Teacher Standards and Practices Commission
250 Division Street NE, Salem, OR, 97301-1012
Phone: 503-378-3586 | Fax: 503-378-3758
www.oregon.gov/tspc | Submit to: complaints.tspc@oregon.gov

TSPC Major Modification Request Form (OAR 584-400-0080)

CONTACT INFORMATION

Institution: Eastern Oregon University	**Program name:** Special Educator Endorsement Program

PROVIDE FOR BOTH THE CURRENT LEVEL AND REQUESTED LEVEL, EVEN IF THEY ARE THE SAME.

Current level: ☐ Undergraduate *(always initial/pre-service)* ☒ Graduate ☐ Post-Graduate *(always advanced/in-service)*
AND ☐ Initial/Pre-service ☒ Advanced/In-service

Requested level: ☐ Undergraduate *(always initial/pre-service)* ☒ Graduate ☐ Post-Graduate *(always advanced/in-service)*
AND ☐ Initial/Pre-service ☒ Advanced/In-service

Requested Start Date: August 2023	**Commission meeting requested:**

Reason for the Request – Change in:
This modification request is due to substantial modifications in the following area(s):

Substantive changes to the Unit:

☐ Core mission and goals;
☐ Legal status, form of control, or ownership;
☐ Administration, if the change is a result of the unit head's termination by the institution;
☐ Offerings of academic programs for credit through contractual relationship with external organizations;
☐ Structure or content that results in the EPP no longer meeting Oregon statutes or administrative rules.

Substantive changes to the programs:

☐ Degree level of the program;
☒ Core curriculum *(The sequence of courses and/or key transition points in the program that are utilized to meet state standards.)*;
☒ Core clinical practices *(The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards.)*;
☐ Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
☐ Other *(Please describe)*:

ADDITIONAL INFORMATION

Along with this form, the EPP is required to submit a narrative report to TSPC that includes all items listed below that are applicable to this modification request. **Select all items** applicable to this request:

☒ A description of the proposed modifications.
☒ Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.
☒ Proof of official institutional approval of the modified program.
☒ Goals or objectives, learning activities, and competency of the modified program.
☒ Procedures used to develop the modified program.
☒ Procedures to be used to evaluate the modified program, once implemented.
☐ Recommendations from the consortium or other partners.
☐ A description of the clinical practices for the modified program.

Name: Rae Ette Newman	**Email Address:rnewman@eou.edu**

Signature:

Date: 12/4/23

Submit via email to: Candace.Robbecke@Oregon.gov
Use of electronic signature is acceptable.

Summary of Proposed Modifications to the Special Educator Endorsement Program

General Overview of Proposed Modifications

We are proposing the modifications outlined below to the Special Educator Endorsement program. Currently, the program has a variable total credit amount of 38-42 credits (we describe the reason for this variation, below). This credit range is slightly greater than some programs in Oregon (UO: 27 credits; Pacific: 24 credits) and roughly equivalent to others (WOU: 40-43 credits; PSU: 39 credits). With the modifications we are proposing, the total credit amount will be reduced to (33) and the length of the program will be reduced to five terms (currently, it is six terms in length). It is our position that by reducing the length—and consequently, cost—of the program, we are reducing barriers to entry into the field of special education, which is currently experiencing a shortage of qualified, special education teachers.

We are proposing a few different categories of modifications. Each of these is described in more detail below.

Elimination of Stand-Alone (1) Credit Application/Methods Courses

Currently, five courses have a (1) credit applications/methods course associated with them (see SPED 530, SPED 536, SPED 542, SPED 545, and SPED 552, on the attached red line version of the program check sheet). We are proposing to eliminate these (1) credit, stand-alone courses and add that (1) credit to the associated content course.

Entire Course Deletions

We are proposing eliminating SPED 528, SPED 550, and SPED 552 since the content of these courses is covered in the context of other courses, so standalone courses are not necessary. We justify this decision in more detail, below.

Relocation of Current Courses

We are proposing moving SPED 524 and SPED 544 to different terms.

Modification to Clinical Experience Course

We are proposing to eliminate SPED 558, rename SPED 562 to *Clinical Experience*, and set this course at (4) credits. This will eliminate the current, variable nature of the total credit amount.

Overview of Proposed Modifications, Term-by-Term

- **Fall, Term 1**
  - No modifications for this term
- **Winter, Term 2**
  - *Currently:*
    - SPED 526: Assessment of Academic & Communication Skills (3)
    - SPED 528: Assessment of Functional, Life, and Transition Skills (3)
    - SPED 530: Assessment Applications (1)
  - *Proposed modifications:*

        - Eliminate SPED 528
        - Eliminate SPED 530
        - Increase SPED 526 to (4) credits. Change course title to: *Assessment for Exceptional Learners*
        - Add SPED 524: IEP Planning and Development for Exceptional Learners (3) to this term.
- **Spring, Term 3**
    - *Currently:*
        - SPED 534: Planning for the Exceptional Learner (2)
        - SPED 536: Planning Applications (1)
        - SPED 540 Academic Methods (2)
        - SPED 542: Academic Methods Applications (1)
    - *Proposed modifications:*
        - Eliminate SPED 536
        - Increase SPED 534 to (3) credits
        - Change SPED 534 → SPED 524. Change course title to: *IEP Planning and Development for Exceptional Learners*
            - Move SPED 524 to Spring, Term 3
        - Eliminate SPED 542
        - Increase SPED 540 to (5) credits. Change course title to: *Academic Methods for Exceptional Learners*
- **Summer, Term 4**
    - *Currently:*
        - SPED 544: Functional, Life, & Transition Skills Methods (2)
        - SPED 545: Functional, Life & Transition Methods (1)
        - SPED 548: Behavior and Classroom Management for Exceptional Learners (3)
    - *Proposed modifications:*
        - Eliminate SPED 545: Functional, Life, & Transition Methods (1)
        - Increase SPED 544 to (4) credits: change course title to: *Post-Secondary Transition: Assessment and Planning*
- **Fall, Term 5**
    - *Currently:*
        - SPED 550: Collaboration & Consultation in Special Education
        - SPED 552: Collaboration & Consultation Methods (1)
        - SPED 556: Issues in Special Education (2)
    - *Proposed modifications:*
        - Eliminate SPED 550: Collaboration & Consultation in Special Education (2)
        - Eliminate SPED 552: Collaboration & Consultation Methods (1)
        - Add SPED 554: Communication Methods (2).
        - Add SPED 562: Clinical Practice (4)
- **Winter, Term 6**

- *Currently:*
  - Change SPED 541 → SPED 554
    - Move SPED 554 to Fall, Term 5
  - Eliminate SPED 558: Field Experience (1-2)
  - Rename SPED 562: Practicum → SPED 562: *Clinical Practice*
  - Set SPED 562 at (4) credits
  - Move SPED 562 to Fall, Term 5
- *Proposed modifications:*
  - The proposed modifications entail the elimination of this term

Detailed Overview of Proposed Modifications

Proof that the Modification will not affect the Program's Approval Status or Reduce the Quality of the Program in any way

It is our position that the proposed modifications will not detract from the breadth or depth of the Special Educator Endorsement program as it was previously approved by TSPC. Our justifications are as follows:

Elimination of Stand-Alone (1) Credit Application/Methods Courses

Eliminating the standalone (1) credit application/methods courses and adding these (1) credit increments to the associated content courses will not affect the quality of the program in any way—the total credit amounts for each of the content course + application/methods courses will remain the same. In the past, students have reported confusion over having multiple Canvas shells for a single content course. This modification will result in a single Canvas shell for all program courses and thereby eliminate that confusion, thereby making the content of the program easier for some students to access.

Course Deletions

SPED 528: Assessment of Functional, Life & Transition Skills

In our experience conducting this program, a standalone 10-week course on this topic is not necessary, since the program also includes a course on Functional, Life, & Transition Skills Methods (SPED 544) later in the program timeline. In this course, we cover the assessment of such skills in detail and students practice using this kind of data to develop transition plans for students. Additionally, we introduce and discuss the assessment of such skills in SPED 526. Between these two courses, students will gain the necessary knowledge and experience with this topic.

SPED 550: Collaboration & Consultation in Special Education & **SPED 552: Collaboration & Consultation Methods**

In our experience conducting this program, a standalone course on the topic of collaboration and consultation is redundant, since we cover this aspect of special education in the context of a variety of other courses. Below is a general breakdown of the content areas within which we cover collaboration & consultation:

- SPED 522: generally-effective types of collaboration & consultation services based on IDEA disability category
- SPED 522: the legal aspects of collaboration & consultation in the provision of FAPE in the LRE
- SPED 524: collaboration & consultation in the context of IEP development and implementation
- SPED 540: collaboration & consultation in the context of co-teaching and in the provision of other evidence-based practices that entail it
- SPED 544: collaboration & consultation with outside service providers during the transition period
- SPED 548: collaboration & consultation in the context of behavior management.

Interweaving this content into the abovementioned courses provides a more natural context in which to cover it.

Relocation of Current Courses

The primary motivation for relocating SPED 524 and SPED 524 is to improve the sequence of the curriculum and to reduce the length of the program.

Modification to Clinical Experience Course

We are eliminating the variable credit structure of the of the practicum and field experience courses described above, since TSPC makes no such stipulation in OAR 584-400-0140, which states that "In-service candidates adding endorsements in program-required endorsement areas must complete 60 hours of clinical practice," in addition to the journaling and reflection activities we have students complete during their clinical experience.

Proof of Official Institutional Approval of the Modified Program

The proposed modifications delineated above were approved by EOU's College of Education during the AY 2023-2024 convocation session. They will be submitted to EOU's Educational Policy and Curriculum Committee for consideration on the meeting scheduled October 17, 2023. Finally, they will be submitted to EOU's Faculty Senate for approval on October 3, 2023.

Goals or Objectives, Learning Activities, and Competency of the Modified Program

Although we are proposing modifications to the structure of the Special Educator Endorsement program, it is our position that the overall objective of the proposed, modified program will not change since the content to be eliminated (in the form of course deletions) will be covered in other, relevant courses. As in its previous form, the proposed, modified program remains comprehensive of the content and experiential requirements as set forth by the TSPC, Council for Exceptional Children (CEC), and EOU's College of Education educator preparation program standards.

Procedures Used to Develop the Modified Program

The Special Educator Endorsement program team started the process of evaluating the program curriculum in the Fall of 2021, following the hire of a new special education program faculty. The team mapped the curriculum onto TSPC and CEC program standards to identify areas in which the program might be consolidated and/or expanded upon, in order to provide a comprehensive curriculum in as short a timeframe as possible.

Procedures to be Used to Evaluate the Modified Program, once Implemented

We will use student feedback as our primary source of data to evaluate the quality of the modified program. To gather this data, we will include specific questions that target student experiences in the areas of the program that we made modifications to.

EASTERN OREGON UNIVERSITY

Special Educator PK-12 Endorsement
(A new cohort starts fall term of each year.)

Student Name: EOU ID #

Advisor: Jerred Jolin

email jjolin@eou.edu

phone /office# 541-962-3537 / ZH 230

Special Educator PK-12 Endorsement
Sequence of Course Offerings & Program Check sheet

CRN	Class	Title	Credits	Term	Grade
		Fall			
	SPED 520	Theories & Characteristics of Exceptionality	3		
	SPED 522	Legal & Procedural Aspects of Special Education	3		
		Winter			
	SPED 526	Assessment for Exceptional Learners~~of Academic & Communication Skills~~	~~4~~3		
	~~SPED 528~~	~~Assessment of Functional, Life & Transition Skills~~	~~3~~		
	~~SPED 530~~	~~Assessment Applications~~	~~1~~		
	SPED 524	IEP Planning and Development for Exceptional Learners	3		
		Spring			
	~~SPED 534~~	~~Planning for the Exceptional Learner~~	~~2~~		
	~~SPED 536~~	~~Planning Applications~~	~~1~~		
	SPED 540	Academic Methods for Exceptional Learners	~~5~~3		
	~~SPED 542~~	~~Academic Methods Applications~~	~~1~~		
		Summer			
	SPED 544	~~Functional, Life & Transition Skills Methods~~Post-Secondary Transition: Assessment and Planning	~~4~~3		
	~~SPED 545~~	~~Functional, Life & Transition Methods~~	~~1~~		
	SPED 548	Behavior & Classroom Management for Exceptional Learners	3		
		Fall			
	~~SPED 550~~	~~Collaboration & Consultation in Special Education~~	~~2~~		
	~~SPED 552~~	~~Collaboration/Consultation Applications~~	~~1~~		
	SPED 554	Communication Methods	2		
	SPED 556	Issues in Special Education	~~2~~3		
	SPED 562	Clinical Practice	4		
		Winter			
	~~SPED 541~~	~~Communication Methods~~	~~1~~		
	~~SPED 558~~	~~Field Experience~~	~~(1-2)~~		
	~~SPED 562~~	~~Practicum~~	~~(3-6)~~		
	Total Credits		~~28~~ 4233		

The test listed below must be passed prior to recommendation of endorsement
ORELA - Special Education Test Official Scores sent to EOU / Date Taken _____ Score - 228/_____
http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT601_TestPage.html

Program Completion Date: _____

Rev:10/20

Commented [JJ1]: This course was deleted. We have determined that 7 credits of assessment coursework isn't necessary. Also, we cover assessment of life and transition skills in SPED 544.

Commented [JJ2]: This course number has changed (534 → 524) because we moved it from Spring to Winter.

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Commented [JJ3]: This credit was added to SPED 524.

Commented [JJ4]: We increased this course from 3 – 5 credits, based on the amount of work it entails. It will now be the only course students take in the Spring.

Commented [JJ5]: This credit was added to SPED 540.

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Commented [JJ6]: This credit was added to SPED 544

Commented [JJ7]: This course and SPED 522 are being deleted. We address collaboration and consultation throughout the program so it is not necessary to have a stand alone course on the topic.

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Commented [JJ8]: It is not clear why both a Field Experience and Practicum are required. Therefore, we deleted this course and set a single credit amount to the Practicum.

EASTERN OREGON UNIVERSITY

Special Educator PK-12 Endorsement

(A new cohort starts fall term of each year.)

Student Name: _____ EOU ID # _____

Advisor: Jerred Jolin

email jjolin@eou.edu

phone /office# 541-962-3537 / ZH 230

Special Educator PK-12 Endorsement
Sequence of Course Offerings & Program Check sheet

CRN	Class	Title	Credits	Term	Grade
		Fall			
	SPED 520	Theories & Characteristics of Exceptionality	3		
	SPED 522	Legal & Procedural Aspects of Special Education	3		
		Winter			
	SPED 524	IEP Planning and Development for Exceptional Leaners	3		
	SPED 526	Assessment for Exceptional Learners	4		
		Spring			
	SPED 540	Academic Methods for Exceptional Learners	5		
		Summer			
	SPED 544	Post-Secondary Transition: Assessment and Planning	4		
	SPED 548	Behavior & Classroom Management for Exceptional Learners	3		
		Fall			
	SPED 554	Communication Methods	2		
	SPED 556	Issues in Special Education	2		
	SPED 562	Clinical Practice	4		
	Total Credits		**33**		

The test listed below must be passed prior to recommendation of endorsement
ORELA - Special Education Test Official Scores sent to EOU / http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT601_TestPage.html

Date Taken _____ Score - 228/_____

Program Completion Date: _____

Rev:10/20

EASTERN OREGON UNIVERSITY

COLLEGE OF EDUCATION

Special Educator Endorsement Program
Course Syllabus
Winter 2024

Course Number: SPED 524

Name of Course: IEP Planning and Development for Exceptional Learners

Course Description: This course offers an overview of the principles and components involved in educational planning for the exceptional learner. Course content addresses guidelines for Individualized Education Plan (IEP) development in the state of Oregon, evidence-based IEP development practices, and different frameworks for IEP goal writing and development. Considerations of cultural and experiential diversity in the IEP process will also be considered.

Credit Hours: 3

Time and place of course: Thursday, 4:30-7:30, ZOOM.

Time and place of the course: Time and place of the course: Thursday, 4:30-7:30, ZOOM.

Instructor: Jerred Jolin, PhD	**Email:** jjolin@eou.edu
Office: Zabel Hall 230	**Phone:** 541-962-3537
Hours: Monday & Wednesday 10:00 – 12:00 (or by appointment)	

Textbook: Pierangelo, R., & Giuliani, G. (2007). *Understanding, developing, and writing effective IEPs: A step-by-step guide for educators.* Corwin Press.

Prerequisites: Admission to the Special Education Initial Teacher Licensure (SEITL) Undergraduate Program

Learning Outcomes:

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

1) Understand the process of developing individualized education plans in collaboration with students, families, and teams.
2) Understand the SMART approach to writing IEP goals.
3) Demonstrate the ability to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
4) Understand how language, culture, and family background influence the learning of individuals with exceptionalities.

Table 1

Alignment of Learning Outcomes to Required Standards

Learning Outcome	**EOU COE Educator Preparation Program Outcomes**	**Special Education Program Standards (OAR-584-420-0460) (*OAR-584-420-0016*) (TSPC)**	**Special Educator Initial Preparation Standards (CEC)**
1	1, 4	(1)3; 3(5); 5(7)	1.0; 1.1; 1.2; 3.0; 3.3; 5.1; 5.5
2	1	1(3); 3(5)	1.2; 4.4; 5.5
3	1, 3	1(3); 2(4)	1.2; 2.2; 3.0; 3.3; 5.0; 5.5
4	1	7(9)	1.1; 3.0; 5.5

Assignments:

1. *IDEA, IEP Regulations Lesson Activity:* The objective of this assignment is for students to develop a lesson that includes an interactive activity to help the class understand each of the IDEA, IEP regulations.
2. *Self-Determination Checklist Data Analysis Report:* The objective of this assignment is for students to administer the self-determination checklist to a student in their classroom and then to write up a brief report in which they identify the student's strengths and weaknesses in the six component elements of self-determination (choice-making, decision-making, problem-solving, goal-setting and attainment, internal locus of control, and self-awareness/self-knowledge)
3. *Writing a PLAAFP Statement:* The objective of this assignment is for students to analyze and synthesize information from a provided special education evaluation

report to complete a comprehensive and strengths-based Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement for a student with diverse learning needs.

4. *SMART IEP Goal Writing Practice:* The objective of this assignment is for students to develop and enhance their skills in writing Individualized Education Program (IEP) goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). Students will use the Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements that they developed earlier in the term as a foundation to create meaningful and effective goals tailored to meet the unique needs of the student profiled in the PLAAFP statement.
5. *Developing a Progress Monitoring Plan:* The objective of this assignment, is for students to develop a progress monitoring plan for documenting a fictional student's progress toward the three SMART IEP goals they wrote in the "SMART IEP Goal…" assignment, described above.
6. *Student-Directed IEP Meeting Facilitation Plan:* The objective of this assignment is for students to develop the skills to plan and facilitate a student-directed Individualized Education Program (IEP) meeting, promoting active participation and collaboration between students, parents, and educational professionals. Students will develop this plan for the student whom the assessed in the "Self-Determination Checklist…" assignment, described above.

Grading Policies:

Late work policy. This is a professional program. You are required to complete assignments and submit the assignments to Canvas by the specified due date and time. The instructor is under no obligation to accept work turned in after the due date specified. If late work is accepted due to prior-arranged extenuating circumstances, the grade may be penalized at a rate of 10% per calendar day.

Grading Scale:

93-100% A; 90-92.9% A-; 87-89.9% B+ 83-86.9% B; 80-82.9% B-; 77-79.9% C+, 73-76.9%C, 70-72.9% C-; 67-69.9% D+; 63-66.9% D; 60-62.9% D-; Under 60% F

Table 2

Weighting of Course Requirements and Alignment to Learning Outcomes

Course Requirement	**Total Points**	**% of Total Grade**	**Learning Outcomes**
IDEA IEP Regulations Lesson activity	10	5%	1-4
Administration of the Self-Determination Checklist	20	10%	3
Writing a PLAAFP Statement	40	20%	1
SMART IEP Goal Writing Practice	40	20%	1, 2
Developing a Progress Monitoring Plan	40	20%	1-3

Student-Directed IEP Meeting Facilitation Plan	50	25%	1
Totals	200		

Brief Outline of Course: .

This course will be held on Zoom. It will combine outside readings, lecture, and in-class application activities.

Table 3
Course Schedule

Session	Topic	Assigned Reading
Week 1	• In-depth study of IDEA Regulations Related to IEPs and Evaluation	-Assigned IDEA, IEP Regulations

Week 2	• Promoting Self-Determination in the IEP Process
	  • Person-Centered Planning and its significance in special education
	  • Student-directed IEP Meetings
		-Self-Determination Defined

Week 3	• Report on analysis of self-determination checklist data • Step-by-Step overview of IEP Development Process	-Textbook: Chp. 5
Week 4	• IEP Development Process Focus: PLAAFP Statements	-Oregon Components of Quality PLAAFPs -Oregon IEP Present Level Checklist
Week 5	• IEP Development Process Focus: Writing Meaningful SMART Goals	-SMART IEPs
Week 6	• IEP Development Process Focus: Progress Monitoring	-Progress Monitoring: Legal Issues and Recommendations
Week 7	• IEP Development Process Focus: Developing Individualized Services and Supports • Student Needs and Types of Accommodations	-TBD
Week 8	• Best practices for English Language Learners	-TBD
Week 9	• The Role and Function of Academic Language in IEPs	-TBD
Week 10	• Guidelines for Successful IEP Meetings	Textbook: Chp. 2 & 4

General Education Category and Outcomes: N/A

University Writing Requirement Outcomes: Yes

Writing Center Statements:
For on-campus courses. The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU's undergraduate and graduate students who are writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to **eou.mywconline.com** to schedule an appointment in the Writing Center (Loso Hall 234).

For online/onsite courses. The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any undergraduate course. Go to **EOU's eTutoring page** to submit a paper to a writing tutor.

For graduate courses. The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to **EOU's eTutoring page** to submit a paper to a writing tutor. Click on **Graduate Students How To** for information about tagging your submission.

Classroom Decorum:
Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of communication devices, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as disrespectful to others. In the event of a situation where a student legitimately needs to carry a communication device to class, prior notice and approval of the instructor is required.

Academic Misconduct Policy:
Eastern Oregon University places a high value upon the integrity of its student scholars. Any student suspected of an act of academic misconduct is subject to an academic misconduct charge being submitted to the Student Affairs Office for further investigation and sanctioning. Sanctions by Student Affairs include, but are not limited to, being placed on probation, being suspended from the University, or other sanctions deemed appropriate to attend to the severity of the case. Faculty, with communication with their dean when necessary, have the autonomy to determine the appropriate grade for the submitted materials and/or course based on suspected academic misconduct following consultation with the student.

Misconduct includes, but is not limited to, the following: cheating, unauthorized collaboration (working with other students, hiring third party services, utilizing artificial intelligence (AI) sources - unless directed otherwise by the course instructor, or other

parties outside the student's own efforts), fabrication, facilitation, plagiarism, or tampering. Students should familiarize themselves with the full Academic Honesty Statement: https://drive.google.com/file/d/1Y2_8sELYT4akqWDya6z4dAFE-bLmP9C5/view

Accommodations/Students with Disabilities Policy:
Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962-3081.

Syllabus Prepared By: Dr. Jerred Jolin

Last Updated: 01/05/24

EASTERN OREGON UNIVERSITY
COLLEGE OF EDUCATION

Special Educator Endorsement Program
Course Syllabus
Winter 2024

Number of Course: SPED 526

Name of Course: Foundations of Assessment in Special Education

Catalog Description: The purpose of this course is to introduce theoretical and practical considerations in the psychological and educational assessment of exceptional learners. The primary focus is on developing an understanding of appropriate instruments and approaches for assessing the academic, cognitive, communication, functional, social and transition skills/abilities of learners with mild, moderate and severe disabilities. Additionally, emphasis will be placed on the practice of nondiscriminatory assessment of culturally and linguistically diverse exceptional learners. Finally, basic measurement and statistical concepts and terminology will be introduced.

Credit Hours: 4

Time and place of the course: Monday, 4:30-7:30, ZOOM.

Instructor: Jerred Jolin, PhD	**Email:** jjolin@eou.edu
Office: Zabel Hall 230	**Phone:** 541-962-3537
Hours: Monday & Wednesday 10:00 – 12:00	

Required Texts or Suggested Materials: Pierangelo, R. A., & Giuliani, G. (2017). *Assessment in special education: A practical approach* (5th ed.). Pearson.

Prerequisites: Admission to the Special Education Initial Teacher Licensure (SEITL) Undergraduate Program

Learning Outcomes:

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

1. Understand the purpose of the child study team and pre-referral strategies in the special education process.

2. Understand the legal requirements of assessment as set forth in the IDEA.
3. Understand foundational concepts and principles of measurement and common terminology used in the field of special education assessment.
4. Identify and select appropriate instruments and procedures for use in assessing diverse learners in the areas of academic, functional and transition skills.
5. Administer, score and interpret the results of selected instruments and procedures designed to assess diverse learners in the areas of academic, functional and transition skills.

Table 1

Alignment of Learning Outcomes to Required Standards

Learning Outcome	**EOU COE Educator Preparation Program Outcomes**	**Special Education Program Standards (OAR-584-420-0460) (*OAR-584-420-0016*) (TSPC)**	**Special Educator Initial Preparation Standards (CEC)**
1	5, 8	(1)3	1.0; 4.0;
2	8	(1)3; (4)6;	4.0; 4.3;
3	1, 8	(1)3; (4)6; (*4)c*	4.0; 4.1; 4.2
4	1, 5, 8	(1)3; (4)6; (*4)c*	4.0; 4.1; 4.3; 6.2
5	1, 5, 8	(1)3; (4)6; (*4)c*	4.0; 4.1;

Assignments:

1. *Graphing, reporting, and interpreting fictional student data: (3)* For these assignments, you will be graphing, reporting, and interpreting data from (3) different assessments for for a fictional student named Jim. Jim's data comes from the following assessments: 1) *Woodcock–Johnson IV Tests of Achievement (WJ-IV)*; 2) *Wechsler Intelligence Scale for Children- 5th Edition*; and, 3) *Clinical Evaluation of Language Fundamentals-5 (CELF-5)*.
2. *Development of an Assessment:* For this assignment, you will be developing an assessment to administer as part of your Student Evaluation Report assignment, described below.
3. *Administration of a norm-referenced assessment*: For this assignment, you will be administering the Vineland Adaptive Behavior Scales: Classroom Edition to one of your practicum students.
4. *Student Evaluation Report:* This assignment requires that you produce a data-based case study of one of your practicum students, using data from an administration of the Vineland Adaptive Behavior Scales: Classroom Edition and observational data that you will be collecting. You will need to fictionalize the name of the student and avoid

including unnecessary identifying features about the student in your write-up, since disability status is legally confidential for all children.

Grading Policies:

Late work policy. This is a professional program. You are required to complete assignments and submit the assignments to Canvas by the specified due date and time. The instructor is under no obligation to accept work turned in after the due date specified. If late work is accepted due to prior-arranged extenuating circumstances, the grade may be penalized at a rate of 10% per calendar day.

Grading Scale:

93-100% A; 90-92.9% A-; 87-89.9% B+ 83-86.9% B; 80-82.9% B-; 77-79.9% C+, 73-76.9%C, 70-72.9% C-; 67-69.9% D+; 63-66.9% D; 60-62.9% D-; Under 60% F

Table 2

Weighting of Course Requirements and Alignment to Learning Outcomes

Course Requirement	**Total Points**	**% of Final Grade**	**Learning Outcomes**
Graphing, reporting, and interpreting fictional student data (3)	60	25%	3, 4, 5
Development of an assessment	40	16.7%	4, 5
Administration of a norm-referenced assessment	40	16.7%	4, 5
Student evaluation report	100	41.7%	3, 4, 5
Totals	240	100%	

Brief Outline of Course:

This course will be held on Zoom. It will combine outside readings, lecture, and in-class application activities.

Table 3

Course Schedule

Session	Topic	Assigned Reading
1: 1/8/24	• Syllabus, Introduction to course • Change Dynamics in SPED Assessment • Nondiscriminatory Assessment	-NA
2: 1/15/24	MLK Jr. Day: No Class	
3: 1/22/24	• Overview of Concepts and Terminology	-Chp. 2 -Chp. 3 -Chp. 4
4: 1/29/24	• Assessment of Academic Achievement	-Chp 9
5: 2/5/24	• Assessment of Intelligence	-Chp 10
6: 2/12/24	• Assessment of Behavior	-Chp 11
7: 2/19/24	• Best Practices in Assessment Design	TBD
8: 2/26/24	• Assessment of Perceptual Abilities	-Chp 12
9: 3/4/24	• Assessment of Speech and Language	-Chp 13
10: 3/11/24	• Overview of the Special Education Process	-Chp. 5 -Chp. 6 -Chp. 7

General Education Category and Outcomes: N/A

University Writing Requirement Outcomes: Yes

Writing Center Statements:

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Statement: https://drive.google.com/file/d/1Y2_8sELYT4akqWDya6z4dAFE-bLmP9C5/view

Accommodations/Students with Disabilities Policy:
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Syllabus Prepared By: Dr. Jerred Jolin

Last Updated: 01/05/24

EASTERN OREGON UNIVERSITY

COLLEGE OF EDUCATION

Special Educator Endorsement Program
Course Syllabus

Course Number: SPED 540

Name of Course: Academic Methods for Exceptional Learners

Credit Hours: (5)

Time and place of the course: Meetings will be held via Zoom (2 hours per week)

Instructor: Jerred Jolin, PhD	**Email:** jjolin@eou.edu
Office: Zabel Hall 230	**Phone:** 541-962-3537
Hours: Monday, 2:00-4:00; Friday, 1:00-3:00	

Required Texts or Suggested Materials: This course will use open educational resources

Prerequisites: Admission to Special Educator Endorsement program

Course Description

This course will address evidence-based practices (EBPs) for supporting growth in academic content areas in special education. Students will be introduced to the definition of EBPs, the standards that EBPs in special education must meet, and to a variety of examples of EBPs.

Learning Outcomes:

Upon completion of the course, students will:

1. Understand the criteria that must be met for an EBP to be *evidence-based*.
2. Demonstrate the ability to research, identify and, analyze various EBPs.

3. Demonstrate the ability to plan and deliver an EBP in the context of whole class or individualized instruction.
4. Demonstrate the ability to use student data to analyze the efficacy of an EBP in practice

Table 1

Alignment of Learning Outcomes to Required Standards

Learning Outcome	**EOU COE Educator Preparation Program Outcomes**	**Special Education Program Standards (OAR-584-420-0460) (*OAR-584-420-0016*) (TSPC)**	**Special Educator Initial Preparation Standards (CEC)**
1		5(7)	5.0; 5.1
2		1(3); 5(7)	5.0; 5.1
3	1, 5	1(3); 5(7)	5.0; 5.1
4	1, 5	5(7)	5.0; 5.1

Course Requirements:

1. *Weekly readings/class attendance:* Students will complete assigned readings and come to class prepared to contribute to discussion topics.
2. *Article Reflections:* For these assignments, Students will reflect on the relevancy of one of the weekly readings to their work in the classroom.
3. *EBP Annotated Bibliography:* For this assignment, students will create an annotated bibliography of 5 research articles that focus on an example of an EBP that could realistically be implemented to help achieve one of the IEP goals included in the IEP project assignment for SPED 524
4. *EBP Application*: For this assignment, students will apply the EBP on which the annotated bibliography assignment was focused, for a period of at least three weeks. Students will produce a written report on the efficacy of the EBP, toward the end of supporting a student's learning.

Grading Policies:

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Grading Scale:

93-100% A; 90-92.9% A-; 87-89.9% B+ 83-86.9% B; 80-82.9% B-; 77-79.9% C+, 73-76.9%C, 70-72

Table 2
Weighting of Course Requirements

Course Requirement	**% of Total Grade**
Weekly readings/class attendance	2.5%
Article Reflections	10%
EBP Annotated Bibliography	50%
EBM Application	37.5%

Means of Assessment:

Table 3
Alignment of Course Requirements and Learning Outcomes

Course Requirement	**Learning Outcome(s)**
Weekly readings/class attendance	1, 2
Article Reflections	1, 2
EBP Annotated Bibliography	1, 2
EBM Application	3

Brief Outline of Course:

This course will be held on Zoom and will combine outside readings, lecture, and in-class application activities.

Course Schedule

Session	Topic	Assigned Reading
Week 1	**Evidence-based practices (1)** -What does it take to be an evidence-based practice?	-Odom et al. (2005) -Horner et al. (2005)
Week 2	-Review of Syllabus **Evidence-based practices (2)**	-Cook & Cook (2011)
Week 3	**Instruction (1)** -Explicit Instruction -Comprehension strategies	-Explicit Instruction -Big Ideas in SPED
Week 4	**Instruction (2)** -Explicit Instruction -Comprehension strategies	-Hughes et al. (2017) -Strategies that promote comprehension

Week 5	**Study Skills Strategies (1)** -Graphic organizers -Note taking -Mnemonics -Time management	-Fisher & Frey (2018) -Boyle, Forchelli, & Cariss (2015) -Mnemonic strategies
Week 6	**Study Skills Strategies (2)** -Graphic organizers -Note taking -Mnemonics -Time management	-Fisher & Frey (2018) -Boyle, Forchelli, & Cariss (2015) -Mnemonic strategies
Week 7	**Self-Directed Strategies (1)** -Student-directed learning -Self-Monitoring	-Wehmeyer et al. (2003) -Menzies et al. (2005)
Week 8	**Self-Directed Strategies (2)** -Student-directed learning -Self-Monitoring	-Wehmeyer et al. (2003) -Menzies et al. (2005)
Week 9	**Peer-Mediated Supports (1)** -Peer tutoring -Positive peer reporting -Integrated play groups	-Okilwa & Shelby (2010) -Murphy & Zlomke (2014) -Wolfberg, et al. (2012)
Week 10	**Peer-Mediated Supports (2)** -Peer tutoring -Positive peer reporting -Integrated play groups	-Okilwa & Shelby (2010) -Murphy & Zlomke (2014) -Wolfberg, et al. (2012)

Miscellaneous

Writing Center Statements:

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that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of communication devices, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as disrespectful to others. In the event of a situation where a student legitimately needs to carry a communication device to class, prior notice and approval of the instructor is required.

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Syllabus Prepared By: Dr. Jerred Jolin

Last Updated: 10/13/23

EASTERN OREGON UNIVERSITY

COLLEGE OF EDUCATION

Special Educator Endorsement Program
Course Syllabus

Course Number: SPED 544

Name of Course: Post-Secondary Transition: Assessment and Planning

Credit Hours: 4

Time and place of the course: This class will be completely asynchronous, with monthly check-ins via Zoom

Instructor: Jerred Jolin, Ph.D	**Email:** jjolin@eou.edu
Office: Zabel 230	**Phone:** 541-962-3537
Hours: Appointment only in summer	

Required Text: Thoma, C. A., Bartholomew, C. C., & Scott, L. A. (2009). *Universal design for transition: A roadmap for planning and instruction.* Baltimore, MD: Paul H. Brooks Publishing

Prerequisites: Admission to Special Educator program or consent of special education program advisor

Catalog Description: The purpose of this course is to provide an overview of postsecondary transition education and services for individuals with exceptionalities. Emphasis is placed on identification of transition skills, collaboration with key stakeholders and community agencies during the transition period, the nature of the transition process, development of individualized transition plans, and evidence-based, postsecondary transition practices.

Learning Outcomes

Upon completion of this course, students will:

1. Understand the nature of the postsecondary transition period for students with exceptionalities.
2. Demonstrate an understanding of the four domains covered during the transition period for students with exceptionalities, and common evidence-based practices that are appropriate for helping students develop the skills and supports necessary for success in adulthood.
3. Identify agencies available in the community that assist students and their families during the postsecondary transition period.
4. Write individualized transition plans and person-centered plans for students with exceptionalities.

Table 1

Alignment of Learning Outcomes to Required Standards

Learning Outcome	**EOU COE Educator Preparation Program Outcomes**	**Special Education Program Standards (OAR-584-420-0460) (*OAR-584-420-0016*) (TSPC)**	**Special Educator Initial Preparation Standards (CEC)**
1			7.0; 5.5
2		5.7	2.2; 5.5
3	1	1(3); 7(9)	2.1; 7.3
4	1	1(3); 3(5); 4(6); 6(8)	1.0; 1.2; 2.1; 2.2;4.0; 4.3; 5.5; 7.0; 7.1; 7.3

Course Requirements:

1. *What do you think is the most important element of transition?:* For this assignment, you will post a response to the question: What do you think is the most important element of the transition period for students with disabilities? Also, you will need to respond to one of your classmate's responses.

2. *NLTS-2 Overview Review:* For this assignment, you will read a report entitled *An Overview of Findings from Wave 2 of The National Longitudinal Transition Study-2 (NLTS2)* in order to make yourself familiar with the primary aspects of transition which schools and districts measure, and which form the basis of our ITPs. You will write a 2-page summary of what you learned and found interesting from this report. NOTE: Your review only needs to focus on the data reported in the "Early Postschool Experiences of Youth with Disabilities" section (pg. 7-14).

See the assignment description in Canvas for more specific information.

3. *Self-Perceptions of Participants in the NLTS-2 Study:* For this assignment, you will choose one of the 12 disability categories represented in the NLTS-2 study and summarize the self-reported perceptions of this group based on the data presented in the NLTS-2 Participant Self-Perception report on Canvas.

4. *Self-Directed IEP Meeting Activity:* For this assignment you will review the article on Canvas, entitled *Effects of the Self-Directed IEP on Student Participation in Planning Meetings.* Then, you will answer a series of questions using data from a fictious student.

5. *Review of a Transition Assessment:* For this assignment, you will select an instrument from section 2 of the *Age Appropriate Transition Assessment Toolkit* and provide a review of it.

6. *Transition resource maps* (3)*:* For this assignment, you will need to conduct a search of available resources in your area that would be appropriate for meeting the educational/developmental needs of students during the transition period. You will need to locate one resource that would help a student transitioning to adulthood in each of the following areas: employment, college, community living, recreation and leisure.

7. *Evidence-based practices in secondary transition review:* For this assignment, you will write a 2-page review on one evidence-based practice in secondary transition. In the leftmost column of Table 3, on page 120 of the file entitled *EBPs in Secondary Transition*, located in the "Additional Readings" folder on Canvas, you will see a number of practices listed. Choose one that is interesting to you. In the rightmost column you will see a number of citations which correspond to the published research articles that were used to establish the evidence base for each of the practices. Locate one of the articles in the references section that begins on page 126 (using the author last names and publication date in Table 3). To find the article, I suggest searching the EOU library electronic databases (Psychinfo is a good place to start), or google scholar. Note: You do not need to read the article that is on Canvas, unless you'd like to.

8. *Individualized Transition Plan (ITP) Project:* For this assignment you will create an ITP for a fictional, transition-age student named Stu Dent, using the data in the file entitled *Stu Dent Transition Assessment Report* on Canvas.

Grading Policies:

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assignments and submit the assignments to Canvas by the specified due date and time. The instructor is under no obligation to accept work turned in after the due date specified. If late work is accepted due to prior-arranged extenuating circumstances, the grade may be penalized at a rate of 10% per calendar day.

Grading Scale:

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Table 2

Weighting of Course Requirements and Alignment of Learning Outcomes

Course Requirement	%of Final Grade	Learning Outcomes
The most important part of transition….?	1.96%	1
NLTS2: Overview Review	5.88%	1, 2
Self-Perceptions of Participants in the NLTS-2 Study	5.88%	1
Self-Directed IEP Meeting Activity	9.8%	2
Review of a Transition Assessment	9.8%	2
Transition resource maps (3)	14.12%	3
Evidence-based practice in secondary transition review	7.84%	2
Individualized transition plan project	47.06%	1, 2, 3, 4

Course Schedule

As this course will be completely asynchronous, I will not be imposing any hard deadlines for assigned readings. However, you will see on Canvas that I have assigned due dates for assignments. In the table below, I have outlined a schedule for the readings that I believe is realistic. It should go without saying that reading this material will be instrumental to your success in satisfying the requirements of course and in furthering your expertise and effectiveness as a special educator.

Session	Topic	Assigned Reading
Week 1	-**Transition, in general** (We will meet this week on Tuesday (6/21) @ 5:00 PM to go over the syllabus and to give you opportunities to ask questions).	-*Postsecondary transition under IDEA 2004: A legal update* (On Canvas)

Week 2	-**Key Findings of the National Longitudinal Transition Study-2 (NLTS2)**	-*NLTS2_Overview* (On Canvas)
Week 3	-**Self-Perceptions of NLTS2 Participants**	-*NLTS2_Participant_Self_Perceptions* (On Canvas)
Week 4	-**Self-Determination**	-*Textbook: Chp. 2* -*Effects of the Self-Directed IEP on Student Participation in Planning Meetings* (On Canvas)
Week 5	-**Assessment**	-*Age Appropriate Transition Assessment Toolkit* (on Canvas) -*Self-determination in Secondary Transition Assessment* (on Canvas)
Week 6	-**Employment**	-*Textbook: Chp. 5* -*Competitive Employment for Persons with IDD* (on Canvas)
Week 7	-**College**	-*Textbook: Chp. 6* - *Helping Students with Disabilities Transition to College* (On Canvas)
Week 8	-**Independent Living**	-*Textbook: Chp. 7* - *Transition to living-The neglected component of transition programming for individuals with learning disabilities* (On Canvas)
Week 9	-**Evidence-Based Practices in Transition**	-*EBPs in Secondary Transition* (On Canvas) -Self-selected article on an EBP
Week 10	-**Writing an Individualized Transition Plan**	-NA

Miscellaneous

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Syllabus Prepared By: Dr. Jerred Jolin

Last Updated: 10/13/23

EASTERN OREGON UNIVERSITY

COLLEGE OF EDUCATION

Special Educator Endorsement Program
Course Syllabus
Winter 2024

Course Number: SPED 562

Name of Course: Clinical Practice

Course Description

This culminating field experience enables students to demonstrate proficiency in the competencies acquired through previously completed courses and field studies, as applied to learners with mild, moderate, and severe disabilities at the K-12 level.

Credit Hours: 4

Time and place of course: This course is a field experience and as such will take place in your classroom.

Instructor: Jerred Jolin, PhD	**Email:** jjolin@eou.edu
Office: Zabel Hall 230	**Phone:** 541-962-3537
Hours: Monday & Wednesday 10:00 – 12:00 (or by appointment)	

Textbook: There is no required textbook for this course

Prerequisites: Admission to Special Educator Program

Learning Outcomes:

Upon completion of the course, students will:

1) Demonstrate attainment of the competencies required to work effectively with special education students in the state of Oregon.

2) Demonstrate knowledge and application of a variety of alternative methods and materials for instructing learners with a range of abilities and disabilities in the classroom.

Table 1

Alignment of Learning Outcomes to Required Standards

Learning Outcome	**EOU COE Educator Preparation Program Outcomes**	**Special Education Program Standards (OAR-584-420-0460) (*OAR-584-420-0016*) (TSPC)**	**Special Educator Initial Preparation Standards (CEC)**
1	1, 2, 5, 6	1(3); 2(4); 5(7); *Clinical Practices*	1.0; 1.2; 2;0; 2.2; 5.0; 5.1
2	1, 6	1(3); 2(4); 5(7); *Clinical Practices*	1.0; 1.2; 2;0; 2.2; 5.0; 5.1

Course Requirements:

1. *Practicum/Field Experience Reflections:* The goal of these journal prompts is to foster reflection throughout your clinical experience course. More specifically, I will be asking you to reflect on some of the things we have covered in this program as they pertain to your current practice. See the file entitled *Practicum Reflection Prompts* in Canvas for an overview of all of the prompts (this information is also included in the Assignments section in Canvas). Your responses to these prompts are due at the end of weeks #3, #6, and #9.
2. *Observations*: You will be observed a total of four hours during the 10-week term. Both your mentor teacher and myself will be conducting two hours of observation, each. Since I will be travelling to your school site from La Grande, I would like to complete both observations on the same day, or on two consecutive days. We will work this out on an individual basis, as we schedule the observations. You will be responsible for scheduling the observations with your mentor teacher (note: your mentor teacher does not need to observe you at the same time I observe you). Prior to each of your observations you will need to submit a lesson plan (use the file entitled *Teaching Observation Lesson Plan* in Canvas). In addition to the observation, informal pre- and post-interviews will be conducted by myself and your mentor teacher. The purpose of these interviews is to discuss what you plan to do in your observed lesson and then afterwards to discuss how it went. Both myself and your mentor teacher will use the *Teaching Observation Form* located on Canvas to document our observations. You will be

responsible for getting this form to your mentor teacher, and arranging for that individual to get them back to me once her/his observations are complete.

3. *Evaluation:* Both myself and your mentor teacher will complete the evaluation form located on Canvas, entitled *SPED Endorsement Candidate Evaluation Rubric*. As you can see, it is *very* comprehensive (note: completing the evaluation will not require an additional observation).
4. *Practicum Hours Documentation:* Use the file on Canvas entitled *Practicum Hours Log* to document the required 90 hours of practicum time.
5. *ORELA Test:* You will need to complete the *Oregon Educator Licensure Assessment (ORELA)* entitled the *NES Profile: Special Education K-12 (601)* test. It is up to you to schedule the test and complete it. Here is a link to the website where you can go to schedule a test date: https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT601_TestPage.html

I will also add a link on the Canvas page for this course. Have a look at the *ORLEA NES Test Framework* and *NES 601 Test* documents on Canvas for more information on the test.

Grading Policies:

This is a professional program. *Policies on late work and resubmission of assignments are set by the instructor.*

Grading Scale:

93-100% A; 90-92.9% A-; 87-89.9% B+ 83-86.9% B; 80-82.9% B-; 77-79.9% C+, 73-76.9%C, 70-72.9% C-; 67-69.9% D+; 63-66.9% D; 60-62.9% D-; Under 60% F

Table 2

Weighting of Course Requirements

Course Requirement	**% of Total Grade**
Practicum/Field Experience Reflections	20%
Instructor Observations and Evaluation	40%
Mentor Teacher Observations and Evaluation	40%

Means of Assessment:

Table 3

Alignment of Course Requirements and Learning Outcomes

Course Requirement	**Learning Outcome(s)**
Practicum/Field Experience Reflections	1-2

Instructor Observations and Evaluation	1-2
Mentor Teacher Observations and Evaluation	1-2

General Education Category and Outcomes: N/A

University Writing Requirement Outcomes: Yes

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For on-campus courses. The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU's undergraduate and graduate students who are writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to **eou.mywconline.com** to schedule an appointment in the Writing Center (Loso Hall 234).

For online/onsite courses. The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any undergraduate course. Go to **EOU's eTutoring page** to submit a paper to a writing tutor.

For graduate courses. The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any graduate course. Go to **EOU's eTutoring page** to submit a paper to a writing tutor. Click on **Graduate Students How To** for information about tagging your submission.

Classroom Decorum:
Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of communication devices, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as disrespectful to others. In the event of a situation where a student legitimately needs to carry a communication device to class, prior notice and approval of the instructor is required.

Academic Misconduct Policy:
Eastern Oregon University places a high value upon the integrity of its student scholars. Any student suspected of an act of academic misconduct is subject to an academic misconduct charge being submitted to the Student Affairs Office for further investigation and sanctioning. Sanctions by Student Affairs include, but are not limited to, being placed on probation, being suspended from the University, or other sanctions deemed appropriate to attend to the severity of the case. Faculty, with communication

with their dean when necessary, have the autonomy to determine the appropriate grade for the submitted materials and/or course based on suspected academic misconduct following consultation with the student.

Misconduct includes, but is not limited to, the following: cheating, unauthorized collaboration (working with other students, hiring third party services, utilizing artificial intelligence (AI) sources - unless directed otherwise by the course instructor, or other parties outside the student's own efforts), fabrication, facilitation, plagiarism, or tampering. Students should familiarize themselves with the full Academic Honesty Statement: https://drive.google.com/file/d/1Y2_8sELYT4akqWDya6z4dAFE-bLmP9C5/view

Accommodations/Students with Disabilities Policy:
Any student who feels he or she may need an accommodation for any type of disability, must contact the Disability Services Office in Loso Hall, Room 234. Phone: 541-962-3081.

Syllabus Prepared By: Dr. Jerred Jolin

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