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| **RSED 5140, 6140, and 6146**  **Curriculum in Severe Disabilities**  ***Spring 2018***  **- - - - - - - - - -**  **Department of Special Education,**  **Rehabilitation, and Counseling**  **College of Education**  Professor information:  **Betty Schiffer, Ph.D.**  Office: 1232 G Haley Center  [bjs0017@auburn.edu](mailto:Bjs0017@auburn.edu) |  |

**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** RSED 5140/6140/6146

**Course Title:** Curriculum in Severe Disabilities

**Credit Hours:** 3

**Prerequisites:** none

**Co-requisites:** none

1. **Term:** Spring 2018

**Day/Time:** Thursdays, 4:00-6:30

**Location On-Campus Students:** 1218 Haley Center

**Location Distance Education Students:** Class Recording Live or Archived by Fridays at 8:00 am

**Instructor:** Betty Schiffer, Ph.D.

**Office Address:** 1232 G HC

**Contact Information:** bjs0017@auburn.edu

**Office Hours:** Th 6:30-7:30 or by appointment; DE students can make phone conference or Zoom appointments

1. **Textbooks**

Browder, D. M. and Spooner, F. (2011). *Teaching students with moderate and severe disabilities.* (1st ed.) New York, NY: Guilford. ISBN #: 978-1-60623-991-9 (Available through the bookstore)

Brown, F., McDonnell, J., and Snell, M. E. (2016). *Instruction of students with severe disabilities* (8th ed*.*) New York, NY: Pearson. (Available through E-TEXT subscription or loose leaf version in bookstore) E-Text ISBN #:10: 013404796-6 and Loose Leaf ISBN#: 10-0-13-3827-X

**Other Resources**

* Alabama Alternate Achievement Standards

<https://www.alsde.edu/sec/ses/Transition/Alabama%20Transition%20Standards-2014.pdf>

* Mastering the Maze

(<https://www.alsde.edu/sec/ses/Policy/Mastering%20the%20Maze.pdf>)

* Evidence-Based Practices for Students with Severe Disabilities

<http://ceedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3_FINAL_03-03-15.pdf>

1. **Course Description:** Understanding of a functional/developmental approach to the selection, development, implementation, and evaluation of appropriate curriculum activities for the instruction of students who have severe or profound disabilities, behavior disorders, learning disabilities, mental retardation, and multiple disabilities (physical, sensory, communication, cognitive and behavioral) with concomitant disabilities; emphasis on education grades N-12. Content includes extensive exploration of various curricular theories focusing on individual and group approaches.

1. **Course Objectives**
2. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
3. Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals’ birth through 21 years of age who have severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
4. Describe the impact of cognitive and affective manifestations on learning, curriculum and program development, and needed services and supports for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. *Rules 35(1)(a)1, 36(1)(a)1.*
5. Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
6. Demonstrate knowledge of assessment and intervention procedures appropriate for evaluation and

educational programming with infant, toddler, preschool children, school-aged children, and youth who have severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.

1. Describe technological advances and their impact on individuals with severe/profound levels behavior disorders, learning disabilities, mental retardation, and multiple disabilities. *Rule 34(1)(a)12.*
2. Identify the mandates of PL 94-142 and other legislation and their impact on services provided to individuals with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. *Rule 34(1)(a)1.*
3. Describe various curricula, teaching techniques/methods, and materials of instruction for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
4. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities. *Rule 34(1)(a)8.*
5. Develop and implement appropriate school healthcare plans and specialized instruction and therapeutic techniques including physical and behavior management. *Rules 35(1)(b)9, 36(1)(b)9.*
6. Supply the most common definitions and characteristics of children with severe/profound affective/social/behavioral disorders as well as how those characteristics impact learning, curriculum development and needed services and supports. *Rule 35(1)(a)1, 36(1)(a)1.*
7. Describe the most common theories and educational approaches used with children with severe/profound affective/social/behavioral disorders. *Rule 35(1)(a)1, 36(1)(a)1*
8. Identify cultural and socioeconomic factors and their impact on eligibility and programming. *Rule (1)(a)9.*
9. Identify resource agencies that provide personnel and services for improving and strengthening educational programs for individuals with severe/profound learning disabilities. *Rule 34(1)(a)8.*
10. Observe, interact with, and respond to infants, toddlers, preschoolers, elementary-school, middle-school, and high-school individuals who have severe/multiple disabilities.

*This syllabus is a tentative outline for the Spring 2018 semester and* ***is subject to change.***

1. **Course Content & Schedule:**

| **Week**  ***(Course Objectives)*** | **Weekly Topic** | **In-Class Activities** | **Due Today** |
| --- | --- | --- | --- |
| **Week 1**  **Jan 11**  ***A, K*** | Introductions, Course Overview, Syllabus and Textbook Tutorial | 10- hour lab explained  Mini Quizzes Explained  Graduate presentations selected  Understanding the Past to Provide a Better Future | **ASSIGNMENT DUE:**  Pre- Self-Assessment of Learning Outcomes & Course Objectives |
| **Week 2**  **Jan 18**  ***A, B, K, L*** | Educating Students with Severe Disabilities and Educational Foundations | Turn and Learn activitiy  Reflexes and Sign Language Assignments Explained | **Readings Due:**  Brown, McDonnell, and Snell (2016): *Ch 1. Educating students with severe disabilities: Foundational concepts and practices*  ***AND***  Brooder and Spooner (2011): *Ch 1. Introduction*  **ASSIGNMENT DUE:**  Mini Quiz 1 on Readings |
| **Week 3**  **Jan 25**  ***B, I, M*** | Family Involvement and Peer Relationships | In-Class Activity | **Reading Due:**  Brown, McDonnell, and Snell (2016): *Ch 2. Fostering family-professional Partnerships*  **AND**  Brown, McDonnell, and Snell (2016): *Ch 11. Promoting Social Competence and Peer Relationships* |
| **Week 4**  **Feb 1**  ***H*** | Evidence-Based Practices and Instructional Practices |  | **Readings Due:**  Brown, McDonnell, and Snell (2016): *Ch 5. Selecting teaching strategies and arranging educational environments* AND  Brooder and Spooner (2011): *Ch 4. Evidence-Based Practices*  *Extra Resource:* <http://ceedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3_FINAL_03-03-15.pdf>  **ASSIGNMENT DUE:**  Mini Quiz 2 on Readings |
| **Week 5**  **Feb 8**  ***B, E, H, L*** | Positive Behavior Supports and Social Skills | In-Class Activity | **Readings Due:**  Brown, McDonnell, and Snell (2016): *Ch 7. Designing and Implementing Individualized Positive Behavior Support*  AND  Brooder and Spooner (2011): *Ch. 12. Social Skills and Positive Behavior Supports* |
| **Week 6**  **Feb 15**  ***E, L*** | Data Collection and Measuring Student Behavior | In-Class Activity | **Reading Due:**  Brown, McDonnell, and Snell (2016): *Ch 4. Measuring student behavior and learning*  **ASSIGNMENT DUE:**  Mini Quiz 3 on Readings |
| **Week 7**  **Feb 22**  ***A, C, I, J*** | Health Care Needs, Individualized Health Care Plans and Reflexes | **Guest Lecturer: School Nurse** | **Readings Due:**  Brown, McDonnell, and Snell (2016): Ch 8. *Understanding and Meeting Health Care Needs of Students with Severe Disabilities*  **AND**  Brooder and Spooner (2011): *Ch 10. Sensory, Physical and Health Care Needs*  **ASSIGNMENT DUE:**  Mid Term: EXAM 1 |
| **Week 8**  **Mar 1**  ***D, E, H, I, K*** | Transition to Early Intervention, Accommodations, Inclusion and Pre-School Classroom | **Guest Lecturer: Mrs. Denise Wilson, Education Specialist in Early Intervention from ALSDE** | **Reading Due:**  Brown, McDonnell, and Snell (2016): Ch 6. *Designing and Implementing Instruction for Inclusive Classrooms* |
| **Week 9**  **Mar 8**  ***A, H, I*** | Teaching Academic Skills | **Graduate Student Lectures In-Class or Via Recording** | **Reading Due:**  Brown, McDonnell, and Snell (2016): Ch13. *Teaching Academic Skills*  **ASSIGNMENTS DUE:**  GRADUATE PROJECTS DUE  Mini Quiz 4 on Readings |
| **Week 10**  **Mar 15** | ***SPRING BREAK*** | | |
| **Week 11**  **Mar 22**  ***E, I*** | Accountability and Assessment | **Guest Lecturer: Mrs. Nannette Pence, Education Specialist on Assessment from ALSDE**  In-Class Activity | **Readings Due:**  Brown, McDonnell, and Snell (2016): Ch 3. *Assessment and* Planning  **AND**  Brooder and Spooner (2011): Ch 2. *Alternate Assessment*  **AND**  Brooder and Spooner (2011): Ch 3. *Standards-Based IEPs and Progress Monitoring*  **ASSIGNMENT DUE:**  Reflexes Assessment |
| **Week 12**  ***Mar 29***  ***A, C, H*** | Understanding Motor Disabilities and Teaching Self-Care Skills |  | **Readings Due:**  Brown, McDonnell, and Snell (2016): Ch 9. *Understanding Key Concepts and Motor Disabilities*  ***AND***  Brown, McDonnell, and Snell (2016): Ch. 10. *Teaching Self-Care Skills*  **ASSIGNMENT DUE:**  Mini Quiz 5 on Readings |
| **Week 13**  **Apr 5**  ***A, C, F, H, K, L*** | Communication, Personal and Daily Living Skills  Sign Language | **Guest Lecturer: Mrs. Kelly Cadden, MCD, CCC-SLP, ATP and**  **Co-Owner of All for Children, LLC**  **Remaining Graduate Project Presentations** | **Readings Due:**  Brown, McDonnell, and Snell (2016): Ch 12. *Teaching Communication Skills*  **AND**  Brooder and Spooner (2011): Ch 11. *Communication Skills*  **ASSIGNMENT DUE:**  Sign Language Demonstration |
| **Week 14**  **Apr 12**  **(h.,** | Community and Job Skills | In-Class Activity | **Readings Due:**  Brown, McDonnell, and Snell (2016): Ch 14. *Building Skills for Home and Community*  **AND**  Brooder and Spooner (2011): Ch 14. *Community and Job Skills*  **ASSIGNMENT DUE:**  Lab Hours and Reflection and Due (Course Objective O.) |
| **Week 15**  **Apr 19**  ***D, H*** | Transition to Adult Living and/or Employment |  | **Readings Due:**  Brown, McDonnell, and Snell (2016): Ch 15. *Transition from School to Employment*  Brown, McDonnell, and Snell (2016): Ch 16. *The Promise of Adulthood*  **AND**  Brooder and Spooner (2011): Ch 15. *Transition to Adult Living*  **ASSIGNMENTS DUE:**  Curriculum Tool Box |
| **Week 16**  **Apr 26** | Conclusion | **Final** | **ASSIGNMENTS DUE:**    Post- Self-Assessment of Learning Outcomes & Course Objectives  Final: EXAM 2 |

**Note:** The in-class activities could change based on student need and interest.

**Distance learning courses:** Canvas will be used for distance learning delivery. Students taking this course via distance education are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above. Students will have weekly opportunities to engage with the instructor as well as other students using the Discussion Board in Canvas or conference calls. Your engagement in the course will be evaluated weekly and a participation grade will be assigned. Distance learning students will have Internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course. Distance education students have until the Thursday prior to class being recorded to engage in the material and view the lecture. This engagement is evaluated by the instructor through reviewing Panopto and Canvas interactions and analytics reports. This means that since class is recorded at 4:00 PM on Thursdays, Distance education students have until the following Thursday at 4:00 to view all of the materials. You are responsible for all assignments being due by the due date outlined on the syllabus.

1. **Course Requirements/Evaluation:**

*All assignments must be submitted to Canvas in order to be scored. Additionally, only assignments submitted as Microsoft Office (PPT and Word) will be accepted. It is the responsibility of the student to ensure that your assignments meet the requirements of this course. If you experience any difficulties with Canvas, you must notify the instructor prior to the submission due date.*

Students are required to:

* read assigned materials **prior to** attending classes;
* attend class/ watch Panopto and participate in class discussions and activities;
* take and pass all required exams;
* successfully complete all required projects and assignments; ***and***
* submit via Canvas to the instructor **no later** than the date designated for each project.
* ***NO late assignments*** will be accepted unless accompanied by a university-approved excuse.

1. **Pre and Post Self-Assessment of Learning Outcomes and Course Objectives**-Students will complete a pre- and post-course self-assessment of learning outcomes and course objectives. Each assessment is worth 25 points for a total of (**TOTAL 50 points**).
2. **In-Class Learning Activities (TOTAL 50 POINTS- 5 @ 10 pts each).** You will participate in a number of learning activities throughout this course. These activities may be completed individually or in a group. Assignments for these activities will be varied (e.g., develop recommendations, develop a data collection instrument, create a brochure). Some activities may require preparation ahead of time, and therefore, these assignments may serve as a starting point for a learning activity to be completed in class. You must be present in class to complete learning assignments; however, if you have an excuse that meets university approval, you will be allowed to complete an alternate assignment. It is your responsibility to provide an excuse and to request a replacement assignment.
3. **Curriculum Tool Box (TOTAL 200 POINTS)** As a teacher of students with moderate to severe disabilities, rotations have proven to be an effective practice to teach, assess, and engage students in content on a one-to-one level. For this assignment, you are going to create a Tool Box that includes materials for you to implement three rotations in your classroom. Your Tool Box can include academics and functional activities and should include the materials used to host each of your rotations, as well as should be planned based on the Alabama Alternate Standards. The requirements of this project include the following:
   1. You will need an actual storage container or bin for your items. Everything you need should be in the storage container you bring to class for a “Show and Tell” or submit a video recording of you “Showing and Telling” your tool box to describe the contents of your box to your classmates.
   2. Be sure to choose a grade level for which you want to create your Tool Box (e.g. You may choose any grade from kindergarten through 12th grade.) The rotations just need to all be on the same grade level.
   3. Include a brief lesson plan (1 page) describing the three rotations, skill taught, materials needed for each rotation, and be sure cite the Alternate Achievement standards used to support the content or skill you are teaching.
   4. Include the needed materials for each rotation (e.g., a timer, an activity you plan to use- whether it be a game, file folder activity, worksheet, technology, or functional skill games, books, CDs, Sensory Activities, Manipulatives…)
   5. Include a data collection sheet for how you plan to take data during the rotation that includes a way to document the level of independence and how you assessed the student.

**REMINDER**: Materials, information, etc. **CANNOT** be duplicated from another course, job site or practicum site**.**

1. **Lab Hours and Reflection (TOTAL 125 POINTS).** Students will complete a **minimum of 10 clock hours** in an approved program for individuals with severe and profound disabilities. On-Campus students can choose from The Exceptional Foundation of East Alabama, Braveheart’s Center for Place and Purpose, Valley Haven, East Alabama Mental Health, or a classroom with documentation of administrative approval. Distance Education students will choose from an organization within their community or another teacher’s classroom (that meets the criteria) providing documentation of approval from administration (**Instructor will approve site prior to student participating in observations-You will submit your chosen site and the contact information of the site supervisor on Canvas by Feb 8).** Once you begin your observations, you will need to sign in and out at your approved observation site. Each student is required to provide this documentation to professor on assigned due date on Canvas. Student’s cooperating teacher/site manager will also provide documentation of student’s attendance via contact with the instructor (I will use the contact information you provide on Feb. 8 to confirm attendance upon final submission of the assignment). While at the site, you will observe the routines, instructional strategies implemented, content taught, data collection taken place, medical needs and services provided. When you submit documentation that you completed your lab hours, you are also required to submit a four-page paper (APA format) reflecting on your observations. The format of your reflection should begin with an introduction and be sure to include information regarding the schedules, routines, instructional strategies implemented, content taught, data collection taken place, medical needs and services provided observed during your visit. Finally, your reflection should include a paragraph regarding your thoughts on your experiences, recommendations, and then a separate conclusion paragraph.
2. **Mini Quizzes on Readings (TOTAL 125 POINTS- 5 @ 25 pts each)**. Five mini quizzes will be administered throughout the semester via Canvas. Each quiz is worth 25 points. You will have 45 minutes to take each quiz. The format of the quizzes includes multiple choice, true/false, matching, or listing and are graded immediately upon submission. Please note that each quiz should be taken independently and that working with other classmates will result in a “0” on this quiz. The content of each quiz will assess content gleaned from any of the required readings up until the date of the quiz. The content of the quizzes is not cumulative.
3. **Sign Language Demonstration (100 POINTS)-** You will learn basic sign language and be assessed on basic signs via a demonstration. On-Campus students and Distance Education Students will submit a recording demonstrating the following signs:
   1. Alphabet (15 pts)
   2. Numbers (15 pts)
   3. All done (5 pts)
   4. Finished (5 pts)
   5. Wait (5 pts)
   6. Please (5 pts)
   7. Thank you (5 pts)
   8. More (5 pts)
   9. Eat (5 pts)
   10. Drink (5 pts)
   11. Bathroom (5 pts)
   12. Help (5 pts)
   13. Stand Up (5 pts)
   14. Sit Down (5 pts)
   15. Yes (5 pts)
   16. No (5 pts)
4. **Reflexes Quiz (100 POINTS)** A reflex is an involuntary motor response to a sensory stimulus. For example, when light shines into your eyes, your pupils should get smaller very quickly, or when there is a loud, sudden, unexpected sound nearby, you startle. Reflexes perform many jobs for our central nervous system. They protect us from danger, help us move our body, help us see, etc. Some important reflexes may be absent in individuals with significant disabilities. Some students may receive Occupational Therapy and/or Physical therapy to help aide in activating certain reflexes. In order to have a rationale and understanding of these reflexes, you are to review the reflexes handout provided in class and on Canvas. You will study these reflexes on your own and then will take a quiz on Canvas to assess your knowledge on these reflexes. You will have 120 minutes to take the quiz.
5. **Participation (50 POINTS Total - 3 pts per week of this course and 2 pts for a news article)** Your engagement in the course will be evaluated weekly and a participation grade will be assigned. Distance learning students and on-campus students will be evaluated based on the following criteria:
   1. Attend Class or Watch Panopto Recording Weekly **(2 pts. weekly)**
   2. Engage in accessing files or materials via Canvas **(1 pt. weekly)**
   3. News Article **(2 pts**) Historically, the treatment of individuals with disabilities has been quite horrific. Through advancements in advocacy and legislative mandates, that treatment has improved. Occasionally, we still read or watch news stories that are relevant to current practices or topics in special education today. For this assignment**,** you will locate a news article that piques your interest and is relevant to individuals with severe disabilities. Upload your news article and provide a brief reaction to the article you locate on the Discussion Board via Canvas. As people submit their news article, we will briefly review these in class and have a brief discussion on the content outlined in the article. Your submission should include a link to the news article or video. This is due by April 12th; however, you may submit at any point throughout the semester so we can review news periodically throughout the semester.

Distance education students have until the Thursday prior to class being recorded to engage in the material and view the lecture. This engagement is evaluated by the instructor through reviewing Panopto and Canvas interactions and analytics reports. Your access will be monitored on a weekly basis. This means that since class is recorded at 4:00 PM on Thursdays, Distance education students have until the following Thursday at 4:00 PM to view all of the materials. You are responsible for all assignments being due by the due date outlined on the syllabus.

1. **Exams (TOTAL 200 POINTS-2 @ 100 POINTS each)** You will take a midterm and a final exam. The midterm will cover content taught up until the midterm**.** On the last day of class, students will take a final that will cover content taught after the midterm. Both exams are administered via Canvas. You may use your notes but you must complete the exams independently. Each exam which will require the integration and application of course content.
2. **Graduate Project- Presentation (TOTAL 100 points)** Graduate students will present on an assigned a topic related to instruction of students with moderate to severe disabilities. Students will research the topic and present a lecture regarding the topic to their classmates. On-campus students will present in class. Distance education students will submit a video recording of the lecture at least 24 hours prior to the due date via Canvas so that the video can be shown in class and to other DE students. If the file is unable to be uploaded due to size, please save to an online cloud storage platform (i.e., Dropbox, Google Docs, or One Drive) and share the link within the assignment comment section on Canvas when you submit. Be sure to grant me access using [bjs0017@auburn.edu](mailto:bjs0017@auburn.edu) so that I can download the recording. Topics to be covered by graduate students: Adapting general education Literacy curriculum, adapting general education Comprehension skills curriculum, adapting general education Math curriculum, adapting general education Social Studies curriculum, adapting general education Science curriculum, teaching the *McGill Action Planning System* with examples with the assistance to the instructor, or another approved topic if you so choose. You should develop a PowerPoint presentation in APA format regarding the approved topic of your choice.

The requirements of the presentation include:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 20 points | 10 points | 0 points |
| Planning | - Topic is clearly identified  -Presentation is between **20-30 minutes** | Topic identified but not complete | Less the 3 expectations met |
| Content: Ethics | -Includes ties to EBP, State Requirements, and ethical practices | Vague tie to EBP, State Requirements, and ethics | Requirement not met |
| Utility and Summary | - Summarizes practice/process in a clear manner; audience can follow description/summary | Summary and description lacking in detail | Requirement not met |
| Technology Use | - Presentation is visually pleasing, engaging, easy to follow, and transitions are smooth | Most frames meet expectations | Some frames meet expectations |

1. **Grading Scale:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Undergraduate Students |  | | | Graduate Students | |  |
| Self-Assessments (25, 25)  Learning Activities (5 @ 10) | | | 50  50 | | Self-Assessments (25, 25)  Learning Activities (5 @ 10) | | | 50  50 |
| Participation | | | 50 | | Participation | | | 50 |
| Curriculum Tool Box | | | 200 | | Curriculum Tool Box | | | 200 |
| Lab Hours and Reflection | | | 125 | | Lab Hours and Reflection | | | 125 |
| Mini Quizzes (5 @ 25)  Sign Language Demonstration  Reflexes Demonstration | | | 125  100  100 | | Mini Quizzes (5 @ 25)  Sign Language Demonstration  Reflexes Demonstration | | | 125  100  100 |
| Exams (2 @100) | | 200 | | | Exams (2 @100)  Graduate Presentation | | | 200  100 |
| TOTAL | | 1000 | | | TOTAL | | | 1100 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| 900-1000 | A | 990-1100 | A |
| 800-899 | B | 880-989 | B |
| 700-799 | C | 770-879 | C |
| 600-699 | D | 660-769 | D |
| <600 | F | <660 | F |

1. **Class Policy Statements:**
2. **Participation**: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work as long as there is an excused absence. Refer to 7 number 8 for a description on how participation points are awarded. Students must satisfy all course objectives to pass the course.
3. **Excused Absences**:  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/>).
4. **Make-Up Policy:**Arrangement to make up 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 from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time 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.  The format of the make-up exam will be online via Canvas.
5. **Disability 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. To set up the meeting, please contact the instructor 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).
6. **Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  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.
7. **Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
8. **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