



TEL 510: Instructional Design, Planning & Assessment

Sync Course

Schedule line # 93721

Credit Hours 2

Instructor Information:

Dates of classes: October 13- December 3, 2021, 4:30 pm- 5:45pm
Instructor Name: Tera McDonald
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Zoom Link <https://asu.zoom.us/j/9611312447>

Office Hours: By Appointment
Office Location: By Appointment

Course Information:

Catalog Description

Students will be introduced to learning theories, instructional design, planning and assessment. Students will plan developmentally appropriate instruction that differentiates instruction and experiences for all learners. Students will explore formal and informal assessments and how they can be used to identify learners' strengths and needs and adjust instruction accordingly.

Course Overview

Throughout this course, students will examine learning theories and their relationship to learning and instruction. Students will be introduced to instructional design, planning and assessment. Students will plan for developmentally appropriate instruction and assessment for diverse learners. Students will engage in experiences to develop an awareness of how formal and informal assessments can be used to identify learners' strengths and needs and adjust instruction accordingly.

Course Objectives

This course offers students the opportunity to learn about:

1. Various learning theories and their relationship to lesson design, instruction, and assessment.
2. Observable and measurable performance objectives.
3. Standards-based instructional planning designed to address the academic, social, emotional and cultural needs of all learners.
4. Utilizing assessments in instructional decision-making.
5. Self-reflect to identify ways to promote advocacy for all learners.

Enrollment Requirements

Admitted into a MLFTC graduate program.

Course Format

This course will be taught in an interactive, discussion format with class time devoted to whole class and small group discussion. For an accelerated 7.5 week session, a student should be prepared to spend approximately 10-12 hours a week on coursework for a 2-credit class.

General Education Designation

None

Required Course Texts, Materials and Resources:

Required Text

Burden, P.R. & Byrd, D.M. (2019). *Methods for effective teaching: Meeting the needs of all students (8th ed.)*. Pearson. ***Free e-text available in Canvas course**

Required Materials

Access to a computer or device that can record audio/video is required. See the "Technology Requirements and Skills" section in this document for additional technology requirements.

Provided Materials and Resources

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

ASU Online Course Materials are available via [My ASU](#) in the My Classes area. All ASU students have free access to this web resource, including the ASU Learning Management System.

- For help accessing the online course materials, including logging on, submitting work, troubleshooting, etc., please refer to [My ASU Service Center](#) or the Help link located within the Learning Management System.
- To monitor the status of campus networks and services, please visit the [ASU System Health](#) portal.
- [My Apps](#) provides free software tools, including free virus scan software, online applications, and information about discounted software for purchase.

Additional Required Readings and Viewings are provided in Canvas

Arizona Department of Education. *Accessibility*. Arizona Department of Education.
<https://www.azed.gov/assessment/accessibility/>.

Lumen Learning (2020). *Behavioral and social learning theories and cognitive theories*.
<https://courses.lumenlearning.com/atd-fscj-childpsychology/chapter/behavioral-learning-theory-social-learning-theory-and-cognitive-theories/>

Lumen Learning (2020). *Cognitive development: The theory of Jean Piaget*.
<https://courses.lumenlearning.com/suny-educationalpsychology/chapter/cognitive-development-the-theory-of-jean-piaget/>

- Lumen Learning (2020). *Constructivism and social constructivism in the classroom*.
<https://courses.lumenlearning.com/teachereducationx92x1/chapter/constructivism-and-social-constructivism-in-the-classroom/>
- Morin, A. (2020, March 9). *6 Models of Co-Teaching*. <https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/6-models-of-co-teaching>.
- Morin, A. (2020, April 20). Common Accommodations and Modifications in School.
<https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/common-classroom-accommodations-and-modifications>
- Parrish, N. (2019, May 15). Ensuring that Instruction is Inclusive for Diverse Learners.
<https://www.edutopia.org/article/ensuring-instruction-inclusive-diverse-learners>
- Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction. *Teaching Exceptional Children*, 50(1), 20-27.
<https://doi.org/10.1177/0040059917724412>

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	Program Learning Alignment	SPE Alignment	ISTE Alignment	InTASC Alignment	PI Alignment
1. Summarize foundational theories of learning by comparing and contrasting the key aspects to individual beliefs of teaching and learning.	ESK2, ESK3			InTASC.1d, InTASC.2g, InTASC.7i	
2. Utilize formal and informal assessments to identify learners' strengths and needs and adjust instruction accordingly.	DDM4, DDM5	ISCI 4 S4, ISCI 4 S5, IGC4 S3 CEC 4.1, CEC 4.2	ISTE.7b	InTASC.6g, InTASC.2g, InTASC.6j	
3. Develop a reflection statement (e.g., considering and critically examining their epistemic beliefs and influence on instruction and the ethical implications of various theorists rooted in educational theory that promotes inclusive and equitable instructional practices and assessment).	GLAE1	CEC 1.1, CEC 1.2, ISCI 1K12 ISCI 6 S9, SCI 6 S11		InTASC.9g, InTASC.9m	PI.I2
4. Design instructional plans using methods, strategies, high leverage practices, technologies, and interventions appropriate for a range of learner abilities, cultural and linguistic assets, and needs supported by research-based pedagogical practices	DDM2, DDM3	CEC 2.2, ISCI 2 K7, IGC2 K3 IGC2 S1, IGC2 S2, ISCI2 S6, IGC2S3 CEC 3.1, CEC 3.2, CEC 3.3 CEC 5.1, CEC 5.2, CEC 5.4, CEC 5.7, ISCI 5 K2, IGC5 K4	ISTE.3c, ISTE.3d, ISTE.5c, ISTE.5b	InTASC.1b, InTASC.1e, InTASC.1h, InTASC.2a, InTASC.2g, InTASC.4e, InTASC.4m, InTASC.7k	PI.C1, PI.C2

and theories.					
5. Write instructional plans that include measurable and explicit goals aligned to relevant state standards which address the needs of all learners.	DDM1, DDM2	CEC 3.1, CEC 3.2, CEC 3.3	ISTE.5a	InTASC.4n, InTASC.7b, InTASC.7g, InTASC.7j, InTASC.8a	
6. Engage in iterative cycles of inquiry in collaborative, educational contexts and systems to imagine new concepts, catalyze ideas, and form new solutions, guided by principles and research that create positive change for learners.	ESK2		ISTE.4a, ISTE.4b	InTASC.4d, InTASC.4j, InTASC.5i, InTASC.9i	PI.M1, PI.M2, PI.C2

Program learning outcomes are aligned to the following professional standards: InTASC Standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>), ISTE Standards (<https://www.iste.org/standards/for-educators>), and relevant professional association standards.

Tentative Course Calendar

Assignments are due no later than 11:59 pm (Arizona Time) on the due date as specified on the calendar.

Module	Topics	Readings and/or Media	Assignment(s)
M1: Theories, Frameworks, and the Changing Teaching Environment	Introduction to Instructional Design, Planning and Assessment/syllabi review Science of Teaching and Learning: - What is teaching and learning? - How do we know what good teaching and instruction is? Learning Theory & Theorists and the Impact	Course Syllabus Burden & Byrd, 2019 (Chapters 1 & 2) Behaviorism, Cognitivism, and Constructivism Video Major Theories & Models of Learning. Reading	Attendance & Participation - 10 pts Four R Notes on Readings - 10 pts Sanford Module: Teachers as Agents of Change - 10 pts Theory & Curriculum Philosophy Assignment - 55 pts

	on Instructional Design and Decision Making: • What is behaviorism (e.g., Skinner)? • What is social learning (e.g., Bandura)? • What is cognitivism (e.g., Piaget, Willingham)? • What is constructivism (e.g., Vygotsky, Brunner)? • What is Information Processing Theory in Education? • How are these theories similar and different? Getting to Know Your Students: Culture, Equity, and Diversity in Learning: • How can we get to know the students in our classroom? • Why is it important to understand student diversity (e.g., cultural diversity, language, gender, and exceptionalities)?	Cultivating Diversity, Equity, and Inclusion in Education Reading Behavioral and Social Learning Theories and Cognitive Theories Cognitive Development: The Theory of Jean Piaget Constructivism and Social Constructivism in the Classroom Information Processing Theories Information Processing for Classroom Teachers Improving Diversity in the Classroom Preparing for Cultural Diversity: Resources for Teachers Strategies for Teachers to Develop Positive Relationships with Students	
M2. Meeting Student Needs Through Instructional Planning	The Fundamentals of Planning: • What is planning? • What is curriculum? • What is the TPAK model? Goals and Objectives: • What are the components of a SMART goal?	Burden & Byrd, 2019 (Chapters 3 & 4) What is the TPAK Model? Writing SMART Goals Understanding by Design: Backward Planning	Attendance & Participation - 10 pts Four R Notes on Readings - 10 pts Sanford Module: Understanding SMART Goals - 10 pts Writing Learning Objectives Assignment -10 pts

	- What is backward planning? - What is a standard and where do we locate them? - What is a measurable objective? - How do we align standards and objectives? How are standards, goals, and objectives aligned to student support systems (e.g. IEP, IFSP, 504 Plan)?	AZ Department of Education: http://www.azed.gov/standards-practices/ Creating Effective Lesson Objectives Bloom's Taxonomy Webb's Depth of Knowledge Unpacking Standards Videos: Part 1 Part 2 Part 3 Ensuring that Instruction is Inclusive for Diverse Learners	
M3: The Process and Components of Instructional Planning	Parts of an Effective Lesson: What are the components of an effective lesson? - Lesson opening including purpose - Instructional Input including: direct instruction, modeling, guided practice, active engagement, check for understanding - Independent practice - Closure Planning and Technology: - How do we integrate technology into a lesson plan?	Burden & Byrd, 2019 (Chapters 5 & 6) What You Need to Know About Lesson Plans Components of a Well-Written Lesson Plan Anticipatory Sets Direct Instruction Guided Practice Check for Understanding Independent Practice Closure Lesson Plan Format for ESL	Attendance & Participation - 10 pts Four R Notes on Readings - 10 pts Direct Instruction Lesson Plan Investigation and Summary - 40 pts

	How do we write a lesson plan to meet the needs of all learners?	Teaching Strategies to Promote Student Equity and Engagement How to do Direct Instruction Video Writing a Direct Instruction Lesson Plan	
M4: Universal Design for Learning Framework and Differentiation	Teacher vs. Student Instructional Strategies: - How does the UDL framework guide the design of instructional goals, assessments, methods, and materials to adjust and meet individual needs? - How does teacher awareness of student needs, cultures, and contexts connect to lesson design (Differentiation)? - What are inclusion and least restrictive environments and how do they impact planning (SPED/resource)? - What is an accommodation and modification for students with disabilities? - How can teachers employ/implement appropriate instructional approaches to meet diverse needs of ELL students?	Burden & Byrd, 2019 (Chapter 7) Universal Design for Learning: UDL The UDL Guidelines Differentiated Instruction Video - Carol Tomlinson Strategies for Presenting Content Instructional Strategies All Differentiation Articles Understanding Special Education Accommodations and Modifications Least Restrictive Environment Differentiation & Technology	Attendance & Participation - 10 pts Four R Notes on Readings - 10 pts Universal Design Infographic for Students and Parents - 40 pts

	- What challenges might teachers face when trying to differentiate? - How is grouping used in the form of differentiation?		
M5. Learning Environment and Experience	Student Engagement: - What is student engagement? - How are instructional strategies used to promote understanding, thinking, and engagement in all learners? - How can learning styles impact planning? Managing Lesson Delivery: - What are transitions? - How to adjust the lesson based on student feedback? - How to motivate students to learn? Matching Lesson Design with Learning Content and Environment with a Focus on Diversity, Inclusion, and Equity: - What is an Inquiry/5e Lesson Plan? - Which lesson plan format do I use when and why?	Burden & Byrd, 2019 (Chapter 8) Is the Kagan Cooperative Learning Method a Worthy Addition to Your Classroom? How Learning Profiles Can Strengthen Your Teaching Knowledge Quest - The 5 E's of Inquiry Based Learning. Reading 5E Lesson Plan Video Direct Instruction Lesson Directions Direct Instruction Lesson Plan Template Inquiry/ 5 E's Lesson Plan Directions Inquiry/5 E's Lesson Plan Template	Attendance & Participation - 10 pts Four R Notes on Readings - 10 pts Lesson Plan Draft (Ungraded; peer review)
M6. Classroom Assessment	Types and Strategies of Assessments:	Burden & Byrd, 2019 (Chapters 11 & 12)	Attendance & Participation - 10 pts

	- How does assessment shape instructional decision-making? - What is the importance of collecting data, regrouping, reteaching? - How do we assess student learning? - What is the importance of grading, weekly check-ins, and consistently communicating progress to parents? - What are SPED goals and how are they being met through assessment (documentation; how to modify/adjust for ELL's & SPED)?	Assessment Types - Reading How Classroom Assessments Improve Learning - Reading ADE Assessment Resources Differentiation & Assessment Progress Monitoring Made Quick and Easy SPE Resources	Four R Notes on Readings - 10 pts Case Study Discussion -10 pts Lesson Plan- 80 pts
M7: The Instructional Cycle	The Reflective Teacher: - What is reflective teaching? - What are the benefits of teacher reflection?	Why Microteaching is Important for Teachers How to Become a Reflective Teacher. Making Time for Reflective Practices What Makes a Good Teacher Great? Video If I Knew Then... Letter to Myself - Video	Attendance & Participation - 10 pts Micro-Teach - 40 pts Letter to My Future Self - 15 pts

Course Assignments

Assignment and Description	Due Date	Points
Attendance & Participation	Weekly	10 pts per Module

● Contrast the identity of “teacher as technician” with “teacher as agent of change.” ● Identify key dispositions and mindsets needed to act as a change agent. ● Operationalize the role of change agent by enacting culturally responsive teaching practices.		
Module 2 Assignments: Writing Learning Objectives: In this assignment you will compose performance objectives that are observable and measurable, and clearly connected to the College and Career Ready and/or AZ Early Learning Standards. These objectives may serve as the springboard for future lesson plans that are required in upcoming lesson assignments including your final lesson plan. Sanford Module: Understanding SMART Goals- Effective goals can focus the attention, efforts, and motivation needed for student improvement. In this module, you will learn about setting effective goals using strong goal statements and SMART criteria. ● Describe four types of information that should be gathered when creating a goal. ● Explain how the five “SMART” criteria help create more effective goals. ● Evaluate a series of student goals using background information and SMART criteria.	Module 2 9/7 9/7	Four R Notes on Readings - 10 pts Writing Learning Objectives- 10 pts Sanford Module: Understanding SMART Goals - 10 pts
Module 3 Assignments: Direct Instruction Lesson Plan Investigation and Summary: Students have been introduced to the parts of an effective lesson. The purpose of this assignment is for students to become a "master" in one area of lesson planning that they feel they would like to become better familiar with. The goal is to choose one area that the student feels they would benefit from having more exposure to. Directions: Using the course text and information from past course resources; review all	Module 3 9/14	Four R Notes on Readings - 10 pts Direct Instruction Lesson Plan Investigation and Summary - 40 pts

components of lesson planning and choose one of the below lesson planning topics: • Lesson Opening/Purpose • Active Engagement Strategies • Direct Instruction/Modeling • Guided Practice • Differentiation (Meeting the needs of diverse students) • Checking for Understanding Strategies • Lesson Closure • Technology to Support Learning Once you've selected your topic, you will research the topic (minimum of 3 scholarly resources), and create a presentation (Google Slides, Powerpoint, Prezi, etc) to represent your lesson plan component. The below must be included within your presentation: 1. Introduction slide that includes lesson plan topic and student information (name, date, course). 2. Explanation slide that includes a definition/summary of the topic. 3. A summary of what you learned including citations from each of the 3 resources. Note: This will be multiple slides. 4. Examples of strategies that can be used within this area of a lesson plan (minimum of 3). 5. What did you learn? 6. How can you take the information within the article and apply it as you write future lesson plans? Include responsiveness to diversity, equity, and inclusion. 7. A reference slide. The presentation must be a minimum of 12 slides in length, include visuals and reference at least 3 scholarly resources. See grading rubric for detailed information on grading.		
Module 4 Assignments: *Universal Design Infographic for Students and Parents: Differentiation comes in many different forms. Creating an infographic will help parents better understand how differentiation will be woven throughout your class(es) to meet the needs of ALL learners.	Module 4 9/21	Four R Notes on Readings -10 pts Universal Design Infographic for Students and Parents -40 pts
Module 5 Assignments:	Module 5	Four R Notes on Readings -10 pts

As you prepare for your microteach: 1. Review your written lesson plan. a. Choose one of the below components of your lesson plan to microteach: i) Lesson Opening/Anticipatory Set ii) Assessment/Lesson Closure iii) Direct Modeling w/active engagement and checking for understanding iv) Guided Practice w/ active engagement and checking for understanding b. All students should identify the standard and objective at the beginning of their microteach to ensure alignment for the audience. c. Using your learning from this course, students should have a variety of differentiation strategies weaved throughout their microteach. 2. Consider the audience for your microteach. Your audience will assume the role of the grade-level appropriate for your pathway. 3. Prepare materials needed to microteach this lesson to your instructor and peers face-to-face. 4. Plan for your microteach lesson to be between 10-15 minutes in length. Letter to My Future Self: Watch the If I Knew Then... Letter to Myself - Video then compose a 1-2 page letter to your future teacher self.		

Grading Scale

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%
B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

COURSE/INSTRUCTOR EVALUATION

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted. You can check this online at the following URL:

<http://www.asu.edu/emailsingup>.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

ACADEMIC INTEGRITY/PLAGIARISM

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

SELF-PLAGIARISM

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

COPYRIGHT NOTICE

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

ACCOMMODATION FOR RELIGIOUS PRACTICES

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

ATTENDANCE AND PARTICIPATION

Students are expected to attend and participate in course meetings and activities. If individual circumstances arise, advance communication with the instructor is expected, if at all possible. Attendance and participation

points are earned for in-class activities. Make-up work may be allowed at the discretion of the instructor for special circumstances.

ELECTRONIC COMMUNICATION

Cell phones and texting are not allowed in the course, unless specifically requested by the instructor. If external circumstances require use of your phone, inform the instructor before class. Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

GRADE APPEALS

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the Applicability section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action. <https://www.asu.edu/aad/manuals/acd/acd401.html>

LATE AND MISSING ASSIGNMENTS

All late assignments will receive a 10% deduction for each day they are late up to 3 days. An assignment submitted more than three days late will receive a score of zero. Students must contact the instructor for all instances of late work to receive any credit. No late work will be accepted after the final day of the course.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted

withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

[Students](#) who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

STUDENT CONDUCT and PROFESSIONAL BEHAVIOR

Appropriate behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP).
<https://education.asu.edu/student-forms-policies>.

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex are prohibited. An individual who believes that he or she has been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or has been sexually assaulted, you can find information and resources at [Sexual Violence Awareness and Response](#).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

UNIVERSITY SERVICES

DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the [Disability Resource Center](#) <https://eoss.asu.edu/drc>. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information see <https://tutoring.asu.edu/student-services/studygroups>

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

Student Purchases:

Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. <https://www.bkstr.com/arizonastatestore>

ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

[MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers> .

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.

