# CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION: LITERACY

# and DEVELOPMENTAL DOMAINS

Auburn University Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 5110 SUMMER 2021

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

**Meeting Time/Place:** For RSED 5110D The course meets Tuesday and Thursdays from 5:00pm to 8:45pm. You will have required online live class ZOOM meetings at 5:00pm on Tuesdays and Thursdays beginning May 20th.

For RSED 6110D this graduate distance education course is asynchronous. Course videos and assignments are posted weekly. However students are welcome to attend synchronous sessions.

**Office hours:** Weekly ZOOM Office Hours 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:** May 2021

**REQUIRED TEXTBOOKS:**

**Obtain your textbooks before the first day of class.**

**Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2017). Blended practices for teaching young children in inclusive settings, 2nd Edition. Paul H. Brookes Publishing  
Company.**

**Walpole, S., & McKenna, M.C. (2017). How to plan differentiated reading instruction: Resources for grades K-3, 2nd Edition. Guilford Press. (Available via Redshelf)**

**RECOMMENDED TEXTBOOKS:**

**Golden, C. (2017). The data collection toolkit everything you need to organize, manage, and monitor classroom data. Baltimore, Paul H. Brookes Publishing Co. (Available via Redshelf)**

**ADDITIONAL READINGS available 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 virtually attend the ZOOM live weekly class meetings, and to be able to participate in class meetings virtually via audio and video. You will need to access weekly recorded lectures, assignments, quizzes, and materials posted via CANVAS and PANOPTO. You will complete and submit your exams and assignments via CANVAS. Ensure you have a working computer and reliable internet connection. Be sure you have a working printer. 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).

# COURSE DESCRIPTION:

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.

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. **RSED 5110D students will need to attend the weekly live ZOOM class meetings.**

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

# Child Focused Intervention (DEC)

1. Demonstrate the ability to design environments which promote children's safety, active engagement, learning, participation, and membership;
2. Knowledge of the kinds and nature of exceptionalities and special needs of children from pre K through age eight.
3. Knowledge of procedures for adapting strategies and resources to the needs of children with disabilities from pre K through age eight.
4. Knowledge of curriculum for research-based intervention across exceptionalities in areas including cognition, language, motor development, adaptive, and social development.

# Technological Applications (DEC)

1. Demonstrate the ability to use assistive and instructional technology in intervention programs for children;
2. Demonstrate the ability to collaborate with families and other professionals in planning and implementing the use of assistive technology;
3. Demonstrate the ability to work with families and professionals to use technology to

# access information and support;

1. Demonstrate the ability to access and/or design, implement, and evaluate training and technical support programs relating to technology applications;

Individualized Educational Program

9. Ability to use family-centered assessment and formal and informal instruments appropriate for children with disabilities from pre-K through age eight.

10. Ability to plan, implement, and evaluate programs designed to meet the needs of children with disabilities from pre K through age eight.

11. Demonstrate the ability to assist families in the development of the IEP in accordance with federal and state regulations;

12. Ability to plan and facilitate transition programs within and outside the school setting.

Focusing on What Works/Empirically Based Practices (NCLB)

13. Demonstrate the ability to design, implement, and evaluate services based on empirically

based practices;

14. Demonstrate the ability to integrate developmental, individual, and chronological appropriateness within the process of instructional design;

15. Demonstrate the ability to design, implement and evaluate activity-based, routine based, and play-based instruction within the context of everyday learning opportunities;

16. Demonstrate the ability to design, implement and evaluate positive behavioral support to prevent and/or address behavior problems;

17. Demonstrate the ability to design, implement, and evaluate intervention for young children who have physical disabilities using current practices;

# Accountability for Results (NCLB)

18. Demonstrate the ability to provide services assuring accountability for results;

19. Demonstrate the ability to provide services assuring fidelity of intervention;

20. Demonstrate the ability to provide services using a variety of data collection techniques that are both appropriate for the instructional objective and effective in monitoring outcomes.

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

**This is a compressed mini-semester course. You will cover the same amount of material you would cover in a traditional semester course.**

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** |
| **05/20**  **Thursday**  **Week 1**  **MODULE 1**  **ZOOM CLASS MEETING 5:00pm** | **Module 1:**  Course Introduction  Overview of DEC and ECSE practices  ECSE tiered support framework  Recommended Instructional Practices  Components of ELOs  Tiered Instructional Practices  Practices for high-quality instructional tiers.  Theoretical underpinnings of instruction  Embedded learning opportunities  7 types of prompts.  Ensuring access and participation in classroom activities.  Similarities and differences across instructional tier outcomes | **Textbook:**  Blended Practices  Chapters 1-4 | **DUE Sunday May 23rd by 11:59pm.**   * Quiz 1 First Day Class Introduction * Quiz 2(Blended Practices Chapters 1-4) * Application Activity Frameworks * Application Activity ELO in Early Childhood Settings     **Participation Points**  Watch 100% of Lectures by May 23rd by 11:59pm  **Critical Thinking Activity 1 RSED 5110D**  COMPLETE in ZOOM class meeting on Thurs. May 20th  RSED 6100D due May 23rd by 11:59pm |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Quizzes & Exams will close after due date and will NOT REOPEN** |
| **05/25**  **Tuesday**  **Week 2**  **MODULE 2**  **ZOOM CLASS MEETING 5:00pm** | **Module 2:**  Foundational Components  Differentiated Reading Instruction  Evaluating Reading Skills  English Language Standards  Segmenting Sounds  Phonological Awareness  Preschool Standards for reading & mathematics  Phonics & Word Recognition  Teaching Fluency and Comprehension  Teaching Vocabulary and Comprehension  Mathematics  English Language Learners  Literacy Practices | **Textbook:**  Differentiated Reading Instruction Chapters 1-3  **Textbook:**  Blended Practices  Chapters 10 - 12 | **DUE Sunday May 30th by 11:59pm**   * Quiz 3 * Application Activity Language & Communication ASD   **Participation Points**  Watch all Lectures by May 30th by 11:59pm  **Critical Thinking Activity 2 5110D**  COMPLETE in ZOOM class meeting on Tues. May 25th  RSED 6100D due May 30th by 11:59pm |
| **05/27**  **Thursday**  **Week 2**  **MODULE 3**  **ZOOM CLASS MEETING 5:00pm** | **Module 3:**  **Reading Continued.**  Phonics & Word Recognition  Teaching Fluency and Comprehension  Teaching Vocabulary and Comprehension | **Textbook:**  Differentiated Reading Instruction Chapters 4-7 | **DUE Sunday May 30th by 11:59pm**   * Quiz 4 * Application Activity PAWR Instruction   **Participation Points**  Watch all Lectures by May 30th by 11:59pm  **Critical Thinking Activity 3 RSED 5110D**  COMPLETE in ZOOM class meeting on Thurs. May 27th  RSED 6100D due May 30th by 11:59pm |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/01**  **Tuesday**  **Week 3**  **MODULE 4**  **ZOOM CLASS MEETING 5:00pm** | **Module 4:**  **Data Collection & Blended Practices**  Types of measurement tools  Writing SMART goals and objectives  Measuring students’ skills  Formative data collection  Fidelity of instruction  Universal Design for Learning  Universal Instructional Practices  Environmental & Instructional Supports  Focused Instructional Strategies Part 1  ELO Plans/ Intervention Plans  Systematic Instructional Strategies  -Least to Most Prompting  -Progressive Time Delay  ELOs for Tier 2 and 3  Environmental Adaptations  Oral Development | **Textbook:**  **Textbook:**  Blended Practices Chapter 5  Blended Practices  Chapters 6-7 | **DUE Sunday June 6th by 11:59pm**   * Quiz 5 * Quiz 6 * Application Activity Data Decisions * Application Activity 6 * Application Activity 7   **Participation Points**  Watch all Lectures by June 6th  by 11:59pm  **Critical Thinking Activity 4 5110D**  COMPLETE in ZOOM class meeting on Tues. June 1st  RSED 6100D due June 6th by 11:59pm |
| **06/03**  **Thursday**  **Week 3**  **MODULE 5**  **EXAM 1 via CANVAS** | **Module 5: EXAM 1** | **Exam 1 covers Modules 1-4 and all material addressed** | **DUE Monday June 7th by 11:59pm**  **Complete EXAM 1 via CANVAS**  **Exam 1 will close after due date and will NOT REOPEN.** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/08**  **Tuesday**  **Week 4**  **MODULE 6**  **ZOOM CLASS MEETING 5:00pm** | **Module 6:**  Collaborating in teams  Assessment Process  IEP Team  Writing IEPs  Special Education Process  Writing SMART objectives  Least Restrictive Environment  Behavioral data  IEP Data  Data-Based Decision Making | **Textbook:**  Blended Practices  Chapter 8  **Textbook:**  The Data Collection Toolkit  Chapters 4-8 | **DUE Sunday June 13th by 11:59pm**   * Quiz 7 * Quiz 8 * Application Activity IEP Development * Application Activity ELOs in Action   **Participation Points**  Watch all Lectures by June 13th by 11:59pm  **Critical Thinking Activity 5**  COMPLETE in ZOOM class meeting on Tues. June 8th  RSED 6100D due June 13th by 11:59pm |
| **06/10**  **Thursday**  **Week 4**  **MODULE 7**  **ZOOM CLASS MEETING 5:00pm** | **Module 7**  Stages in Play  Policy Recommendations in Social  Competence  Pyramid Model  Assessing Social Emotional Behavior  Developing Social Emotional Skills  Center on Social Emotional & Foundations  Building Relationships  Creating Social Stories  Giving Positive Feedback  Social Emotional Skill Building | **Textbook:**  Blended Practices  Chapter 9 | **DUE Sunday June 13th by 11:59pm**   * Quiz 9 * Quiz 10 * Application Activity 10   **Participation Points**  Watch all Lectures by June 21th by 11:59pm  **Critical Thinking Activity 6**  COMPLETE in ZOOM class meeting on Thurs. June 10th  RSED 6100D due June 13th by 11:59pm |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/15**  **Tuesday**  **Week 5**  **MODULE 8**  **ZOOM CLASS MEETING 5:00pm** | **Module 8**  Social Emotional Teaching Strategies  Play Organizers  Stages of Learning  Conflict Resolution  Tucker the Turtle  Emotional Literacy | **Readings provided in CANVAS** | **DUE Sunday June 20th by 11:59pm**  **Module 8**   * Quiz 11   **Project Due:**  Embedded Learning Opportunity Plan  **Participation Points**  Watch all Lectures by June 20th by 11:59pm  **Critical Thinking Activity 7**  COMPLETE in ZOOM class meeting on Tues. June 15th  RSED 6100D due June 20h by 11:59pm |
| **06/17**  **Thursday**  **Week 5**  **MODULE 9**  **EXAM 2 via CANVAS** | **Module 9:**  **EXAM 2**  **OPENS June 17th** | **Exam 2 covers Modules 6-8 and all material addressed** | **DUE Monday June 21st by 11:59pm Complete EXAM 2 via CANVAS**  **Exam 2 will close after due date and will NOT REOPEN.** |

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* 1. **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 all class lectures,
  4. Read assigned materials within the delineated time.

e) RSED 5110 D students attend weekly class ZOOM sessions

**STRUCTURE/SCHEDULE OF CLASS SESSIONS:**

**For students in RSED 5110 this course is being offered in a synchronous live ZOOM format that meets via ZOOM on Tuesday and Thursday at 5:00pm. This class is designed as a flipped classroom format.** **Your attendance is required in the live ZOOM meetings each Tuesday and Thursday.**

Weekly ZOOM Office Hours are available by appointment. Email your instructor, to make an appointment. The instructor will send you a ZOOM link. You can attend via video or audio.

Students in RSED 5110 are required to attend the weekly live ZOOM meetings and are required to visit the CANVAS course site regularly to access course material, lectures, activities, assignments, quizzes, and exams via CANVAS. You will have live ZOOM instruction on Tuesday and Thursday and flipped classroom format lectures via CANVAS. Students will watch all lectures and will complete assigned readings, quizzes, activities, and coursework by the delineated DUE DATES in the syllabus and in CANVAS. 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/)

# Exams (600 points)

Another requirement of this course is the completion of **two** **50-minute online examinations**. All Exams will consist 25 items which will include a variety of item times such as multiple choice, true/false, applied activities, and matching questions. All students will access and complete their exams via CANVAS. These exams are timed and must be -completed during the allotted time period and due date. All exams must be completed individually and must represent your own work and responses. **Exam 1** will cover all information in Modules 1-4 (300 points), **Exam 2** will cover all information in Modules 6-8 (300 points).

# 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 3 times. Your highest grade will be recorded. You should complete these quizzes individually with your answers representing your own work.**

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

**There will be 10 Application Activities, See the Evaluation section for assigned points.** Each Application Activity is designed to offer you a chance to demonstrate critical thinking and explore concepts and skills introduced within this course. **The Application Activities can only be COMPLETED ONCE and ARE NOT TIMED**.

# 4. Participation Points Watch Module Lectures (400 points)

You are required to **WATCH ALL LECTURES IN THEIR ENTIRETLY** within each MODULE. There are 7 MODULES with lectures in each MODULE. Each MODULE is worth 57.14 points. Participation points are earned by watching 100% of each lecture and by watching all of the lectures in each MODULE. CANVAS. **Panopto statistics record individual views and the viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

**5. Embedded Learning Opportunities Plan (Parts A-D) (400 points)**

**You will use provided case studies to develop an embedded learning opportunities plan (ELO Plan). You will complete a four-part ELO Plan.** The ELO four parts include the following: (a) Part A: Student Background, (b) Part B: Data Driven Planning (What to teach); (c) Part C: Materials, Settings, and Implementation (With what, where, and how to teach); and (d) Part D: Data Progress Monitoring, Graphing, and Interpretation (Data-driven decision-making).

**6**. **Critical Thinking Activity (10 Critical Thinking Activities = 50 points each) Total Points = 500**

You will complete Critical Thinking Activities during the live weekly ZOOM class meetings. These activities provide the student with hands-on learning experiences where they will apply concepts learned through lectures, readings, application activities, and other class materials.

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

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| **ASSIGNMENTS** | **Points per activity** | **Total Points Possible** | **Approximate**  **% grade** |
| **Check for Understanding Quizzes (11)** | 10 | 110 | 4.2% |
| **Application Activities (10)** |  | 600 | 23% |
| Application Activity Frameworks | 50 |  |  |
| Application Activity ELOs in Early Childhood Settings | 50 |  |  |
| Application Activity Language & Communication ASD | 100 |
| Application Activity PAWR Instruction | 100 |
| Application Activity Data Decisions | 50 |
| Application Activity ELOs in Action | 50 |
| Application Activity IEP Development | 50 |
| Application Activity PELI | 50 |
| Application Activity ELO Interpretation | 50 |
| Application Activity Social Stories | 50 |
| **Participation Points Watch All Lectures (7 MODULES)** | 57.14 | 400 | 15.3% |
| **Embedded Learning Opportunity Plan (Parts A-D)** | 400 | 400 | 15.3% |
| **Critical Thinking Activities Completed in ZOOM Meetings** | 50 | 500 | 19.2% |
| **Exams (2)** |  | 600 | 23% |
| Exam 1 | 300 |  |  |
| Exam 2 | 300 |  |  |
| **Total Points** |  | **2,610** | **100%** |

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

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| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **2349 to 2610** |
| **B** | **80- 89** | **2088 to 2348** |
| **C** | **70-79** | **1827 to 2087** |
| **D** | **65-69** | **1696 to 1826** |
| **F** | **64 and below** | **1695 and below** |

**8. CLASS POLICY:**

***Extra Credit:* No extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.**

**COVID Related Policies**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U (Links to an external site.)](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

**Health and Participation in Class**

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu/ (Links to an external site.)](http://aucares.auburn.edu/))

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for summer semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

**ACADEMIC INTEGRITY**

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

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

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

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

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

**POLICY STATEMENTS**

**Excused Absences: Please also please read the Covid-19 policy information located within this syllabus.** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

**Make-Up Policy**: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Assignments:*** All written assignments are expected to use person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. **Please do not email me assignments, they will not be graded. All Assignments must be submitted via CANVAS and typed.**

All assignments must be turned in when due via CANVAS unless otherwise indicated. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

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

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

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