# RSED CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION: LITERACY AND DEVELOPMENTAL DOMAINS

Auburn University Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 5110/6110/6110D

**Course Title: Curriculum in Early Childhood Special Education: Literacy and Developmental Domains**

**Meeting Time/Place: For 5110/6110 undergraduate and graduate students this course is offered in a Hyflex Format. For each on campus session students can choose to attend the Class Session Online via ZOOM or to attend the On Campus In Person Class. The class meeting is on Tuesdays 6:30-9:00pm in Haley Center 1212 and Via ZOOM**

**FACE MASKS REQUIRED during our on campus class meeting**

**See Auburn University Covid19 Policies for Fall 2021 attached to this syllabus.**

**For Distance Education Graduate Students enrolled**

**in RSED 6110D this course is asynchronous distance education**

**Office hours: Weekly ZOOM Office Hours TBA and 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 2021
2. **You should obtain your textbooks by the first day of class.**

**Electronic versions of the textbooks will be available for purchase via REDSHELF**

**See REDSHELF information on the HOME PAGE of the CANVAS course and at the end of this syllabus.**

**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.**

**RECOMMENDED TEXTBOOK:**

**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**

**MATERIALS TO CHECK OUT FROM LEARNING RESOURCE CENTER**

**Beginning August 31st through September 7th you will be able to check out the PELI DIBELS Assessment Kit from the Learning Resource Center (LRC) located in Haley Center. I will assign you to groups where one of your group members will check out the PELI kit.**

**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 complete and submit your exams and 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). **On campus students should bring their laptops and or tablets to class each week.**

# 3. COURSE DESCRIPTION:

# For 5110/6110 undergraduate and graduate students this course is offered in a Hyflex Format. For each on campus session students can choose to attend the Class Session Online via ZOOM or to attend the On Campus In Person Class. The class meeting is on Tuesdays 6:30-9:00pm in Haley Center 1212 and Via ZOOM

This course is designed in a “flipped classroom format.” In this course you will have instructor-centered lecture recordings each week that pertain to course content you will watch outside of class. In class meetings will pertain to additional discussion, lecture, hands on activities, and other activities. RSED 5110/6110 students will meet each week in person on campus.

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 offers a Hyflex option RSED 5110 and 6110 students will need to attend the weekly meetings either in person or via live ZOOM .**

**RSED 6110D Distance Education Graduate students should watch weekly lectures and complete assignments according to due dates posted in syllabus and via CANVAS.**

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 for RSED 6110 and 6110D Graduate Students**

For RSED 6110 and 6110D graduate students your version of this course contains additional material and this version for 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.

**4. 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 a 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** | **Readings** | **Assignments & Due Date** |
| **08/17**  **Tuesday Week 1**  **MODULE 1** | **Module 1:**  **Course Introduction**  **Course Expectations & Assignments**  Overview of DEC and ECSE practices  ECSE tiered support framework Recommended Instructional Practices  Foundational Theories of Education | **Textbook**  **Blended Practices** Chapters1- 3 | **DUE Monday 08/23 by 11:59pm**  Submit all Assignments via CANVAS   * **Quiz 1** * **Application Activity 1 Frameworks** * **Participation Points**   Watch 100% of **Lecture video** MODULE 1  **Critical Thinking Activity 1**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 08/17  **RSED 6110D distance education**  SUBMIT on Monday 08/23 |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **08/24**  **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 08/30 by 11:59pm**  Submit all Assignments via CANVAS   * **Quiz 2** * **Application Activity 2 ELO In Early Childhood Settings** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 2**  **Critical Thinking Activity 2**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 08/24  **RSED 6110D distance education**  SUBMIT on Monday 08/30 |
| **08/31**  **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  **PELI Assessment Kits are available to check out from LRC beginning Sept 1st.** | **DUE Tuesday 09/07 by 3:00pm**  Submit all Assignments via CANVAS   * **Quiz 3** * **Application Activity 3 Language & Communication ASD** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 3**  **Critical Thinking Activity 3**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 08/31  **RSED 6110D distance education**  SUBMIT on Tuesday 09/07 |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **09/07**  **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  **Have PELI KIT to use in class (5110/6110)**  **Or via distance 6110D for critical thinking activity** | **DUE Monday 09/13 by 11:59pm**  Submit all Assignments via CANVAS   * **Quiz 4** * **Application Activity 4 PAWR Instruction** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 4**  **Critical Thinking Activity 4**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 09/07  **RSED 6110D distance education**  SUBMIT on Monday 09/13 |
| **09/14**  **Tuesday Week 5**  **MODULE 5** | **Module 5:**  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  **Have PELI KIT to use in class (5110/6110)**  **Or via distance 6110D for critical thinking activity** | **DUE Monday 09/20 by 11:59pm** Submit all Assignments via CANVAS   * **Quiz 5** * **Application Activity 5 PELI** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 6**  **Critical Thinking Activity 5**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 09/14  **RSED 6110D distance education**  SUBMIT on Monday 09/20 |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **09/21**  **Tuesday**  **Week 6**  **MODULE 6:**  **EXAM 1**  **No Class meeting** | **Module 6**  **EXAM 1 No Class Meeting**  **Opens 8:00am on Tuesday 09/21**  **Closes 11:59pm on Thursday 09/23**  **and closes Tues. 09/22 at** | **Exam 1 covers Modules**  **1-5 and all material addressed** | **DUE Thurs. 09/23 by 11:59pm**  **Complete EXAM 1 via CANVAS**  **Exam 1 will close after due date and will NOT REOPEN.** |
| **09/28**  **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  **Have PELI KIT to use in class (5110/6110)**  **Or via distance 6110D for critical thinking activity** | **DUE Monday 10/04 by 11:59pm** Submit all Assignments via CANVAS   * **Quiz 6** * **Application Activity 6 IEP Development** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 8**  **Critical Thinking Activity 6**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 10/05  **RSED 6110D distance education**  SUBMIT on Monday 10/11 |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **10/05**  **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  **Have PELI KIT to use in class (5110/6110)**  **Or via distance 6110D for critical thinking activity** | **DUE Monday 10/11 by 11:59pm** Submit all Assignments via CANVAS   * **Quiz 7** * **Application Activity 7 ELOs in**   **Action**   * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 8**  **Critical Thinking Activity 7**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 10/05  **RSED 6110D distance education**  SUBMIT on Monday 10/11 |
| **10/12**  **Tuesday Week 9**  **MODULE 9** | **Module 9:**  **PELI**  Demonstrate scoring procedures for PELI subtests  Describe administration procedures for PELI subtests  Recall how to prompt in each PELI subtest  Explain how to interpret the PELI | **Textbook**  **Readings will be posted in Module 9**  **Have PELI KIT to use in class (5110/6110)**  **Or via distance 6110D for critical thinking activity** | **DUE Monday 10/18 by 11:59pm** Submit all Assignments via CANVAS   * **Quiz 8** * **Application Activity 8 PELI Administration** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 9**  **Critical Thinking Activity 8**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 10/12  **RSED 6110D distance education**  SUBMIT on Monday 10/18 |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **10/19**  **Tuesday Week 10**  **MODULE 10** | **Module 10**  **EXAM 2**  **Opens 8:00am on Tuesday 10/19**  **Closes 11:59pm on Thursday 10/21** | * **Exam 2 covers Modules 7-9 and all material addressed** | **No Class**  **Complete EXAM 2 via CANVAS** |
| **10/26**  **Tuesday Week 11**  **MODULE 11** | **Module 11:**  Part 1 Social Emotional Development  Stages in Play  Policy Recommendations in Social Competence  Pyramid Model  Assessing Social Emotional Behavior Developing Social Emotional Skills  ELOs | **Textbook**  **Blended Practices**  Chapter 9 | **DUE Monday 11/01 by 11:59pm** Submit all Assignments via CANVAS   * **Quiz 9** * **Application 9 Activity Social Stories** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 11**  **Critical Thinking Activity 9**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 10/26  **RSED 6110D distance education**  SUBMIT on Monday 11/01 |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **11/02**  **Tuesday Week 12**  **MODULE 12** | **Module 12:**  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  ELOs | **Assigned Readings in CANVAS**  **Inventory of Practices for Promoting Social Emotional Competence**  **Building Supportive Relationships**  **You’ve Got to Have Friends** | **DUE Monday 11/08 Monday by 11:59pm** Submit all Assignments via CANVAS   * **Quiz 10** * **Application Activity 10 ELO Interpretation** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 12**  **Critical Thinking Activity 10**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 11/02  **RSED 6110D distance education**  SUBMIT on Monday 11/08 |
| **11/09**  **Tuesday Week 13**  **MODULE 13** | **Module 13:**  Part 3 Social Emotional Development  Social Emotional Teaching Strategies  Play Organizers  Stages of Learning  Conflict Resolution  Tucker the Turtle  Emotional Literacy  ELOS | **Assigned Readings in CANVAS**  Controlling Anger  Review Resources Tucker Turtle & Book Nook | **DUE Monday 11/15 Monday by 11:59pm**  Submit all Assignments via CANVAS   * **Quiz 11** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 13**   * **ELOs**   **Critical Thinking Activity 11**  **RSED 5110/6110 on campus or ZOOM**  COMPLETE in class meeting on Tuesday 11/09  **RSED 6110D distance education**  SUBMIT on Monday 11/15 |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **11/16**  **Tuesday Week 14**  **MODULE 14** | **Module 14:**  **Embedded Learning Opportunities Plan** | **Readings will be placed in MODULE 13** | **DUE Monday 11/29 Monday by 11:59pm**  Submit all Assignments via CANVAS   * **Quiz 12** * **ELO Plan** * **Participation Points**   Watch 100% of **all Lecture videos in MODULE 14** |
| **11/30**  **Tuesday**  **Week 15**  **MODULE 15**  **EXAM 3** | **Module 15**  **EXAM 3** | **Exam 3 covers Modules 11-13 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 videos in MODULES
  4. Read assigned materials within the delineated time.
  5. Attend weekly in person or ZOOM class meetings (RSED 5110/6110)
  6. RSED 6110D distance education graduate class should complete all course requirements by due dates in syllabus.

**STUDENT EXECTATIONS**

**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).

**ASSIGNMENTS AND EXAMS**

# 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 (12 Quizzes, = 10 points each) Total Points = 120

There will be 12 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 up to 3 times. Your highest grade will be recorded.**

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

# 3. Application Activities (10 Application Activities, See Evaluation for points) Total Points = 600

**There will be 10 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 (480 points)

You are required to **WATCH ALL LECTURES IN THEIR ENTIRETLY (100%)** within each MODULE. There are 12 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).

Graduate students will complete ELO Plan (Parts A- D) and also submit a synopsis of evidence-based methods and peer-reviewed research articles to support your ELO plan systematic instruction choice.

**6**. **In Class Critical Thinking Activity (11 Critical Thinking Activities = 50 points each) Total Points = 550**

**The Critical Thinking Activity must be completed in class during the weekly on campus or ZOOM class meetings**. These activities provide you with hands-on learning experiences where you will apply concepts learned through lectures, readings, application activities, and other class materials. RSED 6110D distance education students will complete critical thinking activities by due dates delineated in the syllabus.

**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 (12)** | 10 | 120 | 4.4% |
| **Application Activities (10)** |  | 600 | 21.8% |
| Application Activity 1 Frameworks | 50 |  |  |
| Application Activity 2 ELOs in Early Childhood Settings | 50 |  |  |
| Application Activity 3 Language & Communication ASD | 100 |
| Application Activity 4 PAWR Instruction | 100 |
| Application Activity 5 PELI | 50 |
| Application Activity 6 IEP Development | 50 |
| Application Activity 7 ELOs in Action | 50 |
| Application Activity 8 PELI Administration | 50 |
| Application Activity 9 Social Stories | 50 |
| Application Activity 10 ELO Interpretation | 50 |
| **Participation Points Watch All Lectures (12 MODULES)** | 40 | 480 | 17.5% |
| **Embedded Learning Opportunity Plan (Parts A-D)** | 400 | 400 | 14.5% |
| **In Class Critical Thinking Activities (11)** | 50 | 550 | 20% |
| **Critical Thinking Activities are completed in class for RSED 5110/6110 on campus students**  **Completed by due date in syllabus for RSED 6110D distance education graduate students.** |  |  |  |
| **Exams (3) 200 points each** | 200 | 600 | 21.8% |
| **Total Points** |  | **2,750** | **100%** |

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

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| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **2,475 to 2,750** |
| **B** | **80- 89** | **2,200 to 2,474** |
| **C** | **70-79** | **1,925 to 2,199** |
| **D** | **65-69** | **1,787 to 1,924** |
| **F** | **64 and below** | **1,760 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 <https://auburn.edu/covid-resource-center/> The sections below provide expectations and conduct related to COVID-19 issues.

**COVID-19 Resource Center Contact Information and Information from Website**

334-844-6000

[covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu)

Auburn University will again offer a traditional in-person experience for the fall 2021 semester. Our campus remains committed to mitigating the spread of COVID-19 and providing a meaningful and rewarding on-campus experience. Information for fall 2021 is listed below.

## **Face Coverings**

Auburn requires everyone to wear face coverings when inside university buildings. The policy applies to all students, faculty, staff and campus visitors, regardless of vaccination status. Face coverings do not have to be worn when alone in private offices, when eating inside campus dining facilities, in residence hall rooms with a roommate, in open-air athletics venues or when exercising in the Recreation and Wellness Center.

* 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 Policy on Classroom Behavior (link below) <file:///C:/Users/woodssu/Desktop/PolicyonClassroomBehavior.pdf>

And Code of Student Conduct (link below)

* <https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentConduct.pdf>

**See next page for details on Face Covering Policy**

Auburn University

<https://auburn.edu/covid-resource-center/>

Usage of Face Coverings to Counter COVID-19 Policy

# POLICY STATEMENT

Auburn University requires all individuals to wear face coverings while in certain areas on the Auburn University campus or other property controlled by Auburn University.

# POLICY PRINCIPLES

* 1. Face coverings must be worn by all individuals, regardless of vaccination status, in the following areas:
     + Inside buildings owned or otherwise controlled by Auburn University, even when alone
     + Other areas marked by official university signage or otherwise clearly communicated by the university
  2. Face coverings are not required in the following areas:
     + Individual offices, when alone
     + Residence hall rooms, when alone or with roommates only
     + Open-air athletics venues
     + The Auburn University Campus Recreation and Wellness Center, when exercising
     + Indoor dining facilities, when actively eating
     + Outdoor areas
  3. This policy does not require individuals to provide proof of vaccination status.
  4. Auburn University recommends that all individuals on campus have at least three face coverings available to use throughout a week in order to begin each [day with a new or](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html) cleaned face covering. Those face coverings should follow the current [CDC recommendations](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html) If using cloth face coverings, they should, at a minimum, be made of multiple layers of tightly woven cotton fabric. Some common household materials may block particles more effectively than cotton. Adding a layer of filter material within a cloth face covering is recommended. Additionally, FDA approved surgical masks may also be used as a face covering.
  5. Most face coverings are not respiratory protection and must not be substituted for the proper respiratory protection that may be required as part of your research duties as identified in your respiratory protection program. Respirators with exhalation valves do not impede the spread of virus from the wearer, unless they contain an internal filter, so their use should be evaluated based upon the needs of the situation. Additionally, most cloth face coverings will not have the flame resistance found within FDA approved surgical masks or FDA/NIOSH approved filtering face piece respirators. In research situations involving heat or open flame an FDA approved surgical mask or filtering face piece respirator, as appropriate for the task, should be utilized.
  6. Where appropriate, exceptions to mask requirements will be granted to individuals who are:

1. engaged in high intensity activities;
2. working in a setting where masks may increase the risk of heat-related illnesses; or
3. working in a setting where safety concerns exist due to introduction of a hazard (e.g., where straps could get caught in machinery).

For more information regarding these risks, please visit: <https://cws.auburn.edu/rms/pm/facecovering>.

* 1. Other exceptions to this policy for both areas and individuals will be evaluated on a case-by- case basis. Requests to require masks in areas where they are not otherwise required by this policy should be routed to the Executive Vice President. Students seeking an accommodation due to a disability should contact the [Office of Accessibility](https://accessibility.auburn.edu/). Student requests for exemptions based on a religious concern should contact [Auburn Cares](http://aucares.auburn.edu/). Employees seeking accommodations based on a disability should complete the Employee Disability Accommodation Request Form and Disability Documentation Form. Employees requesting a religious accommodation should complete the Religious Accommodation Request Form. Completed accommodation request forms should be submitted to the Office of Affirmative Action/Equal Employment Opportunity.
  2. Areas where face-covering requirements are modified should be clearly marked with signs. In some cases, face shields may be approved for use instead of face coverings.
  3. For proper use and care of face-coverings see here: <https://cws.auburn.edu/rms/pm/facemask>.

# EFFECTIVE DATE

August 3, 2021

*Revised: June 1, 2021*

*Revised: April 9, 2021*

*Revised: December 14, 2020*

*Revised: September 28, 2020*

*Revised: August 19, 2020*

*Adopted: June 19, 2020*

# APPLICABILITY

The requirement to wear face coverings applies to all individuals, including Auburn University faculty, staff, and students as well as visitors, vendors, contractors, and any other third parties, regardless of vaccination status.

# POLICY MANAGEMENT

**Responsible Office:** Human Resources, Office of Student Affairs, and Office of the Provost

**Responsible Executive:** Executive Vice President

**Responsible Officer:** Vice President, Business & Finance, CFO

# DEFINITIONS

Not Applicable

# POLICY PROCEDURES

None

# SANCTIONS

* 1. Employee violations of this Policy will be considered Group 2 violations. Supervisors will address policy violations through the normal employee disciplinary process, working in conjunction with Human Resources
  2. Student violations of this Policy in the classroom will be addressed through the [Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) [on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Violations of this Policy occurring outside of the classroom will be addressed through the university’s [Code of Student Conduct](https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentConduct.pdf).

# EXCLUSIONS

None

# INTERPRETATION

Executive Vice President

# COVID-19 Testing, Protocols and Resources

* **COVID-19 Resource Center (CRC)**: The CRC is available to students, faculty and staff through [email](mailto:covidresourcecenter@auburn.edu) or by calling 334-844-6000.
* **COVID-19 Testing**: Testing is available through the [Auburn University Medical Clinic](https://cws.auburn.edu/aumc/). To make an appointment call 334-844-9825.
* **Healthcheck**: Starting August 6, 2021, Auburn University will discontinue use of the GuideSafe Healthcheck app. Individuals with questions concerning COVID-19, or who may be experiencing COVID-19 related symptoms, or who may have been exposed to the virus, should continue to contact the Auburn University Medical Clinic or their health care provider.
* **COVID-19 Reporting**: Students, faculty and staff are expected to [self-report](https://auburn.edu/covid-resource-center/reporting/) a positive COVID-19 test.

## **Public Health Measures**

* **COVID-19 Vaccine**: The COVID-19 vaccine is not required for students, faculty and staff at this time, per the State of Alabama. Vaccinations are strongly recommended for all faculty, staff and students. To receive the vaccine through the Auburn University Pharmaceutical Care Clinic, [schedule an appointment here](https://cwscloud.auburn.edu/SentinelScheduler/). The COVID-19 vaccine is also available through numerous pharmacies and health care providers in our community.
* **Isolation and Quarantine**: The university will continue to follow existing protocols for isolation and quarantine of students.

## **Academics**

* **Classrooms**: Classrooms will return to normal capacities and configurations. Physical distancing is not required in classrooms or common areas.
* **Modalities**: The university’s course offerings and modalities will be similar to fall 2019 (pre-pandemic) which includes primarily in-person classes and a variety of hybrid and online classes.
* **Calendar**: The [academic calendar](http://www.auburn.edu/main/auweb_calendar.php) will return to normal, including traditional fall and spring breaks. Fall semester classes will begin Monday, Aug. 16.

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).

**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) (link below) <https://www.auburn.edu/academic/provost/academic-honesty/>

**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. See link below

<http://www.auburn.edu/student_info/student_policies/>

**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.” (Student Policy ehandbook ).

***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.” Student Policy ehandbook for steps toward redress. See link below.

<http://www.auburn.edu/student_info/student_policies/>