# 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 Spring 2025

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

**Meeting Time/Place: RSED 5110 and 6110 students will meet On Campus**

**On Campus In Person meetings are:**

**Tuesday 2:00pm to 4:30pm.  ROOM: 2454 Haley Center**

**ONLY RSED 6110D distance graduate students will complete the course in an Asynchronous format. Only RSED 6110D students can complete class in asynchronous format.**

**Office hours: 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:** January 2025

* **Electronic versions of the textbooks are available via ALL ACCESS or you can purchase them through another vendor**
* **See ALL ACCESS information on the HOME PAGE of the CANVAS course and via ALL ACCESS information**[**http://aub.ie/allaccess**](http://aub.ie/allaccess%20Links%20to%20an%20external%20site.)

**REQUIRED TEXTBOOKS Available via All :**

Fisher, K., & Zimmer, K. (2022). ***Early childhood special education program and practices.***Slack Inc. ISBN: 978168125799

Sandall, S. R., Gauvreau, A., Joseph, G. E., & Schwartz, I. S. (2024). ***Building blocks for teaching young children in inclusive settings.***Brookes Publishing. ISBN: 978168125799

**ADDITIONAL READINGS available via CANVAS**

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

* **During this semester you will be checking out materials from the Learning Resource Center (LRC) located in Haley Center 3408 & 3410.**
* **I will announce in class when it is time to check out the following material below:**
* **PELI Assessment Kit**

Kaminski, R. A., Abbott, M., Aguayo, K. B., Latimer, R., & Good, R. (2014). Preschool Early Literacy Indicators (PELI). *Topics in Early Childhood Special Education*, *34*(2), 71-82. https://doi.org/10.1177/0271121414527003

* **AEPS ®-3 Curriculum-Ready (Volume 5)**

**Bricker, D., Sionne, C., Grisham, J., Johson, J., Macy, M., Slentz, K., & Waddell, M. (2022). AEPS ®-3 Curriculum-Ready (Volume 5). BROOKES. ISBN: 978-1-68125-523-1**

**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 videos, 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. Your device should have a webcam and with video and audio capability.**

# 3. COURSE DESCRIPTION:

This course is designed in a “semi-flipped classroom format.” In this course you will have videos and learning modules that pertain to course content you will watch outside of class. In class meetings will pertain to additional discussion, lecture, hands on activities, readings, 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.

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.

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

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| **Standard 1 Learner Development and Individual Learning Differences**  Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion: |
| 1.2.1 Support and facilitate families’ and caregivers’ roles in providing developmentally appropriate learning experiences addressing all areas of development. |
| 1.2.2 Support and develop interventions to address individual needs in the developmental domains: social; emotional; cognitive; communication skills; and gross and fine motor skills. |
| **Standard 2 Learning Environments**  Beginning special education professionals create safe learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. |
| 2.1.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. |
| 2.2.1 Structure the education environment to provide optimal learning opportunities across all domains for children with various exceptionalities. |
| 2.2.2 Implement basic health, nutrition, and safety management procedures for all children. |
| 2.2.3 Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments. |
| **Standard 3 Curricular Content Knowledge**  Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion: |
| 3.1.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.  *[“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]* |
| 3.1.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. |
| 3.1.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities. |
| 3.2 **Candidates in early childhood special education (P-3) will also** determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings. |
| 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. |
| 4.1.3 Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| **Standard 5 Instructional Planning and Strategies**  Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion: |
| 5.1.1 Consider an individual’s abilities, interests, and learning environments in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.) |
| 5.1.3 Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. |
| 5.1.4 Use strategies to enhance language development and communications skills of individuals with exceptionalities. |
| 5.1.6 Teach to mastery and promote generalization of learning. (fading procedures) |
| **Standard 6 Professional Learning and Ethical Practice**  Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion: |
| 6.1.2 Understand how foundational knowledge and current issues influence professional practice. |
| 6.2 **Candidates in early childhood special education (P-3) will also** understand and apply Alabama standards for pre-school education. |

**Justification for Graduate Credit.**

Undergraduate and Graduate students are dually enrolled in this course. Graduate students who are enrolled in this course are enrolled in the RSED 6110 level. Undergraduate students are enrolled in the RSED 5110 level of this course. **Justification for Graduate Credit: The RSED 6110 version of this course will have some assignments that differ from undergraduate RSED 5110 assignments.** Graduate Level Students in RSED 6110 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 a cumulative project that designed supports for a case study of a young child with disabilities within an inclusive setting. Learners will include evidence-based methods in their project and will provide a synopsis of area specific current research.

* 1. **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** | **Submit all Assignments via CANVAS**  **Assignments & Due Date** |
| **Tues**  **01/14**    **MODULE 1** | **Module 1: Standards/Assessment**  Assessment Tools & Methods ECSE  Vocabulary terms, HLPs, Standards  *ID components of standards*  *ID developmental skills for grade*  *Describe scope/sequence of standards*  *Demonstrate selecting data tools, collecting, & interpreting data.* | **Textbook**  **Early Childhood Special Ed.** Ch 3  **Building Blocks**  Ch 8 | **DUE Tues 01/21 by 1:00 pm**  Quiz 1  Critical Thinking Activity  **Check out PELI Kit from LRC** |
| **Tues**  **01/21**    **MODULE 2**  **No Class Meeting**  **Complete Readings & Module Content** | **No Class Meeting Complete Readings**  **& Module 2 content**  **Module 2: IEPs/ Planning for Success**  IFSP to IEP transition  Vocabulary Terms, HLPs, DEC,  Evidence-based Practices, Universal Design for Learning, Explicit Instruction    *ID Standard, Create Assessment Tool,*  *Write SMART Objective* | **Textbook**  **Early Childhood Special Ed.** Ch 5  **Building Blocks**  Ch 1 & 2  **PELI Manual** | **DUE DUE Tues 01/28 by 1:00 pm**  Quiz 2  Application Activity |
| **Tues**  **01/28**  **MODULE 3** | **Module 3: Language & Literacy: Reading ECSE Modifications**  Vocabulary Terms, High Leverage Practices, Explicit Instruction  *Create Standards-Based Lesson Plan Aligned with assessment tool & SMART Objective*  **PELI Subtest Bring PELI Kit to class** | **Textbooks**  **Early Childhood Special Ed**.  Ch 6 & 7  **PELI Manual** | **DUE DUE Tues 02/04 by 1:00 pm**  Quiz 3  Application Activity  Critical Thinking Activity Complete in Class |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **Tues**  **02/04**  **MODULE 4**  **EXAM 1** | **Module 4:**  **EXAM 1 OPENS Tues Feb 4th**  **No Class Meeting** | **Exam 1 covers Modules**  **1-3 and all material** | **Complete EXAM 1 via CANVAS**  **DUE Sunday Feb. 9th by 11:59pm** |
| **Tues**  **02/11**  **MODULE 5** | **Module 5: Building Blocks Framework & Emergent Writing**  Vocabulary Terms, HLPs, Planning for Individual Child & IEPs, Curricular Modifications, Planned instructional sequences (PIS), Activity Matrix  *Use Case Studies (student background) to design Curricular Modifications, PISs, & ELOs*  **PELI Subtest- Bring PELI Kit to class** | **Textbook**  **Early Childhood Special Ed**  Ch 8  **Building Blocks**  Ch 4 & 5  **PELI Manual** | **DUE Tues 02/18 by 1:00pm**  Quiz 4  Application Activity  Critical Thinking Activity Complete in Class |
| **Tues**  **02/18**  **MODULE 6** | **Module 6 Building Blocks Framework**  ELOs, Child Focused Instruction,  Systematic Instruction, Using Building Blocks Framework  *Use Case Study (student background), IEP, Intervention Plan, & Standards to create informal tool, write SMART Obj, Design Lesson Plan*  **PELI Subtests Bring PELI Kit to class** | **Textbook**  **Building Blocks**  Ch 6, 7, & 9  **PELI Manual** | **DUE Tues 02/25 by 1:00pm**  Quiz 5  Application Activity  Critical Thinking Activity Complete in Class |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **Tues**  **02/25**  **MODULE 7**  **ZOOM Class Meeting** | **Module 7 Science ECSE – PELI Administration ZOOM CLASS Meeting No on campus meeting**  Vocabulary Terms, HLPs  *ZOOM PELI Administration*  *PELI Scoring & Interpretation*  **Check out AEPS-3® from LRC** | **Textbook**  **Early Childhood Special Ed**  Ch 10  **AEPS-3®**  Ch 1 to 2 | **DUE Tues 03/04 by 1:00pm**  Part 1 PELI Project scored and interpreted ZOOM PELI administration  Quiz 6  Begin PELI Project Part 2:  Literacy Lesson Planning with PELI Results |
| **Tues**  **03/04**  **MODULE 8** | **Module 8 Mathematics ECSE**  HLPs, Vocabulary Terms,  **AEPS-3® Ready Assessment Administration & Scoring**  *Demonstrate scoring AEPS-3®* Ready  *Use AEPS-3® Ready to ID Standards &*  *Match with AEPS® Curriculum*  **Bring AEPS-3® Ready to class**  **Bring AEPS-3® Ready Curriculum to class** | **Textbook**  **AEPS-3®**  Ch 3 to 4 &  Lesson Planning  **Early Childhood Special Ed**  Ch 9 | **DUE 03/18 Tues. by 1:00pm**  PELI Literacy Lesson Plan  Quiz 7  Critical Thinking Activity Complete in Class |
| **Tues**  **03/11** | **Spring Break**  **No Class Meeting** |  |  |
| **Tues**  **03/18**  **MODULE 9** | **Module 9: Social Studies/ Independent Skills**  Vocabulary Terms, HLPs  *Demonstrate scoring AEPS-3®* Ready  *Use AEPS-3® Ready to ID Standards &*  *Match with AEPS® Curriculum: Develop*  *Lesson Plan*  *Use Gracie case study- ELO planning*  **Video Implementation of PELI**  **Literacy Plan with Peer**  **Bring AEPS-3® Ready to class** | **Textbook**  **Early Childhood Special Ed**  Ch 11  **Building Blocks**  Ch 10  **AEPS-3®**  Lesson Planning | **DUE 03/25 Tues. by 1:00pm**  Quiz 8  Application Activity  Gracie ELO Part A  PELI Literacy Lesson Implementation Video |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **Tues**  **03/25**  **MODULE 10** | **Module 10:**  **EXAM 2 OPENS Tues 03/25**  **No Class Meeting** | **Exam 2 covers Modules**  **5 to 9 and all material** | **Complete EXAM 2 via CANVAS**  **DUE Sunday 03/30 by 11:59pm** |
| **Tues**  **04/01**  **MODULE 11** | **Module 11: ECSE Social Skills**  Stages of Play, Pyramid Social Emotional Model, Tucker Turtle  *Demonstrate scoring AEPS-3®* Ready  *Use AEPS-3® Ready to ID Standards &*  *Match with AEPS® Curriculum: Develop*  *Lesson Plan*  *Use Gracie case study- ELO planning*  **Bring AEPS-3® Ready to class** | **Textbook**  **Early Childhood Special Ed**  Ch 12  **Building Blocks**  Ch 11 | **DUE 04/08 Tues. by 1:00pm**  Quiz 9  Application Activity  Gracie ELO Part B & Part C1 Activity Matrix |
| **Tues**  **04/08**  **MODULE 12** | **Module 12: Social Skills cont.**  Developing Social Emotional Skills  Building Relationships Tucker Turtle  *Use Gracie case study- ELO planning*    **Bring AEPS-3® Ready to class** | **Textbook**  **Building Blocks**  Ch 12  **AEPS-3®**  Lesson Planning | **DUE 04/15 Tues. by 1:00pm**  Quiz 10  Application Activity  Gracie ELO Part C2 Lesson Plan |
| **Tues**  **04/15**  **MODULE 13** | **Module 13: Social Skills cont.- Safety & Nutrition ECSE**  Developing Social Emotional Skills  Building Relationships  HLPs Safety in Classroom,  Nutrition  Collaboration  **Video Implementation of ELO Plan**  **Tucker Turtle with Peer**  **Bring AEPS-3® Ready to class** | **Textbook**  **Building Blocks**  Ch 3  **Additional**  **Readings in**  **CANVAS** | **DUE 04/22 Tues. by 1:00pm**  Quiz 11  Application Activity  Gracie ELO Video & Part D Data Interpretation |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **Tues**  **04/22**  **MODULE 14** | **Module 14:**  **Safety & Nutrition ECSE cont.**  HLPs Safety in Classroom,  Nutrition  Collaboration | **Textbook**  **Building Blocks**  Ch 3 cont.  **Additional**  **Readings in**  **CANVAS** | Critical Thinking Activity complete in class  EXAM Review  **EXAM 3 Opens Wed. April 23rd and is DUE Tues April 29th by 11:59pm** |
| **Tues**  **04/29**  **MODULE 15** | **Module 15:**  **EXAM 3 DUE 04/29 Tues by 11:59pm**  **No Class Meeting** | **Exam 3 covers Modules**  **11 to 15 and all material** | **Complete EXAM 3 via CANVAS**  **Exam OPENS Wed. 04/23 at 8:00am**  **DUE 04/29 Tues by 11:59pm** |

# 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 class meetings
  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 exams will be completed via CANVAS All students will access and complete their exams via CANVAS. These exams are timed and must be completed during the allotted time period and due date. All exams must be completed individually and must represent your own work and responses.

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

There will be 11 online quizzes each worth **10 points**. The quizzes will focus on the required readings, course materials, and class activities. These Check for Understanding Quizzes are designed for you to evaluate your understanding of course material and assignments. **You can take the Quiz up to 2 times. Your highest grade will be recorded.**

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

# 3. Application Activities (8) Total Points = 450

**There will be 8 Application Activities** 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 (200 points)

Some of your MODULES will have videos for you to watch. You are required to **WATCH ALL LECTURES IN THEIR ENTIRETY (100%)** within each MODULE. 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. PELI Assessment & Interpretation Project (300 points).**

You will administer a PELI Assessment. You will interpret your PELI administration scores and recommend literacy instruction. This project allows you to demonstrate your proficiency in administering, scoring, & interpreting the PELI assessment. You will develop a language/literacy lesson plan based on PELI information using the ECSE lesson template provided to you by your instructor. You will video yourself implementing your lesson plan with peer.

***Graduate students will complete all components delineated above and also submit a synopsis of evidence-based methods and peer-reviewed research articles to support your Literacy Lesson plan systematic instruction choice.***

**6**. **In Class Critical Thinking Activity (6 @ 50 points each= 300 Total Points)**

**The Critical Thinking Activity must be completed in on campus 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.

**7. Gracie Embedded Learning Opportunity Plan (ELO) (300 points)**

**You will use the provided case study to develop an embedded learning opportunity 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). You will video yourself implementing your lesson plan with peer.

***Graduate students will complete all components delineated above and also submit a synopsis of evidence-based methods and peer-reviewed research articles to support your Literacy Lesson plan systematic instruction choice.***

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

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| **ASSIGNMENTS** | **Points per activity** | **Total Points Possible** |
| **Check for Understanding Quizzes (11)** | 10 | 110 |
| **Application Activities (8)** | Varies 50 to 100 | 450 |
| **Participation Points Watch Videos in delineated Modules** | -- | 200 |
| **PELI Assessment & Lesson Planning Project** | -- | 300 |
| **In Class Critical Thinking Activities (6)** | 50 | 300 |
| **Exams (3) 200 points each** | 200 | 600 |
| **PELI Assessment & Lesson Planning Project** | --- | 300 |
| **Total Points** |  | **2,260** |

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

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| **Letter Grade** | **Percentage of Total Possible Points (2,260) Earned** |
| **A** | **90 – 100%** |
| **B** | **80- 89%** |
| **C** | **70-79%** |
| **D** | **65-69%** |
| **F** | **64 and below%** |

1. **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.**

* **Policies on Class Attendance, Submission of Late Written Assignments, Missed In-Class Work and Missed Examinations:**
  + **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 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 (as specific by the instructor).

**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.[Links to an external site.](https://vimeo.com/74677642) created by Canvas LMS.

* Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu" \t "_blank) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is located in Haley Center 1228.
* [All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839)](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) 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.

 The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer

to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839)

* 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 materials.

**AI Policy: Not Permitted in this Course**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

**Mental Health**

If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123.  Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs**

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or [auburn.edu/auburncares](https://auburn.edu/auburncares)

**Sexual Misconduct Resources Statement**

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.