

**Assessment and Service Delivery for Students with Mild/Moderate Disabilities  
SPED 5121/6121 and 5131/6131 (Lab)  
Spring 2023**

*Class location:* SAEC 3151  
*Class times:* Tues. 4:35-7:05 (5121/6121, lecture);  
7:15-8:15 (5131/6131, lab)  
*Credit Hours:* 3 (5121/6121); 1 (5131/6131)

*Instructor:* Breda O’Keeffe, Ph.D.  
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*Office:* SAEC 2287  
*Office Hours:* By appointment

Course Description:

This course is designed to provide experience in the administration and interpretation of assessment procedures for planning and implementing instructional interventions for students with mild/moderate disabilities. The primary emphasis for assessment is on evaluation and linking IEP goals and objectives to the assessment results. It also provides an introduction to the service delivery and professional and practical ethics required to meet the knowledge area outlined in the Council for Exceptional Children Special Education Professional Ethical Principles (see <http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>). Additionally, this course meets the diversity requirement of the English as a Second Language (ESL) endorsement requirements.

Prerequisites:

This course assumes basic knowledge of testing and measurement. The prerequisite course is SPED 5021/6021. This course is offered to students during their student teaching semester in Mild/Moderate Disabilities. All other courses for the Mild/Moderate specialization should be completed before taking this course. **If you have not completed these courses, please contact the instructor immediately.**

Course Objectives:

Upon completion of this course, students will be able to:

- 1) Identify the ethical/legal issues affecting administration of assessments, instruction for students with mild/moderate disabilities, and advocacy for appropriate service delivery options for K-12 students with mild/moderate disabilities.
- 2) Demonstrate an understanding and purpose of specific assessment instruments used in local districts.
- 3) Identify the measures used to assess students who may have a disability in reading, math, written expression, oral language, or social/emotional functioning.
- 4) Demonstrate an understanding of how individual differences such as cultural/linguistic backgrounds and socioeconomic status affect interpretation of assessment results and how to implement culturally responsive instruction and service delivery.

- 5) Demonstrate knowledge of the RTI/MTSS process and how it impacts referral for and delivery of special education services.
- 6) Administer selected published assessment instruments following standardized procedures.
- 7) Transcribe and score assessment protocols/results from published assessment instruments, including, where necessary, computer scoring.
- 8) Accurately interpret, summarize, and report assessment results for specific audiences (i.e., other educators, parents, etc.).
- 9) Write Individualized Education Program goals and objectives from assessment results.
- 10) Collaborate with school personnel using a problem solving model, incorporating assessment, curriculum, and instruction to design and implement: (a) an academic intervention, (b) a behavioral intervention; or (c) a comprehensive transition plan.
- 11) Identify the appropriate components of the transition planning process.
- 12) Identify processes and resources for assessment of student needs for Alternative and Adaptive Communication.

### **Required Materials for testing**

Headphones  
Dual headphone jack  
Digital timer  
Clipboard  
Device for playing MP4 audio files (downloaded or on CD)  
Highlighters

### **Texts**

**Required texts are included as etexts (available on Canvas on the Bookshelf tab) in the “inclusive access” fee for the course. Please visit the campus bookstore website for more information on [inclusive access](#). If you already own any of these texts, you will need to opt out of the “inclusive access” for that text within the first 2 weeks of the course. Please see the campus bookstore website for specific deadlines. In addition, they will be on electronic reserve through the Marriott Library, although access is more limited.**

### **Required Texts**

Haas, E. M., & Esparza Brown, J. (2019). *Supporting English learners in the classroom: Best practices for distinguishing language acquisition from learning disabilities*. Teacher College Press. ISBN-13: 978-0807761748

Kovaleski, VanDerHeyden, & Shapiro (2022). *The RTI approach to evaluating learning disabilities* (2<sup>nd</sup> Ed.). Guilford Press. ISBN-13: 9781462550456

**Additional Course Reading Materials**

- Haneda, M., & Alexander, M. (2015). ESL teacher advocacy beyond the classroom. *Teaching and Teacher Education, 49*, 149-158.
- Harnett, A., Tierney, E., & Guerin, S. (2009). Convention of hope: Communicating positive, realistic messages to families at the time of a child's diagnosis with disabilities. *British Journal of Learning Disabilities, 37*, 257-264.
- Johnson, E. S., & Clohessy, A. B. (2014). Psychological processing and academic performance (Ch. 5). In *Identification and Evaluation of Learning Disabilities*. Corwin.
- Kalyanpur, M., & Harry, B. (2012). *Cultural reciprocity as an approach toward building parent-professional relationships* (Ch. 2) and *Goal setting for students* (Ch. 6) in *Cultural reciprocity in special education: Building family-professional relationships*. Brookes Publishing Co.
- Landmark, L.J., & Zhang, D. (2012). Compliance and practices in transition planning: A review of individualized education program documents. *Remedial and Special Education, 34*(2) 113–125.
- Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2019). *PBIS cultural responsiveness field guide: Resources for trainers and coaches*. OSEP Technical Assistance Center: Positive Behavioral Interventions and Supports.
- Mather & Wendling (2015). *Essentials of WJ IV Tests of Achievement*. Wiley. ISBN-13: 9781118799154
- National Secondary Transition Technical Assistance Center (NSTTAC, 2013). *Age appropriate transition assessment toolkit* (3<sup>rd</sup> Ed.). University of North Carolina at Charlotte, A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L. Bethune.
- Pemberton, J.B. (2003). Communicating academic progress as an integral part of assessment. *TEACHING Exceptional Children, 35*(4), 16-20.
- Pierangelo, R., & Giuliani, G. (2012). *Assessment in Special Education: A Practical Approach*, (4<sup>th</sup> ed.) Pearson.
- Reynolds, C., Livingston, R., & Willson, V. (2009). *Measurement and Assessment in Education* (2<sup>nd</sup> ed.) Pearson.
- Schmitz, T. (2008). Transition planning, special education law, and its impact on your child. *EP Magazine, 37*-39.
- The Center for Effective Collaboration and Practice (1998). *Addressing student problem behavior. An IEP team's introduction to functional behavioral assessment and behavior intervention plans*.
- Utah State Board of Education Special Education Rules (2020). (on Canvas or retrieve from <https://schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>)

Additional Course Reading Material will be available on Canvas. Please read required material **before** the date of class on which it is assigned (see below).

### Tentative Course Schedule\*

\*This syllabus and schedule are subject to change in response to student learning and/or in the event of extenuating circumstances.

**NOTE:**

Haas & Esparza Brown = Haas & Esparza Brown (2019) *Supporting English Learners...*;

Kovaleski et al. = Kovaleski et al. (2022) *The RTI Approach...*;

WJ IV OL = *Woodcock Johnson Tests of Oral Language* (4<sup>th</sup> ed.)

WJ IV ACH = *Woodcock Johnson Tests of Achievement* (4<sup>th</sup> ed.)

Week	Date	Topic	Reading/Assignment Due	Lab Activity
1	Jan 10	Introductions Course Overview; Review Syllabus; Decision Making and Assessment Legal/Ethical Issues in Assessment	CEC, APA Ethics Guidelines (on Canvas) Reynolds, Ch. 17 Reynolds, Appendix E UT State Special Ed Rules pp. 21-30	Test Administration: Mastering basals, ceilings, and scoring
2	Jan 17	RTI/MTSS: Tiers 1&2, Culturally and Linguistically Responsive Systems for ELs Special Education Referral Process	Haas & Esparza Brown, Ch 1, 2 Kovaleski et al., Ch. 1 & 2	Test Administration: Mastering basals, ceilings, and scoring
3	Jan 24	RTI/MTSS: Use for Eligibility CBM Review	Haas & Esparza Brown, Ch. 3	Test Administration: WJ IV ACH, OL <b>Download or access audio files from Canvas before class</b>
4	Jan 31	Assessment and Instruction for Cultural and Linguistic Diversity Service Delivery: Guest Speaker: Steve Prasad, SPED assessment for ELLs	Haas & Esparza Brown, Ch. 4 Kovaleski et al. Ch. 3 & 4 Utah SLD Guidelines, pp. 4-21	Test Administration: WJ-IV ACH Reading
5	Feb 7	Assessing academic achievement: Multi-skill tests Test Score Review	Haas & Esparza Brown, Ch. 5 & Appendix (pp. 173-184) Kalyanpur & Harry (2012) Ch. 2 Levenson et al. (2019)	Test Administration: WJ-IV ACH Reading (cont'd)
6	Feb 14	PSW: Use for Eligibility Assessment of Oral Language & Reading Reliability Review	Johnson & Clohessy, Ch. 5 (2014) Utah SLD Guidelines, pp. 23-56	Test Administration: WJ-IV ACH Writing
7	Feb 21	Assessment of Written Language Validity Review	<b>DUE: Quiz 1</b>	Test Administration: WJ-IV ACH Math
8	Feb 28	Service Delivery: Successful Collaboration Skills Guest Speaker: Awbree Summers, Administrator and former SPED teacher		
	<b>Mar 7</b>	<b>SPRING BREAK! Enjoy!</b>		

9	Mar 14	Assessment of Mathematics Service Delivery: Home/Hospital Supports	<b>DUE: Quiz 2</b>	Test Administration Checkouts: Individually Scheduled
10	Mar 21	Behavior Measures; Adaptive Functioning; Social Skills Measures; Direct Observation Direct Behavior Ratings	Kovaleski et al. Ch. 7 Utah LRBI Manual (pp. 1-18; 43-68; 101-120) IES Practice Guide (2012)	Test Administration Checkouts: Individually Scheduled
11	Mar 28	Interpretations and Recommendations Determining Eligibility Service Delivery: Communication, Difficult conversations	Kovaleski et al. Ch. 5, 6, 8, 9 Harnett et al. (2009) Yell et al. (2022) Ch. 5 <b>DUE: Quiz 3</b>	Test Administration Checkouts: Individually Scheduled
12	Apr 4	Development of the IEP AAC assessment Service Delivery: Para communication Guest speaker: Paraeducator(s) from GYOE	Haas & Esparza Brown, pp. 122-135 Kalyanpur & Harry (2012), Ch. 6 Kovaleski et al. Ch. 10 Yell et al. (2022) Ch. 6 <b>DUE: Assessment Case Study</b>	Test Administration Checkouts: Individually Scheduled
13	Apr 11	<b>No In Person Class Meeting: SPED Department Reception! ONLINE Content only: Transition (see module on Canvas)</b>	Landmark & Zheng (2012) NSTTAC (2013) USBE Paraeducator Manual	
14	Apr 18	Service Delivery: Co-teaching Guest speaker(s): Co-teachers	Keeley et al. (2017) USBE Co-Teaching Handbook <b>DUE: Graduate Students, Assessment Roundtable (if choosing)</b>	
15	Apr 25	TBD	<b>DUE: Assessment Collaboration Project</b> <b>DUE: Grad student Research Fair Presentation, date TBD (if choosing)</b>	
16	May 2	Final Exams Week, No Class Meeting, No Final Exam		

## COURSE REQUIREMENTS

### Attendance and Participation

Attendance, being prepared by completing the readings listed on the syllabus **prior to class**, and participation are very important for you to benefit from this class. Interactions and small group activities depend upon you being thoroughly familiar with the readings and previous class material. Several assignments will be completed in class (e.g., learning activities). **If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed.**

### Learning Activities (2 pts x 10 = 20 pts)

To provide students opportunities to apply principles learned in readings and lecture, in class learning activities will be given periodically throughout the course. Students will work on these activities in class and will be allowed to work in groups. In class activities will not be graded but students will receive 2 points for careful and considerate attempts in completing the activity. We will discuss the outcomes of each activity and students will turn in a completed activity sheet or form that was handed out for the activity. **Students who are absent or leave early the day of the in class learning activity or who do not participate in the activity will receive no credit. There will be no make-ups for in class learning activities, except in the case of emergencies.**

### **Quizzes (10 pts x 3 = 30 pts)**

There will be at least three online quizzes (open notes, open book). The quizzes will cover the objectives listed in the syllabus and learning targets identified in class.

### **Assessment Case Study (100 pts)**

Students will take information from a theoretical K-12 student (provided by the instructor), including background information, assessment administration information, score reports, graphs, etc., and write an assessment summary, recommendations for accommodations, instructional supports and relevant IEP goals. A separate assignment sheet will cover this requirement.

### **Assessment Collaboration Project (100 pts): Identify, Analyze, Develop, and Evaluate**

This project represents a culmination of processes and skills that students have developed over the course of their program. It provides students with an opportunity to focus on the assessment, interpersonal and problem-solving skills that differentiate us as special educators, as well as and the pedagogy that guides our practice. Please refer to the Flipbook for specific components and the types of information that should be guiding your decision-making process. A separate assignment sheet will cover this project. The results will be written into an assessment report. In addition students will present the report to their peers to practice reporting results and recommendations to parents.

### **SP ED 5131/6131: Lab Assignments**

The 5131/6131 letter grade will be based on the completion of the following assignments.

### **Peer Feedback (100 pts)**

Students will be responsible for providing peer feedback on assessment measures. Each student will proof a peer's assessment protocol (1) for adherence to standardized test administration. Students will earn points for detecting both adherence to standardized administration as well as for providing corrective feedback.

### **Achievement Test Administration (100 pts) – In class administration, midterm**

Students will administer selected subtests of the WJ IV Test of Achievement in class. Points will be given according to the rubric developed for standardized administration procedures. A separate assignment sheet will cover this requirement.

### **WJ IV Compuscore (60 pts)**

Students will enter scores from WJ IV Tests of Oral Language and Tests of Achievement. Points will be earned for correctly inputting raw scores, demographic information and obtaining a comprehensive printout. Students will enter scores from test protocols and calculate and print discrepancy reports for every area of possible disability, i.e, basic reading skills, reading comprehension, math calculation, math reasoning, oral language.

**Additional Graduate Student Requirements**

**Quizzes (15 pts x 3 = 45 pts)**

There will be at least three online quizzes (open notes, open book). The quizzes will cover the objectives listed in the syllabus and learning targets identified in class. The quizzes will typically measure reasoning skills in relation to the administration and interpretation of assessment measures.

**Graduate Students: Choose 1 option below**

**A. Graduate Students: Assessment Roundtable (60 points total)**

Graduate students will choose an assessment that we do not focus on in class. They will research and report on the technical adequacy characteristics, administration guidelines, interpretation guidelines, and utility of the assessment. They will summarize this information in a 1-2 page handout and share an overview with the class. Additional information is provided in a separate handout.

OR

**B. Graduate Students: Research Fair Presentation (60 points total):**

This assignment involves your participation in the annual College of Education Research Fair. You will adapt your assessment project into a poster presentation for the research fair. The fair will be held in the SAEC Auditorium on a day in April (date TBD). Follow the format as indicated by the research fair posting. More information TBA.

**\*Please note for all requirements/assignments: all assignments are to be turned in at the start of class on the date they are due. Any assignment turned after this deadline will be considered late. Late assignments will result in a loss of 10% per week late, except for emergencies. I reserve the right to deem what is an emergency.**

**In addition, for all requirements/assignments, if you choose to dispute a given grade you must submit the dispute in writing, via email, within 1 week of receiving the graded assignment. This written explanation must include a rationale for your desire to see a change in grade.**

**Evaluation Procedures**

**SPED 5121: Undergraduate Students**

**SPED 6121: Graduate Students**

Learning Activities	20 points
Quizzes	30 points
Assessment Case Study	100 points
Assessment Collab. Project	<u>100 points</u>
<b>Total Possible Points</b>	<b>250 points</b>

Learning Activities	20 points
Quizzes	45 points
Assessment Case Study	100 points
Assessment Collab. Project	100 points
Asses. Roundtable or Res. Fair	<u>60 points</u>
<b>Total Possible Points</b>	<b>325 points</b>

**Grades:**

The following percentages will be used to determine grades:

A = 94-100%	C+ = 77-79%	D- = 60-63%
A- = 90-93%	C = 74-76%	E 59% and below
B+ = 87-89%	C- = 70-74%	
B = 84-86%	D+ = 67-69%	
B - = 80-83%	D = 64-66%	

**SP ED 5131/6131 (lab):**

Peer Feedback Standardized Test	100 points
WJIV ACH Administration	100 points
WJIV Computer Scoring	<u>60 points</u>
<b>Total Possible Points</b>	<b>260 points</b>

**Additional Course Expectations**

Students will be provided with a WJ IV ACH and WJ IV OL test kits. The WJ IV ACH test kit includes two test easels, two manuals, one CD or cassette recording, and scoring templates. The test kits with all materials will need to be returned to the special education department prior to your course grade being released. In addition, you will be given two WJ IV ACH test records (consumable). If you lose or misplace your test record(s) you may **purchase** an additional test record from the Dept. of Special Education. Please see Janet Siler in the SPED department office.

**ADDITIONAL COURSE INFORMATION****Indigenous Land Acknowledgement Statement**

The University of Utah has both historical and contemporary relationships with Indigenous peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous peoples, we acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous peoples. The University of Utah recognizes the enduring relationships between many Indigenous peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah's Indigenous peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and the federal government. Today, approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our Urban Indian communities through research, education, and community outreach activities.

**COVID-19 Information, Resources**

I understand that this semester brings additional stressors with it. I am committed to providing a safe and productive learning environment for all. With humor and grace, we will get through this together. Please let me know if you are having difficulties with anything, and I will help you find resources. Also, see <https://coronavirus.utah.edu/>

University leadership has urged all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing
- Quarantining after exposure

**Vaccination**

**Get a COVID-19 vaccination and the booster shot recommended for pairing with your vaccine if you have not already done so.** Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.



University of Utah students are required (as of August 27, 2021) to complete a cycle of COVID-19 vaccination and booster shot with an approved vaccine, or complete an exemption form. The university provides three convenient vaccination options:

- Attend one of the regularly scheduled [vaccine events](#) at the Student Union on campus.
- Schedule an appointment with Student Health [here](#).
- Visit <http://mychart.med.utah.edu/>, <https://alert.utah.edu/covid/vaccine/>, or <http://vaccines.gov/> to schedule your vaccination.

### Attendance

Given the applied nature of this course, attendance is required, and adjustments cannot be granted to allow non-attendance, except in cases of quarantining due to COVID-19 exposure, or for those who have an ADA accommodation. If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

### Student Mental Health Resources

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, [campus mental health resources are available](#), including counseling, trainings and other support.
- Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by Student Affairs' Center for Student Wellness to help contribute to creating a healthier and safer campus community. These are designed to equip you to better recognize and respond to signs and symptoms of mental health and substance abuse challenges.

### Changes in Course Assignments and Schedule

The instructor reserves the right to adjust the course assignments, readings, quizzes and schedule in order to best attain the objectives of the course. Any changes in assignments, readings, due dates, quiz dates, and quiz content will be announced in class or on Canvas.

### Policy Regarding Email Response

Please e-mail the instructor well in advance of deadlines to insure you get your questions answered. Emails after 5:00 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. On occasion, I will respond to emails in the evening or on weekends, but this should not be expected. Please plan ahead for this and do not wait until the last minute for assignment or course related needs. I often can respond to e-mails within 24 hours, but in the past students have expected a response within an hour or two. This is not always possible and I will do my best to respond to e-mails promptly. Unless my auto-reply is on stating I am out of the office, please e-mail again if you have not heard back from me within 24 hours (during normal business hours).

### Announcements

The instructor will send out classwide reminders and updates via Canvas announcements. Please make sure you receive these announcements by updating Canvas (in Settings) to notify you as soon as they are posted, and through an account that you check regularly (email, social media, etc.).

### Course Expectations

Student attendance and participation are essential for successful performance in the class. Please e-mail the instructor prior to class if you will be absent. **If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed.** If you come in late or must leave early, please do not interrupt the class. Turn off cell phones and pagers (or place on vibrate). Also, out of

respect, please do not engage in conversations when the instructor or other students are talking. I reserve the right to request that you alter your behavior if I think it is problematic or request that you leave the class if necessary. **You may be asked to leave the class session if you are engaging in behavior such as sleeping, text messaging, using phones/computer for e-mail, or other excessive chatting (talking to your neighbor while others are talking, etc).**

My intent is for this course to be as participatory as possible, with regard to discussion, etc. I therefore expect that each and every member of the class will overtly participate at least once in every class session by either responding to questions or initiating comments or questions about the class presentation/discussion. This may occur in either a whole class large group context or a small group context if we're divided into such groups for some type of activity.

In order to maintain a positive, civil environment for learning I expect that all students will meet the goals described in the University of Utah's Student Code (<http://www.regulations.utah.edu/academics/6-400.html>), which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.regulations.utah.edu/academics/6-400.html>

### **Confidentiality**

I expect you to protect the rights of confidentiality afforded to students and their families inside and outside of this class. Often in class we will discuss individual students, instructional and assessment situations, and outcomes. Your experience with students with disabilities and their families is helpful in adding to the content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, **please do not reveal any information that would allow other people to identify the student (e.g. name, school, age, parent's name, etc.).**

### **Respectful Language & Diversity**

Students are expected to use respectful language in class discussion and in written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like "the handicapped," "LD kids," "severely retarded," "autistic student" or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a learning disability," "the program for students with behavior disorders." This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

The Department of Special Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual

orientation, age, status as a veteran or person with a disability. As your instructor, I am committed to providing a classroom atmosphere that is respectful of diverse views and backgrounds.

### **Student Names & Personal Pronouns**

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity, Affirmative Action, and Title IX](#), 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

### **Student Resources**

If you are a student veteran, I want you to know that the University of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building (hours: M-F 8-5pm). Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu>. Please let me know if you need any additional support in this class for any reason.

If you are a member of the LGBTQ community, I want you to know that my classroom is a "safe zone." Additionally, please know that the University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building (hours: M-F 8-5pm). You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>. Please let me know if you need any additional support in this class for any reason.

If English is your second language, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writing-program.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>). Please let me know if you need any additional support in this class for any reason.

### **Accommodations for Students with Disabilities**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access (CDA), 162 Olpin Union Building, (801) 581-5020 (V/TDD), <http://disability.utah.edu>. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the CDA. Please let me know if you need any additional support in this class for any reason.

### **Safety on Campus**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

**Incompletes**

This class adheres to the University of Utah's policy on "incompletes" for final grades. The policy states: An incomplete shall be given and reported for work incomplete because of circumstances beyond the student's control. The grade of "I" must be used only for a student who is passing the course and who needs to complete 20% or less of the course. An "I" must not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, he/she must be registered (either as a regular student or for audit) in the semester in which he/she attends. "I" grades will change to an "E" (fail) after one year unless a report of credit is submitted by the instructor to the registrar's office.