilities and their families in grades N-2. Content also includes extensive exploration of various curricular and development theories, transition, assistive technology, assessment, and program planning.

**STUDENT LEARNING OUTCOMES**:

After appropriate learning activities, the student will:

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| --- | --- |
|  | **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 human growth and development and developmental psychology stressing developmental and environmental influences affecting typically developing infants, toddlers, and young children, as well as those with disabilities and developmental delays. **290-3-3-.37 (2)(b)2.** **(Comprehensive Test)**
1. Knowledge of the kinds and nature of exceptionalities and special needs of children from birth through age eight. **290-3-3-.37 (2)(b)1. (Comprehensive Test)**
2. Knowledge of procedures for adapting strategies and resources to the needs of children with disabilities from birth through age eight. **290-3-3-.37 (2)(c)1.** **(Comprehensive Test)**

5. Demonstrate the ability to use the **systematic procedures** (**incidental teaching**, **errorless learning, etc.)** within and across **environments, activities, and routines** to promote children's learning and participation;6. Knowledge of curriculum for research-based intervention across exceptionalities in areas including cognition, language development, motor development, adaptive behavior, and social-emotional development. **290-3-3-.37 (2)(d)1.(i) (Comprehensive Test)** **Family Focused Intervention (DEC)**7. Demonstrate the ability to **share responsibility and work collaboratively** with families; 8. Demonstrate the ability to **plan** and **implement strategies**, which **strengthen family functioning;**9. Demonstrate the ability to **individualize services** to families based on their unique characteristics;10. Demonstrate the ability to use **strengths- and assets-based practices;**11. Demonstrate the ability to provide a variety of **family intervention options**;12. Knowledge of family-centered assessment using formal and informal techniques and instruments appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(e)1. (Comprehensive Test)** **Teaming (DEC)**13. Demonstrate the ability to facilitate **family members** in the **decision making** process;14. Demonstrate the ability to **cross professional boundaries;**15. Demonstrate the ability to **focus intervention on function**, not services;16. Demonstrate the ability to **apply primary discipline** to the early intervention process;17. Demonstrate the ability to perform **professional roles** of **service coordinator, team consultant, or direct service provider**;18. Demonstrate the ability to provide services both directly and by **consultant/coach model;**19. Demonstrate the ability to provide service in **partnership with family members and other team members;** **Technological Applications (DEC)**20. Demonstrate the ability to **use assistive and instructional technology** in intervention programs for children;21. Knowledge of assistive technology appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(d)1.(ii) (Comprehensive Test)**22. Demonstrate the ability to **collaborate with families** and **other professionals** in planning and implementing the use of assistive technology;23. Demonstrate the ability to **work with families and professionals** to **use technology** to **access information and support;**24. Demonstrate the ability to **access and/or design, implement, and evaluate training and technical support programs** relating to technology applications; **Policies, Procedures, and Systems Change (DEC)**25. Demonstrate knowledge of ways to **help families and professionals proactively shape policy** at the federal, state, and local level;26. Demonstrate knowledge of ways to **facilitate public policies** which promote use of recommended practices;27. Demonstrate knowledge of ways to **promote public policy and administer programs** which facilitate family participation in decision making;28. Demonstrate knowledge of ways to **promote program administration** which endorses **recommended practices;**25. Demonstrate knowledge of ways to **promote policies and program administration**, which encourage **interagency and interdisciplinary collaboration;** 26. Demonstrate knowledge of ways to promote program policies, administration, and leadership, which endorse **program evaluation and systems change** efforts;27. Demonstrate the ability to proactively facilitate **funding policies** which are **compatible** with **recommended practices** **Highly Qualified Providers No Child Left Behind (NCLB)**28. Demonstrate the ability to integrate the interrelatedness of **developmental domains** in early childhood into intervention effectively;29. Demonstrate the ability to facilitate secure **social/emotional relationships** among young children and their primary caregivers;30. Demonstrate the ability to **design, implement, and evaluate effective interventions** in collaboration with other team members;31. Demonstrate the ability to design, implement, and evaluate effective interventions which **integrate domains** in collaboration with other team members;32. Demonstrate the ability to provide services through a variety of **early intervention models**;33. Demonstrate the ability to meet **state and national competencies** (ALEI, DEC, NAEYC);34. Demonstrate the ability to provide services through a variety of **models (**disabilities, risk factors, environments, and development) **Focusing on What Works/Empirically Based Practices (NCLB)**35. Demonstrate the ability to design, implement, and evaluate services based on **empirically based practices;**36. Demonstrate the ability to integrate developmental, individual, and chronological appropriateness within the process of **instructional design;**37. Demonstrate the ability to design, implement and evaluate **activity**-based, **routine** based, and **play**-based instruction within the context of everyday learning opportunities;38. Demonstrate the ability to design, implement and evaluate **positive behavioral support** to prevent and/or address behavior problems;39. Demonstrate the ability to design, implement, and evaluate intervention for young children who have **physical disabilities** using current practices; **Accountability for Results (NCLB)**40. Demonstrate the ability to provide services assuring **accountability for results;**41. Demonstrate the ability to provide services assuring **fidelity of intervention;**42. Demonstrate the ability to provide services using a variety of **data collection techniques** which are both appropriate for the instructional objective and effective in monitoring outcomes; **Expanded Options/Flexibility for Parents/Families (NCLB)**43. Demonstrate the ability to assist families as they make choices with **expanded options for parents;** **Individualized Family Service Plans** 44. Demonstrate the ability to assist families in the development of their **initial IFSP in accordance with federal and state regulations;**45. Ability touse family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight. **290-3-3-.37 (2)(e)2.** 46. Ability to plan, implement, and evaluate family-centered programs designed to meet the needs of children with disabilities from birth through age eight. **290-3-3-.37 (2)(d)2.(ii)** 47. Demonstrate the ability to assist families in the development of their **6-month reviews/cumulative IFSP in accordance with federal and state regulations;**48. Ability to plan and facilitate transition programs within and outside the school setting. **290-3-3-.34** **(2)(a)3.(ii) (general)**  **Natural Environments** 49. Demonstrate the ability to extend the impact of early intervention services by analyzing **natural environments** with caregivers to assure that services are incorporated throughout daily routines;50. Demonstrate the ability to provide services through a **home visit** format;51. Demonstrate the ability to respect the family’s **cultural – life ways** in service delivery;52. Demonstrate the ability to respect the **linguistic – primary/secondary language** of families;53. Demonstrate the ability to respect the **ethnicity – race of families** in service delivery; **TOPICS FROM CURRENT LITERATURE**54. Demonstrate the ability to integrate current brain research; and55. Demonstrate the ability to collaborate with families proactively to respect abuse/neglect requirements. |

**COURSE SCHEDULE:**

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| --- | --- | --- | --- |
| **Week****of** | **Topic** |  | **Assignments &** **Due Dates** |
| 8/16 | * Course Overview
 | Course Syllabus  |  |
| 8/23 | * Family-Based Practices and Cultural Diversity
 | Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior: <https://www.naeyc.org/resources/pubs/tyc/dec2019/valuing-diversity-developing-understanding-behavior>When a professional says. <http://www.kidstogether.org/perspectives/whenaprofessionalsays.htm> |  |
| 8/30 | * Child Development
* Developmental Milestones
* Developmental Delays
* Division for Early Childhood of the Council of Exceptional Children
* Recommended Practices
* Adult Learning Theory
 | Child Development Basics:<https://www.cdc.gov/ncbddd/childdevelopment/facts.html>CDC’s Developmental Milestones: <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>Division of Early Childhood: <https://www.dec-sped.org/> | ***Infant*** ***Or*** ***Toddler Observation: Due: 8/31*** |
| 9/6 | * Developmental Milestones
* Developmental Delays
 | ***Labor Day Holiday*** | ***Developmental Milestone Resource Guide:***  ***Due 9/11*** |
| 9/13 | * Intake
* Ecomaps
 | Chapter 3: IntakeChapter 4: Constructing Ecomaps |  |
| 9/20 | * Assessment
* Routines-Based Interview
 | Chapter 5: AssessmentsChapter 6: The Routines-Based Interview |  |
| 9/27 | * Early Intervention Eligibility
 | An Eligible Family’s Guide to Alabama’s Early Intervention System | ***Ecomap*** ***&*** ***Routines Based Interview: Due 10/1*** |
| 10/4 | * Writing Outcomes
* Individualized Family Service Plan (IFSP)
 | ***Midterm***Chapter 7: Writing IFSPs and IEPs |  |
| 10/11 | * Interdisciplinary Collaboration
* Routines Based Home Visits
* Progress Monitoring
* Building Capacity of Families
 | Chapter 8: Deciding on ServicesChapter 9: Organizing Transdisciplinary ServicesChapter 10: Support-Based Home Visits Family Capacity-Building Online Module: <https://ectacenter.org/decrp/fcb.asp> |  |
| 10/18 | * Learning through Play and Adult Interactions
* Lesson Planning
 | How Play Connects to Learning: <https://www.naeyc.org/resources/topics/play> |  |
| 10/25 | * Learning Cognitive Skills through Play with Accommodation, Interventions, and Assistive Technology
 | Opportunities for Learning and Thinking  | ***IFSP Quiz******Due: 11/5*** |
| 11/1 | * Learning Communication and Social Skills through Play with Accommodations, Interventions, and Assistive Technology
 | Opportunities for Social Development and Learning with Peers |  |
| 11/8 | * Learning Motor and Adaptive skills through Play with Accommodations, Interventions, and Assistive Technology
 | Opportunities for Movement and Motor Development and Learning | ***Research Paper******(Graduate Students)******Due: 11/12*** |
| 11/15 | * Learning Through Play
* Lesson Planning
* Transition Best Practices
* IEPs
 | Opportunities for Language, Literacy, and Music Learning and Development |  |
| 11/22 |  | ***Thanksgiving Break*** |  |
| 11/29 |  | **Review**  | ***All About Play Newsletter******Due 11/30*** |
| 12/6 |  | **Comprehensive Test/Final**  |  |

**COURSE REQUIREMENTS/EVALUATION:** Students are required to: a) successfully complete all required projects and give to the instructor no later than the date designated for each project, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials ***prior to*** attending classes. Assignments are listed with checklists at the end of the syllabus.

No late assignments or quizzes will be accepted unless the instructor can verify a university approved excuse. When the university approved notice is verified, the student will have one week from the time he or she returns to class to turn in the assignment.

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

**RSED 5100 (Undergraduate) and RSED 6100 (Graduate) Students**

|  |  |
| --- | --- |
| Infant or Toddler Observation | 20 points |
| Developmental Milestones Resource Guide | 50 points |
| Ecomap & Routines Based Interview | 100 points |
| IFSP Quiz | 50 points |
| Research Paper (*Graduate Students*) | 100 points |
| All About Play Newsletter | 30 points |
| Final Exam | 50 points |
| **Total Points** | 300 points for undergraduate400 points for graduate  |

|  |  |
| --- | --- |
| **Undergraduate****300 points**  | **Graduate****400 points** |
| A=270-300 | A=360-400 |
| B=240-269 | B=320-359 |
| C=210-239 | C=280-319 |
| D=108-209 | D=240-279 |
| F= 179 and below | F=239 and below |

*Final grades will be determined by the scale above. There will be no rounding of final grades (i.e. 179.8 points is a grade of B). Final grades will be comprised of points earned on the activities described in the syllabus. No extra credit opportunities will be provided.*

**CLASS POLICY:**

***Group Work:***

Ecomap and Routines Based Interview assignment is a group work. Group work may involve conflict and problem solving and students are expected to engage in these processes independently. The instructor will not settle disputes between group members. The instructor will assume that all names written on a final project contributed equally. Special educators’ team with a variety of other individuals including parents, professionals, and paraprofessionals to provide comprehensive services to children and families. As team members, individuals complete their responsibilities in a timely fashion.

***Attendance:*** 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 this 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 see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

***Assignments:*** All assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of 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. ***Assignments will be uploaded in Canvas. Please do not email me assignments, they will not be graded.***

All assignments must be turned in the day each are due. 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.

**NOTE:** *Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit. A brief description of each assignment is provided.*

**Assignment Descriptions:**

**Infant Toddler Observation: Due: 8/31 (20 points):** Connect with a family of an infant or toddler. Observe the child for about 20 minutes. Complete the Domain Chart by writing notes for each domain area, and answer questions about what you observed. Write a reflection about your overall thoughts of the observation.

**Developmental Milestone Resource Guide: Due 9/11 (50 points)**

Select one area of development, such as social emotional or physical, etc., and create three one-page tip sheets for families of children from birth to age 5. These should focus on what families might expect to see children do in each age range—infants, toddlers, and preschoolers. Include visuals and photos to make the sheets engaging for families. Include 3 strategies that help families support their child’s missed milestones. Also, add 3 local organizations and/or services that parents can contact for additional support. Cite your sources on the tip sheets. A rubric will be provided for the assignment.

**Group Project: Ecomap & Routines Based Interview: Due 10/1 (100 points)**

Each person will take on a ***role of interviewer, note taker and fidelity checker.*** The ***interviewer*** leads the interview, but anyone may ask questions. The ***note taker*** (s) record responses, star concerns, and record caregiver ratings. The ***fidelity checker*** (s) mark the interview behaviors that occurred as yes or no and ask questions to gather information.

You will implement a Routines Based Interview in which you use the protocol and follow the fidelity checks. Fidelity checks include the Eco MAP and the interview. You will complete the Eco MAP that includes family friends support, work support, leisure support, health support, and educational support. Review chapter 4 in your textbook on how to create an Ecomap. Complete an Ecomap with a family to identify concerns they may have and determine family support.

The interviewer will ask the caregiver “What are your main concerns?” Then you will ask, “How does your day begin?” or “Who wakes up first?” You will ask questions that gather information about participation, independence, communication, and social relationships for the child who qualifies for services and the members of the family. Any concerns or participation that does not meet developmental milestone criteria or the caregiver says is a concern you star in the left column. At the end of each time of day you will ask If you must rate this time of day, rate it from a 1 for being the worst possible to a 5 being the best possible. The rating is recorded on the right side and a line is drawn to separate the time of day. The interviewer then asks, “What comes next?” You will ask questions about each routine of the family’s day until you get back to wake up time. After each routine is described, you will ask the caregiver the three questions: “Do you have time for yourself or to spend with someone else? When you lie awake at night what do you worry about? If there is anything you would like to change about your life, what is it?”

After the interview, the ***note taker*** (s) one at a time will read the notes to the caregiver. Each note taker will say I am going to refresh your memory of concerns you mentioned and then read the notes. After the notes are read, the interviewer will take out a clean sheet and say to the caregiver “What are things you would like to be on the list to work on?” The caregiver should come up with at least 10 things. If the caregiver does not, then the note taker (s) allow the caregiver to see the notes to refresh memory. Once at least 10 things are listed the interviewer will say to the caregiver, “This is not true, but if you had to choose only one thing to work on what would it be?” The interviewer rates the thing as 1. This is done for each item listed. The individuals taking fidelity checks will still mark items on the checklist as if it occurred or not and assist the interviewer in asking questions.

**Article Summary (Graduate students only): Due 11/15 (100 points):**

Research peer reviewed journals that pertain to infant and toddler interventions. Your summary should:

* accurately capture the main points and concepts discussed in the article
* emphasize concepts and interventions that are outlined in the article
* be written in your own words.
* be typed written, double-spaced, and two pages in length.  ***Do not exceed three pages in length.*** **A rubric will be provided for this assignment.**

**All About Play Newsletter (11/29) (30 points):** Create a digital parent newsletter that explains the importance of play. Include the following information in your newsletter:

* Define play
* Ideas for play for infants and toddlers
* Tips for choosing toys
* Toy suggestions that target cognitive, social, physical, adaptive, and communication skills

**A rubric will be provided for this assignment.**

**Quizzes and Tests**

Quizzes and tests will cover material from lectures, assignments, activities, and information from the required texts. A review will be provided for the final exam.

**Individualized Family Service Plan (IFSP) Quiz Due: 10/22 (50 points)**

**Final Exam: 50 points:** *Due date will be announced in class.*

**Additional Information**

***Accommodations:*** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

***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 and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University’s Tiger Cub regarding classroom behavior and honesty.

**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, telephony, 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*). **No computers are allowed to be open and on during lectures or when having class discussions unless it is an accommodation required.**

**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.

***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.

**COVID-19 and Course Expectations:**

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,
* 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.

* **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 this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.
You are required to always wear your face coverings. 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.
* ***If the University changes the policy on face coverings, mask will be required to be always worn in this class.***
* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. 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 2021. 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 technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.