

Southern Utah University

Beverly Taylor Sorenson College of Education and Human Development



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EDUC 6000: Issues in Psychology and Measurement Summer Term 2019 June 3 to August 7

Instructor: Dr. Brian Ludlow	Office Phone: (435) 668-7224
Office: TE 330	Cell Phone: (435) 668-7224
Office Hours: Via Zoom – Mostly Tues/Thu 9:00-Noon (Or as announced in Canvas)	E-mail: brianludlow@suu.edu
Credit Hours: 3	Course Fee: \$10.00 (assessed with tuition payment)
Zoom Address for all IVC Sessions: https://zoom.us/j/7679979223	

As you review this course in Canvas, if there are ANY incongruities, PLEASE email me at brianludlow@suu.edu or text me at 435-668-7224 so I can get them cleared up for our class!

This is a hybrid course delivered via four Zoom Interactive Video Conferencing class meetings and online via SUU's Canvas distance education software. Specific information on course meeting dates, locations, and online delivery is noted as follows:

Course Meetings	
June 3 to August 7	Canvas online instruction, interaction, and activities throughout the course.
Four ZOOM (IVC) Meetings	“Face to Face” via Zoom Interactive Video Conferencing (IVC) NOTE: If you must miss an IVC session you may make up the session by watching the recording asynchronously, and writing a brief 1-2-page reflection on the content of the session. The address for the archived video link will be posted after each session. We will have ZOOM meetings from 10:00 AM – Noon on the following 4 Days: June 4 th ; June 25 th ; July 9 th ; and July 30 th

Required Text:

McMillan, J. (2017). *Classroom assessment: Principles and practice for effective standards-based instruction* (7th Ed.). Boston, MA: Pearson Education, Inc.

Non-Required Texts (highly recommended, yet optional references):

Jensen, Eric (2005). *Teaching With the Brain in Mind*. (Second edition) Alexandria, VA: Association for Supervision and Curriculum Development.

Course Description:

Issues in Psychology and Measurement is the study of current psychological principles of teaching and learning, and principles and techniques for developing, validating and interpreting educational measures. It addresses the use of educational measures for evaluation and planning processes. Attention will be given to the theory and application of varied assessment methods used to improve teaching and promote student learning.

Course Content:

Classroom Assessment:

- The Role of Assessment in Teaching
- Learning Targets and Standards
- High Quality Classroom Assessment
- Assessment Before Instruction: Learning About Your Students
- Formative Assessment: Assessing and Promoting Student Progress During Instruction
- Objectively Scored Assessments of Knowledge and Simple Understanding: Completion, Short Answer, and Selected Response Items
- Selected Response, Short Answer, and Essay Items: Assessing Deep Understanding and Reasoning
- Performance Assessments: Assessing Deep Understanding, Reasoning, and Skills
- Portfolios: Assessing Understanding, Reasoning, Skills, and Products
- Assessing Affective Traits and Dispositions
- Assessing Students with Special Needs in Inclusive Settings
- Grading and Reporting Student Performance
- Administering and Interpreting Standardized and State Standards-Based Tests

Brain-Based Learning Research

- Physiology and Anatomy of the Brain
- Preparing the Brain for School
- Rules We Learn By
- Movement and Learning
- Emotional States
- Physical Environments for Learning
- Managing the Social Brain
- Motivation and Engagement
- Critical Thinking Skills
- Memory and Recall
- Brain-Based Teaching
- Schools with the Brain in Mind

Course Goals / Objectives / Learning Targets

Utah Effective Teaching Standards and NBPTS Standards and Learning Targets		
National Standards NBPTS	Utah Effective Teaching Standards	Goals and objectives (Written as Learning Targets as per course content) Teachers will...
<p>NBPTS Standard 3 Teachers are responsible for monitoring and managing student learning.</p>	<p>UETS Standard 4a Knows the content of the discipline and conveys accurate information and concepts.</p>	<p>Learning Target 1. Understand and communicate the place and purpose of assessments as informing teaching practice (Knowledge, Simple and Deep Understanding and Reasoning.)</p> <p>Learning Target 2. Exhibit their understanding of assessments by comparing and contrasting formal and informal assessments and by accurately interpreting scores (Knowledge, Simple + Deep Understanding and Reasoning.)</p> <p>Learning Target 3. Exhibit their ability to monitor student learning by creating 4 or more written assessments and rubrics or rating scales that can be used before, during, and/or after instruction.</p>
<p>NBPTS Standard 3 Teachers are responsible for monitoring and managing student learning.</p>	<p>UETS Standard 4a Knows the content of the discipline and conveys accurate information and concepts.</p>	<p>Learning Target 4. Create learning targets, using a backwards design that can be used to design instructional practice. (Product)</p>
<p>NBPTS Standard 3 Teachers are responsible for monitoring and managing student learning.</p>	<p>UETS Standard 5b Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.</p>	<p>Learning Target 5. Critically examine their own practice, seek to expand or deepen knowledge, sharpen judgment, and adapt teaching to new findings, ideas and theories. (Affect)</p> <p>Learning Target 6. Create a Learning Community, i.e. form collegial groups for collaborating for learning, including discussing/debating issues, making meaning from reading. Assignments and engaging in problem solving.</p>
<p>NBPTS Standard 3 Teachers are responsible for monitoring and managing student learning.</p>	<p>UETS Standard 5d Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.</p>	<p>Learning Target 7. Recognize student diversity by understanding how students develop and learn and by applying current theories of learning to monitoring and maintaining high student expectation and performance. (Knowledge, Simple + Deep Understanding and Reasoning.)</p> <p>Learning Target 8. Understand how students develop and learn by investigating and translating the biological basis of behavior and learning to classroom practice. (Skills)</p> <p>Learning Target 9. Model lifelong learning behaviors through engagement in listening reading, writing, performing, questioning and creating assignments as measured by participation records, self-assessments, and reflection. (Affect)</p>

SUMMARY OF ASSIGNMENTS – COURSE DELIVERABLES: It is important that each student note the matrix below regarding assignments and their due dates. These items comprise the “course deliverables.” This is what each student is expected to “deliver” for this course.

Assignment/Activity	Points	Due Date
<p>“Class Attendance” – Attendance is not graded. However, to receive credit for the course, you must attend ALL four Zoom sessions either live or asynchronously and complete the “Zoom Summary” session for each session. If you must miss a session due to illness or professional responsibilities... (or for any other reason you feel is important) you may make it up by watching the archived video feed and writing a brief reflection of the session content.</p>	200	IVC Dates
<p>“Online Participation” Discussion Board questions will be posted each week during this course. Discussion Prompts will be posted each week by your instructor. To receive full credit, you must post ONE original response and respond to the posts of TWO of your peers. Discussion Board posts will not be accepted after the closing date specified in the Canvas. Each Discussion question is worth 10 points.</p>	150	Ongoing January 7 to April 25
<p>“Application Assignments” Weekly assignments have been posted in the “Assignments” section of Canvas. Follow the instructions posted with each assignment and post to Canvas on or before the due date. Each assignment is worth 10 points.</p>	150	Ongoing January 7 to April 25
Assignment and Discussion #1	20	June 9
Assignment and Discussion #2	20	June 9
Assignment and Discussion #3	20	June 9
Assignment and Discussion #4	20	June 16
Assignment and Discussion #5	20	June 16
Assignment and Discussion #6	20	June 23
Assignment and Discussion #7	20	June 23
Assignment and Discussion #8	20	June 30
Assignment and Discussion #9	20	June 30
Assignment and Discussion #10	20	July 7
Assignment and Discussion #11	20	July 7
Assignment and Discussion #12	20	July 14
Assignment and Discussion #13	20	July 14
Assignment and Discussion #14	20	July 21
Assignment and Discussion #15	20	July 28
Theory into Practice Assignment	100	July 28
Total Points	600	

Grade Calculation: The scale below indicates the point breakdown used to determine grades in this course. A grade below “B-” is not accepted in the MEd program.

A 95-100	B+ 85-89.9	B- 80-82.9	C 70-75
A- 90-94.9	B 83-84.9	C+ 76-79.9	F 0-69.9

Assignment Grading and comments:

- I will grade the fifteen weekly assignments within **5-10 DAYS of the SUBMISSION DUE DATE**. You are welcome to submit assignments early, but I most likely won't grade them early. As we get into the swing of things, I hope to go a little faster on your discussions, but please be patient! I am committed to work as fast as I can, while doing the best job for each of you!
- I will be out of reach (up in the mountains on a trek with a group of teenagers) from July 9th - 13th.
- The "Theory into Practice assignment" will most likely quite a few hours to grade so I imagine I will be grading these right up until final grades are due.
- Last semester I found out many students were not seeing extensive comments I was making on their papers. With that in mind, I asked our Canvas people on campus to produce an instructional video explaining the different ways to view instructor's comments and grades. Here is the
Link: <https://www.youtube.com/watch?v=MbPnKPEvIQQ&feature=youtu.be>

Canvas COURSE MEDIATION/COURSE MANAGEMENT: The syllabus, assignments, and all support materials for this course will be mediated through Canvas. Students will be directed how to obtain their username and password to access Canvas during our Orientation meeting. ALL responses by students to the Discussion Board and all assignments are to be uploaded to Canvas and scored by the instructor in Canvas. Do not submit assignments in any other manner. **Assignments submitted via email or Google Docs will NOT be accepted unless arrangements are made, in advance, with the instructor.** All exchange of submissions and feedback between students and the instructor will be electronically via Canvas. This prevents assignments from being misplaced or lost.

Class Schedule: **The schedule below is tentative and may be adjusted to better address student and course needs as the class progresses.** Since information must occasionally be modified and/or updated, ALL information including meeting times and due dates published in Canvas takes precedence over this print version of the syllabus. If there are discrepancies, the information in Canvas should be considered authoritative.

Week # 1	Module One: “The Role of Assessment in Teaching”
June 3-9 online	Objectives for this Module: <input type="checkbox"/> Understand how teaching and assessment interact to support and enhance student learning

measurement, evaluation, and use.

- Understand the link between classroom assessment and learning, motivation, and instruction.

Tasks:

- Read Chapter One in McMillan textbook
- View Powerpoint Presentation: "Introduction to Brain-Based Learning"
- Respond to the Discussion Board Prompt and to the posts of 2 Classmates
- Complete Assignment #1
- Respond to Discussion #1

<p>Week 1</p> <p>IVC Session #1 June 4 10:00 to Noon</p> <p>online via Canvas</p>	<p style="text-align: center;"><i>Module Two: “Learning Targets and Standards”</i></p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the distinction between education goals, objectives, standards, and learning targets. <input type="checkbox"/> Identify and explain the differences among the various learning targets – knowledge and simple understanding, deep understanding and reasoning skills, and affect. <input type="checkbox"/> Understand Bloom’s Taxonomy. <input type="checkbox"/> Understand the criteria for selecting learning targets that are comprehensive, representative, appropriate, and feasible. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Two in McMillan textbook <input type="checkbox"/> View Powerpoint Presentation: “Brain Anatomy” <input type="checkbox"/> Review the pdf document: Marzano and Kendall's New Taxonomy <input type="checkbox"/> Review the pdf document "Designing & Teaching Learning Goals & Objectives" <input type="checkbox"/> Review the pdf document Chart on Domains and Levels of Marzano and Kendall's New Taxonomy <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates. <input type="checkbox"/> Complete Assignment #2 in Canvas. <input type="checkbox"/> Respond to Discussion #2
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<p>Week 1</p> <p>online via Canvas</p>	<p style="text-align: center;"><i>Module Three: “High Quality Classroom Assessment”</i></p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different types of classroom assessment methods. <input type="checkbox"/> Demonstrate ability to match assessment methods to learning targets. <input type="checkbox"/> Understand the concept of assessment validity and how evidence of validity is collected. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Three in McMillan textbook <input type="checkbox"/> View Powerpoint Presentation: “Preparing the Brain for School” <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #3 in Canvas <input type="checkbox"/> Respond to Discussion #3
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<p>Week #2</p> <p>Jun 10-16</p> <p>online via Canvas</p>	<p style="text-align: center;">Module Four: “Formative Assessment Part 1”</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the sources of assessment information available to teachers prior to instruction, how to use the information, and the advantages or limitations associated with each source. <input type="checkbox"/> Understand the role and implications of teacher expectations in using assessment information prior to instruction. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Four in McMillan textbook <input type="checkbox"/> View Powerpoint Presentation: “Rules We Learn By” <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #4 in Canvas <input type="checkbox"/> Respond to Discussion #4
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<p>Week #2</p> <p>online via Canvas</p>	<p style="text-align: center;">Module Five: “Formative Assessment Part 2”</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the sources of assessment information available to teachers prior to instruction, how to use the information, and the advantages or limitations associated with each source. <input type="checkbox"/> Understand the role and implications of teacher expectations in using assessment information prior to instruction. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Five in McMillan textbook <input type="checkbox"/> Read the article by Alfie Kohn, "From Degrading to De-Grading" <input type="checkbox"/> View the Powerpoint presentation: "Emotional States" <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #5 in Canvas <input type="checkbox"/> Respond to Discussion #5
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<p>Week #3</p> <p>Jun 17-23</p> <p>online via Canvas</p>	<p style="text-align: center;">Module Six: Summative Assessment</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the goals and appropriate uses of summative assessment. <input type="checkbox"/> Understand the assessment methods best suited for assessing student progress after instruction. <input type="checkbox"/> Understand the nature of Selected Response, Constructed Response, and Portfolio assessment the advantages and limitations of each. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Six in McMillan textbook <input type="checkbox"/> Read the research study "High Stakes Testing and High School Completion" <input type="checkbox"/> View Powerpoint Presentation: “Movement and Learning” <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmate <input type="checkbox"/> Complete Assignment #6 in Canvas <input type="checkbox"/> Respond to Discussion #6
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<p>Week #3</p> <p>online via Canvas</p>	<p align="center">Module Seven: Selected Response Assessment: Multiple Choice, Binary-Choice and Matching</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use selected response, multiple choice and binary choice assessments effectively <input type="checkbox"/> Construct effective assessment instruments utilizing a variety of selected response questions <input type="checkbox"/> Describe the strengths and weaknesses of selected response assessment items <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Seven in McMillan textbook <input type="checkbox"/> View the Powerpoint Presentation: "Memory and Recall" <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #7 in Canvas <input type="checkbox"/> Respond to Discussion #7
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<p>Week #4</p> <p>June 25th ZOOM (IVC) Meeting 2 10:00–Noon</p> <p>June 24-30</p> <p>online via Canvas</p>	<p align="center">Module Eight: Constructed Response Assessment: Completion, Short Answer, and Essay Items</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use completion, short answer and essay assessments effectively <input type="checkbox"/> Construct effective assessment instruments utilizing a variety of selected response questions <input type="checkbox"/> Describe the strengths and weaknesses of constructed response assessment items <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Eight in McMillan textbook <input type="checkbox"/> View the Powerpoint presentation: "Motivation" <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #8 in Canvas <input type="checkbox"/> Respond to Discussion #8
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<p>Week #4</p> <p>online via Canvas</p>	<p align="center">Module Nine: Constructed-Response Assessment: Performance Assessment</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use performance assessments effectively <input type="checkbox"/> Construct effective performance assessments for classroom use <input type="checkbox"/> Describe the strengths and weaknesses of performance assessments <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Nine in McMillan textbook <input type="checkbox"/> View the Powerpoint presentation: "Managing the Social Brain" <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #9 in Canvas <input type="checkbox"/> Respond to Discussion #9
<p>Week #5</p> <p>July 1 -7</p> <p>online via Canvas</p>	<p align="center">Module Ten: Constructed-Response Assessment: Portfolios</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> • Use student portfolios for formative and summative assessment purposes • Understand the role of portfolios in as an alternative to testing in assessing student learning • Describe the strengths and weaknesses of portfolio assessments <p>Tasks:</p> <ul style="list-style-type: none"> • Read Chapter Ten in McMillan textbook • View the Powerpoint presentation: "Critical Thinking" • Respond to the Discussion Board Prompt and to the posts of 2 Classmates • Complete Assignment #10 in Canvas • Respond to Discussion #10
<p>Week #5</p> <p>online via Canvas</p>	<p align="center">Module Eleven: Assessing Affective Traits, Dispositions & Beliefs</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the issues related to assessing affect. <input type="checkbox"/> Identify and give examples of four methods (teacher observation, student self-report, student self-assessment, and peer ratings) commonly used to assess student affective traits. <input type="checkbox"/> Understand the relationship between positive student affect and motivation, involvement and cognitive learning. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Eleven in McMillan textbook <input type="checkbox"/> Read James Popham's article "Teaching to the Test." <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #11 in Canvas. <input type="checkbox"/> Respond to Discussion #11

<p>Week #6 July 8 -14</p> <p>ZOOM (IVC) Meeting 3 July 8 10:00- Noon</p> <p>online via Canvas</p>	<p align="center">Module Twelve: Assessing Special Needs and ELL Students</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the legal mandates that pertain to assessing special needs students. <input type="checkbox"/> Describe common assessment accommodations that are appropriate when assessing special needs students. <input type="checkbox"/> Understand the identification and IEP process. <input type="checkbox"/> Understand the assessment difficulties commonly experienced by special needs and ELL students. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Twelve in McMillan textbook <input type="checkbox"/> View Powerpoint Presentation: “Physical Environments for Learning” <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #12 in Canvas. <input type="checkbox"/> Respond to Discussion #12
<p>Week #6</p> <p>online via Canvas</p>	<p align="center">Module Thirteen: Grading and Reporting Student Performance</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the functions of grading and reporting student progress. <input type="checkbox"/> Understand whether or how to include factors other than performance in students’ grades. <input type="checkbox"/> Understand various approaches for grading and reporting student progress, including letter grade, percent correct, pass-fail, etc. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Thirteen in McMillan textbook <input type="checkbox"/> View Powerpoint Presentation: "Effective Assessment" <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #13 in Canvas. <input type="checkbox"/> Respond to Discussion #13

<p>Week #7</p> <p>July 15-21</p> <p>online via Canvas</p>	<p align="center">Module Fourteen: Using Standardized and State Standards Based Tests</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the characteristics, advantages, and disadvantages of using standardized tests to assess student learning. <input type="checkbox"/> Understand common statistical concepts associated with administering and interpreting standardized tests. <input type="checkbox"/> Understand the difference between correlation and causation. <input type="checkbox"/> Discuss the advantages and limitations of norm referenced test scores. <input type="checkbox"/> Interpret a typical standardized test score in everyday language accessible to parents and other stakeholders. <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter Fourteen in McMillan textbook <input type="checkbox"/> Read Alfie Kohn's provocative article "Fighting the Tests." <input type="checkbox"/> View Powerpoint Presentation: "High Quality Assessment" <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #14 in Canvas <input type="checkbox"/> Respond to Discussion #14
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<p>Week #8</p> <p>July 22-28</p> <p>online via Canvas</p> <p>ZOOM (IVC) Meeting 4 July 10:00- Noon</p>	<p align="center">Module Fifteen: Ethical Use of Assessment Data</p> <p>Objectives for this Module:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand ethical principles involved in educational assessment <input type="checkbox"/> Identify common ways in which educational assessments are misused. <input type="checkbox"/> Identify myths about assessment that result in misperceptions and bias <input type="checkbox"/> Use assessment data ethically and effectively <p>Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the article "Myths and Lies that Threaten Public Education" <input type="checkbox"/> Respond to the Discussion Board Prompt and to the posts of 2 Classmates <input type="checkbox"/> Complete Assignment #15 in Canvas <input type="checkbox"/> Respond to Discussion #15
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<p>Week #9</p> <p>7/29-8/3</p> <p>ZOOM (IVC) Meeting 4 July 30 10:00-Noon</p> <p>online via Canvas</p>	<p align="center">Final ZOOM (IVC) Class</p> <p align="center">Finish and submit all unfinished assignments</p>
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LATE ASSIGNMENTS: At the discretion of the Instructor, assignments submitted late will be subject to a 10% grade penalty per day the assignment is late. Thus, an assignment that is two days late will be subject to a 20% grade penalty, and so on. If arrangements are made in advance, or circumstances prevent submitting certain assignments on time, please contact the professor, and *allowances may be made* for leniency.

EXTRA CREDIT and MAKE UP WORK: Extra credit assignments are not an option in this course. Make-up work will be accepted ONLY in cases of illness, and/or personal emergency.

ADA Statement: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD) in room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Academic Integrity Policy: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

Emergency Management Statement: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>

HEOA Compliance Statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>

Disclaimer Statement: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Fees: Fees charged for this course are designed to maintain high quality programming, equipment, materials, supplies, and services for students in the College of Education and at Southern Utah University. A detailed list of expenditures is available in the Dean's Office. For information on course-specific fees please see your instructor.

Course Alignment With National Standards: The matrix posted above indicates the alignment of course objectives and assessments with national education standards, specifically NBPTS (*National Board Professional Teaching Standards*) which are closely

