# Fall 2025 RSED 4140D Assessment in Special Education: Applications Part II Auburn University Department of Rehabilitation, Special Education, and Counseling

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

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

**Tuesday 5:00 to 7:30pm**

**Office hours: ZOOM Class Office Hours**

 **After Class on Tuesdays 7:30 to 9:30pm**

 Or individual ZOOM meetings by appointment

**Credit:** 3 semester hours

**Instructor: Dr. Suzanne Woods-Groves, Ph.D. Instructor’s email:** woodssu@auburn.edu

**Instructor’s phone:** 334-844-7621

**Office location:**

1. **Date Syllabus Prepared:** August 2025

# REQUIRED TEXTBOOK AVAILABLE VIA ALL ACCESS REDSHELF electronically:

# Or order hard copies from another vendor

# See the CANVAS HOME PAGE and the last pages of this syllabus for All Access information concerning costs and also how to OPT OUT if you are not interested in the All Access option.

**Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practical guide to curriculum- based measurement*, 2nd Edition. The Guilford Press.** ISBN :9781462524662 ISBN-10: 1462524664.

**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, and materials 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.**

**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 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 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 *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 assessments *Determined by CBM Administration, scoring, and interpretation project of four CBMs*
		+ Interprets assessment results accurately; identifies instructional implications, areas of instructional need, supports, and accommodations and/or modifications supported by data. *Determined by application activities, case study interpretation, and IEP development.*
	13. The Candidate demonstrates professionalism throughout the assessment and decision- making process (4.3 CEC Standards)
		+ Administers assessments in a professional manner using guidelines within

the manual. *Determined by CBM observation and fidelity of implementation project performance***.**

* + - Demonstrates appropriate written communication. *Determined by Mock IEP demonstration.*
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** |
| **08/19****Tues** **Week 1****MODULE 1** | **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 Textbook Chapters 1- 2DIBELS 8th Edition Manual via CANVAS Module 1Hosp & Ardoin (2008) article access via CANVAS Module 1Ethics Guidelines via CANVAS Module 1 | **DUE Tuesday 08/26 by 11:59pm via CANVAS*** Overview CBM Quiz 1
* Overview CBM Application Activity 1
* **Participation Points** Watch 100% of **all Lecture videos in MODULE**
 |
| **08/26****Tues****Week 2****MODULE 2** | **Module 2: Early Reading CBM*** Describe types of Early Reading CBMs
* Demonstrate administration & scoring procedures in class
* Demonstrate interpreting data & writing instructional objectives
 | Hosp, Hosp, & Howell Textbook Chapter 3EBP for teaching PAOnsets & RimesDIBELS 8 Assessment MaterialsRead LNF and Phonemic Segmenting Fluency | **DUE Tuesday by 09/02 11:59pm via CANVAS*** Quiz 2
* Application Activity 2
* **Participation Points**

watch 100% of **all Lecture videos in MODULE**  |
| **09/02****Tues****Week 3****MODULE 3** | **Module 3: Early Reading CBM cont.** **Data Collection*** Describe types of Early Reading CBMs
* Demonstrate administration & scoring procedures in class
* Demonstrate interpreting data & writing instructional objectives
* Administering LNF
 | * Review Chapter 3 Hosp Early Reading CBM

Review LNF and Phonemic Segmenting Fluency DIBELS Administration Manual | **DUE Tuesday 09/09 by 11:59pm via CANVAS****CANVAS*** Quiz 3
* Early CBM Application Activity 3
* LNF by yourself Exercise

**Participation Points** Watch 100% of **all Lecture videos in MODULE**  |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **09/09****Tues****Week 4****MODULE 4****EXAM 1****No Class Meeting** | **Module 4: Exam 1****No Class ZOOM Meeting****EXAM 1****Opens on 09/10 Complete online via CANVAS**  | * **Exam 1 covers Modules 1- through 3 and all material addressed**
 | **Complete EXAM 1 via CANVAS****DUE Monday 09/15 by 11:59pm**  |
| **09/16****Tues****Week 5****MODULE 5** | **Module 5:** **Administering Early Reading CBM** **PSF**Demonstrate administration & scoring procedures for PSF | * Review LNF and Phonemic Segmenting Fluency DIBELS Administration Manual
 | **DUE Tuesday 09/23 by 11:59pm** * Quiz 4
* PSF by yourself Exercise

**Participation Points**Watch 100% of **all Lecture videos in MODULE**  |
| **09/23****Tues****Week 6** | **No Class Meeting****Work on EdTPA** |  |  |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **09/30****Tues****Week 7 MODULE** **6 & 7** | **Module 6 & 7 Graphing CBM*** Describe the purpose of graphing CBM
* Demonstrate graphing skills Interpret graphed data & make instructional decisions
 | Hosp, Hosp, & Howell Textbook Chapters 10DIBELS Manual NWF Ch 2 | **DUE Tuesday 10/07 11:59pm** **via CANVAS*** **Quiz 5 NWF**
* **Quiz 6 Graphing**
* **NWF by Yourself Exercise**
* **Participation Points**
* Watch 100% of **all Lecture Videos in MODULE**
 |
| **10/07****Tues****Week 8****MODULE 8** | **Module 8: Reading CBM*** Demonstrate Reading CBMs’ their scoring & administration in class
* Demonstrate interpreting data & writing instructional objectives
 | Hosp, Hosp, & HowellTextbook Chapter 4Review Nonsense Word FluencyDIBELS ManualRead Word Reading Fluency DIBELS Manual |  **DUE Tuesday 10/14 by 11:59pm*** **WRF b**y yourself Exercise
* Quiz 7 Reading CBM
* **Participation Points**

 Watch 100% of **all Lecture**  **Videos in MODULE**  |
| **10/14****Tues** **Week 9****MODULE 9****EXAM 2****No Class Meeting** | **Module 9:****EXAM 2****Opens on Tues 10/15** **No Class Meeting** | **Exam 2 covers Modules 5 through 8 and all material addressed** | **DUE Tuesday 10/21 by 11:30pm Via CANVAS****Complete EXAM 2 via Canvas** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **10/21****Tues****Week 10****MODULE 10** | **Module 10: Spelling*** 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 Tuesday 10/28 11:59pm via CANVAS*** Quiz 8
* Application Activity 6
* ORF by yourself
* MAZE by yourself exercise
* **Participation Points**

Watch 100% of **all Lecture videos in MODULE**  |
| **10/28****Tues** **Week 11****MODULE 11** | **Module 11: Writing CBM** * Describe purpose & advantages Writing CBMs
* Demonstrate Writing CBM scoring
 | Hosp, Hosp, & Howell Textbook Chapter 6 | **DUE Monday 11/04 11:59pm via CANVAS*** Quiz 9
* Application Activity 7
* Writing CBM by yourself
* **Participation Points**

Watch 100% of **all Lecture videos in MODULE** |
| **11/04****Wed****Week 12****MODULE 12** | **Module 12: Numeracy** * Describe purpose of Numeracy CBMs
* List and describe types of CBMs & their scoring/administration
* Demonstrate interpreting data & writing objectives
* IEP Project
 | Hosp, Hosp, & Howell Textbook Chapter 7 * Demonstrate interpreting data & writing objectives
 | **DUE Tuesday 11/11 by 11:59pm via CANVAS*** Numeracy Quiz 10
* Application Activity

**Participation Points** Watch 100% of **all Lecture videos in MODULE**  |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Dates** |
| **11/11****Tues****Week 13****MODULE 13** | **Module 13: Math*** Describe purpose of Math CBMs
* List and describe types of CBMs & their scoring/administration
* Demonstrate interpreting data & writing objectives
* IEP Project
 | Hosp, Hosp, & Howell Textbook Chapter 8 * IEP Project
 | **DUE Tuesday 11/18 by 11:59pm via CANVAS*** Math Quiz 11
* Application Activity

**Participation Points** Watch 100% of **all Lecture videos in MODULE**  |
| **11/18****Tues****Week 14****Module 14****EXAM 3****No Class Meeting** | **Module 14:****EXAM 3****Opens on Monday 11/17****No Class Meeting** | **Exam 3 covers Modules 10 through 13 and all material addressed** | **DUE Friday 11/21 by 11:30pm Via CANVAS****Complete EXAM 3 via Canvas** |
| **12/02****Tues****Week 15****Module 15** | **MODULE 15:****Projects DUE and All Missed CBMs** * Demonstrate interpreting data & writing objectives
* IEP Project
 |  | **All make up CBMs completed****Project revisions due** |

# COURSE REQUIREMENTS:

* 1. **Exams (600 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 in Modules 1-3
		- **Exam 2** will cover all information in Modules 5-8
		- **Exam 3** will cover all information in Modules 10-12

# With a Peer or Instructor CBM Administration with Fidelity of Implementation Check (400 points)

Each student will complete administration of six CBMs (listed below) to a peer enrolled in the course or your instructor 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 (100 points)**
* Writing CBM scoring (TWW, WSC, CWS)

# By Yourself CBM Administration and Scoring Exercises (280 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 (40 points each)**
* MAZE CBM
* Oral Reading Fluency (ORF) CBM
* **Writing CBM (80 points)**
* Writing CBM scoring (TWW, WSC, CWS)

# 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 (180 points)

There will be 9 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 (110 points)

There will be 11 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 (480 points)

You are required to **WATCH ALL LECTURES IN THEIR ENTIRETLY** within each MODULE. There are 12 MODULES with lectures in each MODULE. Each MODULE is worth 40 points. Participation points are earned by watching 100% of each lecture and by watching all of the lectures in each MODULE. CANVAS. **Panopto statistics record individual views and the viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

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:

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| --- | --- | --- | --- |
| **ASSIGNMENTS** | **Points per activity** | **Total Points Possible** | **Approximate rounded % of final****grade** |
| **With a Peer CBMs Administration with Fidelity in ZOOM Class Meeting** |  | 400 | 18.1% |
| **LNF, PSF, WRF, NWF** | 50 |  |
| **ORF CBM, Writing CBM** | 100  |
| **By Yourself CBM Standardized Administration and Scoring Exercises (7)**  | 40 | 280 | 12.7% |
| **Case Study Data Analysis & Instructional Recommendations** | 80 | 80 | 3.7% |
| **IEP Project and Mock IEP** | 80 | 80 | 3.7% |
| **Application Activity Assignments (9)** | 20 | 180 | 8.1% |
| **Check for Understanding Quizzes (11)** | 10 | 110 | 4.9% |
| **Weekly MODULE Participation Points (12)** | 40 | 480 | 21.7% |
| **Exams (3) 200 points each** | 200 | 600 | 27.1% |
| **Total Points** |  | **2,210** | **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** | **1,989 to 2,210** |
| **B** | **80-89** | **1,768 to 1,988** |
| **C** | **70-79** | **1,547 to 1,767** |
| **D** | **65-69** | **1,436 to 1,546** |
| **F** | **64 AND BELOW** | **1,435 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 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.
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

# 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.

1. **CLASS POLICY STATEMENTS**
* **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 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).

**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 or (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.