**Spring 2024 RSED 4140D Assessment in Special Education: Applications Part II Auburn University Department of Rehabilitation, Special Education, and Counseling**

1. **Course Number: RSED 4140D Spring 2025**

**Course Title: Assessment in Special Education: Applications Part II Meeting Time/Place: Required ZOOM Synchronous Weekly Class Meetings**

**Tuesday 5:30 to 8:00pm**

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

**Credit:** 3 semester hours

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

**Instructor’s phone:** 334-844-7621

**Office location:** Haley Center 1232C

## Date Syllabus Prepared: Jan. 2025

1. **REQUIRED TEXTBOOKS AVAILABLE VIA ALL ACCESS**

Or order hard copies from another vendor

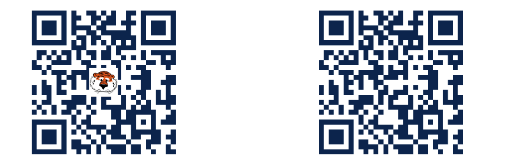
**Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practicalguide to curriculum- based measurement*, 2nd Edition. The Guilford Press.** ISBN

:9781462524662 ISBN-10: 1462524664.

# ALL ACCESS TEXT:

Please review ALL ACCESS information below and located in your CANVAS course home page. <http://aub.ie/allaccess>

**Or use QRL code**

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**OTHER ASSIGNED READINGS**

Additional readings will be announced and will be accessed via CANVAS

# 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 attend weekly synchronous ZOOM class meetings. In addition you will need a computer with a webcam and audio and video/audio recording capability to record your assessment administrations completed in our ZOOM class meetings. You will also need to access weekly recorded lectures, assignments, quizzes, andmaterials posted via CANVAS and PANOPTO. You will need to 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). **Be sure you have access to a working printer. You will need to print assessment materials for assignments.**

**Make sure your CANVAS notifications are turned on and that settings are correct.** Students should set up their notifications to alert them when an Announcement is posted, an Assignment is due, a grade is released, etc. See this 7 minute [“Getting Started with Canvas” video (and transcript)](https://vimeo.com/74677642) created by CANVAS.

# ZOOM MEETINGS AND BREAKOUT ROOM REQUIREMENTS

Review the ZOOM etiquette information below

[**http://academicsupport.auburn.edu/wp-content/uploads/2020/04/Zoom-Etiquette.pdf**](http://academicsupport.auburn.edu/wp-content/uploads/2020/04/Zoom-Etiquette.pdf)

* In addition, in our ZOOM meetings and breakout rooms when your camera is on you should use the **virtual background “blur” feature** offered in ZOOM which will blur your background environment**. No other virtual background should be used.**

# COURSE DESCRIPTION:

* **This course is designed as an online synchronous format with weekly ZOOM class meetings and assignments.**
* **Students are required to attend class weekly via ZOOM. Students are to view assigned lectures and assignment videos online via CANVAS and complete required assignments by the delineated due dates.**
* **Students will complete assessments in ZOOM class meetings and will work with peers in breakout rooms to administer, record, score, and upload their weekly assessments.**
* **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 upwith 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 we move through the course.**

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

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

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

school- age student following guidelines provided in administration manual.

*Determined by CBM Administration, scoring, and interpretation project offour CBMs*

* + Interprets assessment results accurately; identifies instructional implications, areas of instructional need, supports, and accommodationsand/or modifications supported by data. *Determined by application activities, case study interpretation, and IEP development.*

1. The Candidate demonstrates professionalism throughout the assessment and decision- making process (4.3 CEC Standards)
   * Administers assessments in a professional manner using guidelines withinthe manual. *Determined by CBM observation and fidelity of implementation project performance***.**
   * Demonstrates appropriate written communication; results communicatedin a way that are culturally sensitive. *Determined by Mock IEP demonstration.*

**Alabama State Standards**

4.1.1 Select and use technically sound formal and informal assessments that minimize bias.

4.1.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

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

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| --- | --- | --- | --- |
| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **01/14** | **Module 1: Overview CBM**   * Describe use & purpose of CBMs * Describe technical adequacy of CBMs * Compare & Contrast General Outcome Skills- Based & Mastery Measures. * Demonstrate writing instructional objectives | Hosp, Hosp, & Howell | **DUE Tues. 01/21 by** |
| **Tues** | Textbook Chapters 1- 2 | **11:30pm via CANVAS** |
| **MODULE 1** | DIBELS 8th Edition Manual via CANVAS Module 1 | * Overview CBM Quiz 1 * Overview CBM Application Activity 1 |
|  | Hosp & Ardoin (2008) article access via CANVAS Module 1 | **Participation Points**Watch 100% |
| of **all Lecture videos in MODULE** |
|  | Ethics Guidelines via CANVAS |  |
|  | Module 1 |  |
| **01/21**  **Tues.**  **MODULE 2** | **Module 2: Early Reading CBM**   * Describe types of Early ReadingCBMs * Demonstrate administration & scoring procedures in class   + Demonstrate interpreting data & writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapter 3  EBP for teaching PA Onsets & Rimes  DIBELS 8 Assessment Materials Read LNF and Phonemic Segmenting Fluency | **DUE Tues by 01/28 11:30pm via CANVAS**   * Quiz 2 * Application Activity 2 * LNF by yourself Exercise   **Participation Points** |
| watch 100% of **all Lecture videos in MODULE** |
| **01/28**  **Tues.**  **MODULE 3** | **Module 3: Early Reading CBM cont.**  **Data Collection**   * Describe types of Early ReadingCBMs * Demonstrate administration & scoring procedures in class * Demonstrate interpreting data & writing instructionalobjectives * Administering LNF | * Review Chapter 3 Hosp Early Reading CBM * Review LNF and Phonemic Segmenting Fluency DIBELS Administration Manual | **DUE Tues. 02/04 by 11:59pm via CANVAS**   * Quiz 3 * Early CBM Application Activity 3 * PSF by yourself Exercise **Participation Points**Watch 100% of **all Lecture videos in MODULE** |

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| --- | --- | --- | --- |
| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **02/04**  **Tues**  **MODULE 4**  **EXAM 1**  **No Class Meeting** | **Module 4 Exam 1**  **Opens on Tues 02/04 No Class Meeting Complete via CANVAS** | **Exam 1 covers all material addressed in Modules 1 to 3** | **DUE Mon. 02/10 by 11:30pm**  EXAM 1 due Monday 02/10 by 11:30pm |
| **02/11**  **Tues**  **MODULE 5** | **Module 5: Administering Early Reading CBM**  Demonstrate administration &scoring procedures for PSF & NWF | * Review Phonemic   Segmenting Fluency DIBELS Administration Manual   * Read Nonsense Word Fluency DIBLES Administration Manual | **DUE Tues. 02/18 by 11:59pm**  Quiz 4   * NSF by yourself Exercise * Application Activity 4   **Participation Points** WATCH 100% **of videos in MODULE** |
| **02/18**  **Tues**  **MODULE 6** | **Module 6:**   * Demonstrate Reading CBMs’ their scoring & administration in class   Demonstrate interpreting data &writing instructional objectives | Hosp, Hosp, & Howell Textbook Chapter 4  Review Nonsense Word Fluency DIBELS Manual  Read Word Reading Fluency DIBELS Manual | **DUE Tues 02/25 by 11:59pmv ia CANVAS**   * Quiz 5 * Application Activity 5 * WRF by yourself exercise   **Participation Points**  Watch 100% of **all Lecture Videos in MODULE** |

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| --- | --- | --- | --- |
| **Dates** | **Topic** | **Readings** | **Assignments & DueDates** |
| **02/25**  **Tues MODULE 7** | **Module 7:**   * Describe the purpose of graphing CBM * Demonstrate graphing skills Interpret graphed data & makeinstructional decisions | Hosp, Hosp, & Howell Textbook Chapters 10   * Review Word Reading   Fluency DIBLES Administration Manual   * Read Oral Reading Fluency   DIBLES Administration Manual | **DUE Tues. 03/04 11:59pm**  **via CANVAS**   * Quiz 6 * Graphing ApplicationActivity 6 * ORF by yourself   exercise  **Participation Points**  Watch 100% of **all Lecture videos in MODULE** |
| **03/04**  **Tues**  **MODULE 8** | **Module 8**   * Describe purpose & advantages of Spelling CBMs   Demonstrate Spelling CBM scoring | Hosp, Hosp, & Howell Textbook Chapter 5   * Review Oral Reading Fluency DIBLES Manual * Read MAZE   DIBLES Manual | **DUE Monday 03/17 by 11:59pm Via CANVAS**   * Quiz 7 * Application Activity 7 * MAZE by yourself exercise   **Participation Points**  Watch 100% of **all Lecture videos in MODULE** |
| **Tues**  **03/11** | **Spring Break**  **No Class Meeting** |  |  |
| **03/18**  **Tues**  **MODULE 9**  **EXAM 2**  **No Class Meeting** | **Module 9 Exam 2**  **Opens on Tues 03/25 No Class Meeting Complete via CANVAS** | **Exam 2 covers all material addressed after Exam 1** | **DUE Mon. 02/24 by 11:30pm**  EXAM 2 due Monday 02/24 by 11:30pm |
| **03/25**  **Tues**  **MODULE 10** | **Module 10**   * Describe purpose & advantages Writing CBMs   Demonstrate Writing CBM scoring | Hosp, Hosp, & Howell Textbook Chapter 6 | **DUE Tues 04/01 by 11:59pm Via CANVAS**   * Quiz 8 * Application Activity 8 * Writing CBM by yourself   **Participation Points** Watch 100% of **all Lecture videos in MODULE** |

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| --- | --- | --- | --- |
| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **04/01**  **Tues**  **MODULE 11** | **Module 11**  Describe purpose of Numeracy CBMs   * List and describe types of CBMs & their scoring/administration | Hosp, Hosp, & Howell Textbook Chapter 7  IEP Project | **DUE Tues 04/08 11:59pm via CANVAS**   * Numeracy Quiz 9 * Application Activity 9   **Participation Points**Watch 100% of **all Lecture videos in MODULE** |
| **04/08**  **Tues**  **MODULE 12** | **Module 12**  Describe purposes of Math CBMs  List and describe types of CBMs &  their scoring/administration | Hosp, Hosp, & Howell Textbook Chapter 8  Data Interpretation Project | **DUE Tues. 04/15 11:59pm via CANVAS**   * Math Quiz 10   Application Activity 10 **Participation Points**Watch 100% of **all Lecture videos in MODULE** |
| **04/15**  **Tues**  **MODULE 13** | **Module 13**  **Data Interpretation Project**  **IEP Project** | **Data Interpretation Project**  **IEP Project** | **DUE Tues. 04/22 11:59pm via CANVAS** |
| **04/22**  **Tues**  **MODULE 14** | **Module 14 Exam 3**  **Opens on Tues 04/22 No Class Meeting Complete via CANVAS** | **Exam 3 covers all material addressed after Exam 2** | **DUE Monday 04/28 by 11:30pm**  EXAM 3 due Monday 04/28 by 11:30pm |
| **04/29**  **Tues**  **MODULE 15** | **Assignment Make up Day**  **Any Revisions DUE** |  |  |

# COURSE REQUIREMENTS:

## Three Exams (each 200 points)

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

* + **Exam 1** will cover all information presented up to this point
  + **Exam 2** will cover information presented after EXAM 1
  + **Exam 3** will cover information presented after EXAM 2

## With a Peer CBM Administration with Fidelity of Implementation Check (480 points)

Each student will complete administration of six CBMs (listed below) to a peer enrolled in the course during their ZOOM weekly meeting. Recordings of administrations will be observed for fidelity of implementation by the administrator and instructor. Students will demonstrate the techniques in standardized administration and be evaluated with a fidelity of implementation checklist, correct administration and accurate scoring. The following CBMs will be administered:

## Early Reading CBMs (50 points each)

* + - Letter Naming Fluency (LNF) CBM
    - Phonemic Segmentation Fluency (PSF) CBM
    - Nonsense Word Fluency (NWF) CBM
    - Word Reading Fluency (WRF) CBM

## Reading CBM (100points)

* + - Oral Reading Fluency (ORF) CBM

## Writing CBM (180 points)

* + - Writing CBM scoring (TWW, WSC, CWS)

## By Yourself CBM Administration and Scoring Exercises (240 points)

Students independently record their demonstration of CBM Standardized administration directions. Students score protocols while watching CBM administration videos provided by instructor.

## Early Reading CBMs (40 points each)

* + - Letter Naming Fluency (LNF) CBM
    - Phonemic Segmentation Fluency (PSF) CBM
    - Nonsense Word Fluency (NWF) CBM
    - Word Reading Fluency (WRF) CBM

## Reading CBM

* + - MAZE CBM 40pts
    - Oral Reading Fluency (ORF) CBM 40pts

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

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

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

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

## Application Activities (200 points)

There will be 10 Application Activities each worth 20 points. The Application Activities are designed for students to apply skills taught within the course through data interpretation and case study activities. **The Application Activities can only be completed once. These activities are not timed.**

## Check for Understanding (CFU) Quizzes (100 points)

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

## Participation Points Watch Module Lectures (550 points)

You are required to **WATCH ALL LECTURES IN THEIR ENTIRETLY** within each MODULE. There are 11 MODULES with lectures in each MODULE. Each MODULE is worth 50 points. Participation points are earned by watching 100% of each lecture and by watching all of the lectures in each MODULE. CANVAS. **Panopto statistics record individual views and the viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSIGNMENTS** | **Points per activity** | **Total Points Possible** | **Approximate rounded % of final**  **grade** |
| **With a Peer CBMs Administration with Fidelity in ZOOM Class Meeting** |  | 480 | 20.7% |
| **PSE, LNF, NWF, WRF, = 50** |  |  | |
| **Writing CBM = 180 ; ORF CBM = 100** |  |
| **By Yourself CBM Standardized Administration and Scoring Exercises (6)** | 40 | 240 | 10.9% |
| **Case Study Data Analysis & Instructional Recommendations** | 80 | 80 | 3.5% |
| **IEP Project and Mock IEP** | 80 | 80 | 3.5% |
| **Application Activity Assignments (10)** | 20 | 200 | 8% |
| **Check for Understanding Quizzes (10)** | 10 | 100 | 4% |
| **Weekly MODULE Participation Points (11)** | 50 | 550 | 24% |
| **Exam (3)** | 200 | 600 | 25% |
| **Total Points** |  | **2,330** | **100%** |

# GRADING AND EVALUATION:

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

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90-100** | **2097 to 2330** |
| **B** | **80-89** | **1,864 to 2,073** |
| **C** | **70-79** | **1,631 to 1,840** |
| **D** | **65-69** | **1514 to 1,607** |
| **F** | **64 AND BELOW** | **1,513 and below** |

# COURSE REQUIREMENTS:

## Students are required to

1. Successfully complete all required activities, quizzes, and projects and will submit their projects via CANVAS no laterthan the date designated for each project,
2. Take and pass all required exams,
3. Watch all class lectures,
4. Read assigned materials within the delineated time.
5. Attend each ZOOM weekly class session and complete in session activities

# STUDENT EXECTATIONS

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

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

## Students are responsible for checking class emails and Canvas:

Students have control of the notification settings in their 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. If you are new to Canvas, please see this link to a 7

minute [“Getting Started with Canvas” video (and transcript) (Links to an external site.)](https://vimeo.com/74677642) created by Canvas LMS.

# STRUCTURE/SCHEDULE OF CLASS SESSIONS:

**This course is designed as an online synchronous format with weekly ZOOM class meetings and assignments.** Weekly ZOOM Office Hours are available by appointment. Email me, to make an appointment. I will send you a ZOOM link. You can attend via video or audio.

# 6. CLASS POLICY STATEMENTS

## *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/>

# ACADEMIC INTEGRITY

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

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

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

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

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

**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, 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.**

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized 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 the student initiates arrangements for it. Except in extraordinary circumstance, 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 (as specific by the instructor).

**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 or through Auburn BOX when indicated and typed.**

## All assignments must be turned in when due via CANVAS unless otherwise indicated. Assignments must be turned in by the studentcompleting 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 universityapproved excuse, he or she will have one week from the time he or she returns to class to turn in the assignment.

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

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

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

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

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

## Emergency Contingency statement:

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, an addendum to your syllabus and/or course assignments will replace the original material.

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by

calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University](http://auburn.edu/map/?id=150)  [Medical Clinic. (Links to an external site.)](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs (Links to an](http://wp.auburn.edu/scs/)  [external site.).](http://wp.auburn.edu/scs/)