



**FLORIDA INTERNATIONAL UNIVERSITY  
Department of Teaching and Learning**

EEX 3764: Section 01  
Instructional and Assistive Technology in Special Education (03 credits)  
Semester: Fall 2014  
Day/Time: Tuesdays 2:00-4:50  
Location: ZEB 130 (Mac Lab)

**Instructor:**

Name: Dr. Patricia M. Barbetta  
E-mail: Blackboard e-mail is the way to reach me for class-related issues. It will come to my email address ([barbetta@fiu.edu](mailto:barbetta@fiu.edu)) with a course code.  
Office Phone: 305-348-2835  
Office Location: ZEB 235  
Office Hours: Tuesdays 9:00 am-12:00 PM; Thursdays-Virtual through Adobe Connect 2:00-4:00 (URL: <https://connect.fiu.edu/barbettaofficehours/>). Phone and email advisement scheduled and conducted at other times, as needed

**Technology Support/Sites Required:**

Blackboard: This is a web-supported class. Sign in: <http://online.fiu.edu/login>  
SimpleK-12: SimpleK-12 is an online, educational learning portal that contains thousands of resources including webinars on various topics, with most related to technology and teaching. FIU has a grant to support your joining SimpleK-12 until Sept. 30, 2014. To obtain this free membership. You must join SimpleK-12 through out FIU enrollment page: <http://education.fiu.edu/simplek12.html>

**I. Course Description**

This course is designed to develop understandings, skills, and dispositions in instructional and assistive technology with children with disabilities including English Language Learners (ELLs) with disabilities. Strategies covered in this course are based on a new paradigm for teaching, learning, and assessment referred to as Universal Design for learning (UDL).

The central practical premise of UDL is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The "universal" in universal design does not imply one optimal solution for everyone. Rather, it reflects an

awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress. (CAST website, <http://www.cast.org/udl/index.cfm?i=7>)

## II. COE Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

EEX 3764/5766 Major Unit Outcome: Reflective Inquirer (Skills)

## III. Program Standards/Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAP), and the Florida Standards for Teachers of English for Speakers of Other Languages (ESOL). Florida Reading Endorsement Competencies are not infused in this course, but in other program courses.

### *Council for Exceptional Children (CEC)*

#### Standard 4: Instructional Strategies

- IGC4S7: Use appropriate adaptations and technology for all individuals with exceptional learning needs

#### Standard 5: Learning Environments/Social Interactions

- IGC5S2: Use and maintain assistive technologies

#### Standard 6: Language

- ICC6K4: Augmentative and assistive communication strategies
- IGC6S5: Plan instruction on the use of alternative and augmentative communication systems

#### Standard 7: Instructional Planning

- ICC7K4: Technology for planning and managing the teaching and learning environment

- ICC7S9: Incorporate and implement instructional and assistive technology into the educational program
- IGC7S4: Select, design, and use technology, materials and resources required to educate individuals whose exceptional learning needs interfere with communication

## Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

- Standard #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners
- Standard #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

## Florida Exceptional Student Education K-12

5. Knowledge of language development and communication skills:

4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

## FEAP 1.a.2: The Learning Environment

**The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**

- 2g.** Integrates current information and communication technologies;
- 2h.** Adapts the learning environment to accommodate the differing needs of diversity of students;
- 2i.** Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals

## Florida English Speakers of Other Languages

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 3: Teachers will be familiar with and be able to select, adapt, and use a wide range of standards-based materials, resources, and technologies.

Indicator 3.3.c: Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

Domain 4: ESOL Curriculum and Materials Development

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Indicator 4.2.c: Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

#### **IV. Course Objectives and Professional Standards**

The objectives for this course are organized by understandings, skills, and dispositions. Each is aligned with the professional principles and standards.

##### *Course Objectives*

1. Understands the laws that impact the use of instructional and assistive technology with students with disabilities (e.g. IDEA; Technology-Related Assistance for Individuals with Disabilities Act, 1988; Section 504, of the Rehabilitation Act 1973).
2. Understands the legal definition of assistive technology within federal regulations (IDEA, 1997) and the definitions of Assistive Devices and Services.
3. Understands the central practical premise of UDL is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts.
4. Understands how the use of assistive technology may impact many areas of the lives of individuals with disabilities including ELL individuals.
5. Understands the significance of assistive technology devices and software and how they can support instruction and facilitate learning for students with disabilities including ELL students with disabilities.
6. Understands and identifies major types of instructional and assistive hardware.
7. Understands the role of software used for classroom instruction
8. Understands the role of the Internet in classroom instruction and management.
9. Can identify and use a variety of assistive technology devices and services to maximize learning for students with disabilities and ELL students with disabilities (e.g., computer-based instruction, assistive listening, visual aids, mobility, physical education, leisure, and play, computer access, positioning, self-care, augmentative communication, and environmental controls, mobile devices)
10. Develop skills in using a variety of educational software programs and apps that assist students with exceptionalities including ELL students in learning.
11. Develop skills in using mobile devices for instruction and learning (e.g., iPads)
12. Develop skills in developing and presenting lessons using the interactive white boards.
13. Is skilled in methods of assessment to determine whether or not the use of specific assistive technology is warranted.

14. Can identify important criteria and considerations when selecting technology for instruction for students with disabilities, including ELLs.
15. Is aware of and knows when and how to use a variety of modifications to the classroom computer (e.g., key guards, touch screens, adapted keyboards, adapted mice, switches, output devices)
16. Can create lessons using a variety of instructional software (e.g. Inspiration, Kidspiration) appropriate for students with disabilities, including ELLs
17. Is aware of a number of assistive technology devices and software that are available and that can play a multifaceted role in the instructional process (e.g., telecommunication devices, high-resolution monitors, speech digitizers and synthesizers, and electronic communication aids.
18. Can adapt instruction using the concepts of UDL so that students with disabilities including ELL students with disabilities can gain access to the general education curriculum.
17. Develops the belief that technology is empowering for students with disabilities including ELL students with disabilities.
18. Develops the belief that technology can be an equalizer for students with disabilities including ELL students with disabilities.
19. Develops the belief that technology in the classroom is only as good as the instruction that drives it.
20. Develops that belief of students with disabilities including ELL students have fundamental rights to access the general education curriculum and universal design of instruction strategies should be considered to achieve this objective.
21. Develops the belief that the use of assistive technology is a process that involves an assessment of the need for its use and an ongoing interaction with and observation of the student in the learning environment.

## **V. Required Textbook, Readings, and Other Instructional Materials**

Primary Text:

Dell, A. G., Newton, D. A., & Petroff, J.G. (2012). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities*. Pearson Education, Inc. Upper Saddle River, NJ. The ISBN-13:978-0-13-139040-9

Internet Access: You are required to have access to the Internet to participate in many assignments and for ongoing course participation.

## VI. Course Requirements, Grading Standards, Topics (Subject to Change)

Course grades are based on the number of points earned. A total of 321 points are divided over the following course elements:

### GRADING

| COURSE REQUIREMENTS/Topics   | POINTS |
|--|--------|
| <b>Module 1: Introduction to Assistive Technology (Due Sept 1)</b>               |        |
| Tech Talk Journal Module #1  | 3      |
| Storybird Biopoem with Discussion Board Posting                                  | 8      |
| <b>Module 2: Universal Design for Learning (Due Sept 8)</b>                      |        |
| Tech Talk Journal Module #2  | 3      |
| <b>Module 3: Issues in Selection of Access Methods (Due Sept. 15)</b>            |        |
| AT in the IEP Discussion Board   | 3      |
| <b>Module 4: AT to Support Writing (Due Sept. 22)</b>                            |        |
| Quiz 1 (taken in class Sept. 16)   | 30     |
| Tech Talk Journal Module #4  | 5      |
| Smart Lesson   | 25     |
| <b>Module 5: AT to Support Reading (Due Sept. 29)</b>                            |        |
| Tech Talk Journal Module #5  | 5      |
| Tech Tool: Bookcreator   | 15     |
| <b>Module 6: Computers and the Internet to Teach Math (Due Oct. 6)</b>           |        |
| Tech Talk Journal Module #6  | 5      |
| Module #6 Discussion Board   | 3      |
| <b>Module 7: AT to Enhance Communication (Due Oct. 13)</b>                       |        |
| Module #7 Discussion   | 3      |
| <b>Module 8 (Due Oct. 20)</b>  |        |
| Quiz 2 (Oct. 14)   | 30     |
| Tech Talk Journal Module #8  | 8      |
| UDL I  | 15     |
| <b>Module 9: Providing Access to Computers: Using What We Have (Due Oct. 27)</b> |        |
| Tech Talk Journal Module #9  | 5      |
| Educreations   | 25     |
| <b>Module 10: AT for Computer Access (Due Nov. 3)</b>                            |        |
| UDL II   | 25     |
| Tech Talk Journal Module #10   | 5      |
| <b>Module 11: AT Early Communication and Emergent Literacy (Due Nov. 10)</b>     |        |
| Tech Talk Journal Module #11   | 5      |
| <b>Module 12: Augmentative Communication (Due Nov 17)</b>                        |        |

|   |            |
|---|------------|
| Take Quiz 3 (Nov 11)                                    | 25         |
| Nearpod Lesson  | 25         |
| Tech Talk Journal Module #12                            | 5          |
| <b>Module 13: AT in Transition Plan (Due Nov. 24)</b>   |            |
| UDL I and II Combined                                   | 10         |
| Linoit Review of Chapter 14                             | 15         |
| <b>Module 14: Inspiration/Kidspiration (Due Dec. 1)</b> |            |
| Inspiration/Kidspiration Assignment                     | 15         |
| <b>Module 15 (Final's Week- due Dec. 8)</b>             |            |
| <b>Total</b>  | <b>321</b> |

**Any assignment submitted late will result in an automatic 5 pt. deduction from moment it is late, with the exception of bulletin board forums or journals. Late is defined as the time indicated in Blackboard and will be marked "late" by Blackboard. An additional 5 pts. will be deducted for every day that it is late after that. No assignments will be accepted more than 5 days late and will result in 0 points earned on that assignment. Bulletin board forums/journals/blogs posted late will result in 0 pts. earned.**

Following are brief assignment descriptions. More detailed descriptions can be found in Blackboard.

1. **Storybird Biopoem:** As an introductory activity, you will create a biopoem using the online program, Storybird.
2. **SMART Board Interactive Lesson:** You will create a lesson for students with disabilities, including those who are ELL using the SMART Notebook software.
3. **BookCreator Project:** You will create a short book using the Bookcreator app.
4. **Linoit:** Linoit is a free sticky and canvas service that does not require anything but a web browser. You are going to create a linoit that has key points, sites, videos, etc. related to a review of one of your textbook chapters
5. **Quizzes:** Three quizzes will be given over the textbook, in-class lectures and on-line reading assignments.
6. **Educreations Project:** You will create a lesson that will incorporate the use of educreations, which is an iPad app and an online learning tool.
7. **Inspiration/Kidspiration:** These programs are webbing/organizational program. You are to develop an original Inspiration or Kidspiration template that could be used in a lesson for students with disabilities including ELL students.
8. **Nearpod:** You are to create Nearpod lesson appropriate for a class of students with disabilities in math, science, or social studies. Nearpod is an all-in-one solution for the use of mobile devices in education. Below are documents to help you develop your lesson.
9. **Journal Responses:** Beginning the 1<sup>st</sup> week of class, questions will be posted on the Blackboard journal. The questions will relate to the following:
  - a. Readings: textbook and other readings posted on Blackboard
  - b. Websites: related to Assistive Technology, Universal Design of Learning, Special Education, ESOL strategies
  - c. Presentations conducted in class

10. **Discussion Boards:** A couple of times during the semester, you will post responses on a discussion board. In addition, you may be required to respond to other classmate's posts.
11. **UDL I, II, and Combined:** Throughout the semester, you will learn a variety of low-tech and high-tech strategies that can be used to apply the principles of UDL to classroom practice to support learners with disabilities including ELL students. For this project, you will be given a classroom-learning situation(s) in which you are to modify/adapt instruction to meet the needs of various learners. This assignment represents the TaskStream artifact for this course. You must successfully complete this artifact to pass this course. This also represents the ESOL Performance Standards and Indicators (Domain 3, Standard 3, Performance Indicator c). The assignment will be done in three parts: UDL I in which you will identify the learning barriers of the student(s); UDL II where you will identify various technologies that would be useful to help the learner overcome his/her barriers, and UDL Combined where you have an opportunity to review and revise your UDL I and UDL II for submission to Taskstream, and an opportunity to earn more points.

You will be given a profile of an English Language Learner student who has cognitive and/or physical disabilities. Your assignment has two basic components. In component #1, you are to read and study the assigned student's profile. Then you are to identify student and environmental characteristics that could result in barriers to learning and identify why they are barriers. In component #2, you will be provided a list of curricular elements required for the assigned student to complete his/her assignment. Under each of the curricular elements, you are to identify any hardware, software, and/or high- or low-tech assistive devices you would recommend to reduce this student's barriers to learning and that would create a more universally designed learning environment.

### **Universal Design for Learning Project: Assignment Format**

Assignment Components: This assignment has two basic components. You are to complete and submit both on the due date:

**Component #1:** Barriers to Learning Template Preparation: Because curriculum barriers occur in the intersection between methods/materials and student characteristics, you can find barriers by considering the materials and methods that you normally use as they relate to particular student characteristics.

**Directions for Component #1:** To complete Component #1, you will need to complete a Learning Barriers Template. To do this you must first read and study Student X's profile. Student X will be an ELL with a disability (You will be given a specific student at the time of the assignment). This will provide you with a description of him/her and a description of an assignment that he/she will need to complete. Describe his/her learning characteristics that might be a barrier to instruction. Also, describe environmental variables (curriculum, specific assignment, etc.) that might be a barrier to his/her instruction due to his/her disability and ELL status.



**Component #2:** Instructional and Assistive Technology Recommendations. Once you have completed the barriers template, you are to identify any hardware, software, apps, and/or low and high tech assistive devices that you would recommend be used to support Student X (and others) to overcome barriers to completing the assignment.

**Directions for Component #2:** You will be provided a list of curricular elements required for Student X to complete his/her assignment. You are to focus on current communication technology devices/strategies to be integrated into the instruction to help the student complete the specific assignment. Under each of the curricular elements, you are to identify any hardware, software, apps, and/or high- or low-tech assistive devices you would recommend to reduce Student X's barriers to learning and that would create a more universally designed learning environment. Provide a rationale for the devices you selected. That is how will the technology help the student overcome his/her learning and/or language barriers.

To assist you in completing this assignment, consider all of the software and assistive devices posted on Blackboard, and those reviewed in class. You should also consider some of the websites that you visited throughout the semester to answer forum questions.

| Standards   | Mastery (3 pt.)   | Proficient (2 pts.)   | Limited (1 pt.)   |
|---|---|---|---|
| FEAP 1.a.2: The Learning Environment. To maintain a student-centered learning environment that is safe, organizes, flexible, inclusive, and collaborative, the effective educator consistently:<br><br>Florida ESE K-12<br>5. Knowledge of language development and communication skills. | <b>Papers that receive a minimum of 90% of the total points</b>   | <b>Papers that receive a minimum of 80% of the total points</b>   | <b>Papers that receives less than 80% of the total points</b>   |
|   | <ul style="list-style-type: none"> <li>• Organized in a very clear, coherent and logical fashion;</li> <li>• Typed and neat;</li> <li>• No more than two spelling or grammatical errors;</li> <li>• Submitted on time;</li> <li>• Contains all required components</li> </ul> | <ul style="list-style-type: none"> <li>• Organized in a clear and coherent fashion;</li> <li>• Typed and neat;</li> <li>• No more than three spelling or grammatical errors;</li> <li>• Submitted on time;</li> <li>• Contains most components</li> </ul> | <ul style="list-style-type: none"> <li>• Lacks organization;</li> <li>• Not typed;</li> <li>• More than three spelling or grammatical errors;</li> <li>• Submitted late;</li> <li>• Missing two or more components</li> </ul> |
| FEAPS 1.a.2: The Learning Environment<br>2h. Adapts the learning  | <ul style="list-style-type: none"> <li>• Clearly describes student and environmental</li> </ul>   | <ul style="list-style-type: none"> <li>• Satisfactorily describes student and environmental</li> </ul>  | <ul style="list-style-type: none"> <li>• Partially describes student and environmental</li> </ul>   |

|   |   |  |   |
|---|---|--|---|
| environment to accommodate the differing needs of diversity of students   | <p>characteristics that might be learning barriers related to an ELL with disabilities.</p> <ul style="list-style-type: none"> <li>• Lists and describes 3 environmental adaptations to accommodate an ELL with disabilities while completing the specific assignment.</li> </ul>   | <p>characteristics that might be learning barriers related to an ELL with disabilities.</p> <ul style="list-style-type: none"> <li>• Lists and describes 2 environmental adaptations to accommodate an ELL with disabilities while completing the specific assignment.</li> </ul>  | <p>characteristics that might be learning barriers related to an ELL with disabilities.</p> <ul style="list-style-type: none"> <li>• Lists and describes 1 environmental adaptation to accommodate an ELL with disabilities while completing the specific assignment.</li> </ul>  |
| FEAPS 1.a.2: The Learning Environment <b>2g</b> . Integrates current information and communication technologies;  | <ul style="list-style-type: none"> <li>• Identifies three or more current communication technology devices/strategies to be integrated into the instruction to help an ELL with disabilities complete the specific assignment.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identifies two current communication technology devices/strategies to be integrated into the instruction to help an ELL with disabilities complete the specific assignment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identifies one current communication technology device/strategy to be integrated into the instruction to help the ELL with disabilities complete the specific assignment.</li> </ul>   |
| <p>FEAPS 1.a.2: The Learning Environment <b>2i</b>. Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals</p> <p><b>Florida ESE K-12 5.4</b><br/>Knowledge of language development and communication skills: Select appropriate assistive technology and alternate communication systems to facilitate communication.</p> <p>ESOL Domain 3, Standard 3, Indicator c</p> | <ul style="list-style-type: none"> <li>• Identifies three or more types of assistive technologies such as hardware, software, and/or high- or low-tech devices per curricular element for an ELL with disabilities. The technology is clearly integrated into the instruction to enable all students with disabilities, including ELLs, to participate in high quality communication and interactions to achieve goals. Provides clear rationale for use of assistive devices.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies two types of assistive technologies such as hardware, software, and/or high- or low-tech devices per curricular element for an ELL with disabilities. The technology is satisfactorily integrated into the instruction to enable all students disabilities, including ELLs, to participate in high quality communication and interactions to achieve goals. Provides adequate rationale for use of assistive devices.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies one types of assistive technology such as hardware, software, and/or high- or low-tech devices per curricular element for an ELL with disabilities. The technology is partially integrated into the instruction to enable all students with disabilities, including ELLs, to participate in high quality communication and interactions to achieve goals. Provides weak rationale for use of the assistive device.</li> </ul> |

12. **Bonus Points:** At points of time, the instructor may give students in the class an opportunity to earn bonus points by engaging in additional activities (review webinars, do additional projects) and/or meeting class decorum goals (e.g., class on time, attendance, outstanding participation). Please, note that the class IS

NOT designed with the requirement to earn bonus points. That is a student can have a positive class outcome without bonus points.

Grading Scale (course grades will be determined as follows):

| Letter Grade | Range    | Letter Grade | Range   | Letter Grade | Range   |
|--------------|----------|--------------|---------|--------------|---------|
| A            | above 93 | B-           | 80 - 82 | D+           | 68 - 70 |
| A-           | 91 - 92  | C+           | 78 - 79 | D            | 64 - 67 |
| B+           | 88 - 90  | C            | 74 - 77 | D-           | 61 - 63 |
| B            | 83 - 87  | C-           | 71 - 73 | F            | < 61    |

### VII. Taskstream eFolio Artifact and 3-point Rubric

TaskStream is the College of Education's (COE) web-based electronic portfolio application that will allow you to upload and share selected work via the internet. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. All students enrolled in COE courses are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the College. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website: [https://w.taskstream.com/ts/chang28/COE\\_WEBSITE](https://w.taskstream.com/ts/chang28/COE_WEBSITE).

This assignment must be successfully uploaded to TaskStream after the professor's approval. If the assignment is not uploaded in a timely manner or the assignment is of poor quality, the student will receive an "F" in the course.

### VIII. Field Experience Requirement

No field-work is required for this course.

### IX. Course Policies

**Class Attendance:** It is expected that all students will be in attendance for all class sessions. This is a class that requires active in-class participation from each member. It becomes particularly difficult if you miss a class session in which software or an app is taught. Many times, programs are taught only one class session. If you miss a class YOU are responsible for any material given or changes made during the class period and you must notify me via e-mail of your absence prior to your absence.

**Make-Up Exam/Assignment Due Date Policy:** Opportunities for make-up exams and/or assignments are limited to documented medical emergencies or personal emergencies pre-approved by the professor.

If you need to be absent from class because of religious observances, you will not be penalized. If you desire to be excused from class to observe a religious holy day because of your religious faith, you must notify me in writing (email in Blackboard) at least two (2) weeks in advance. You are responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed

**Policy for Assigning an Incomplete “I” Grade:** An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. You must not register again for the course to make up the incomplete. If you have an incomplete grade on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of “I” (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of “I.”
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

## **X. Academic Integrity Statement**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on

Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism  
(<http://www2.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>)

## **XI. Disability Resource Center (<http://drc.fiu.edu/>)**

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

## **XII. Code of Professional Decorum**

The following expectations constitute the Code of Professional Decorum governing this course and others. A departmental committee students and faculty developed this Code. Students and faculty in the department shall: a) be respectful of the learning environment; b) be respectful of all individuals in class; c) have a professional commitment to learning; and d) have professional integrity.

1. Shall be Respectful of the Learning Environment
  - Be punctual: Arrive to class and return from breaks on-time
  - Keep cellular phones off or on silent mode during class
  - Keep texting off
  - Avoid disruptive conduct (i.e., any behavior that interferes with class functions)
2. Shall Be Respectful of All Individuals in Class
  - Appropriately participate in classroom discussions and activities
  - Allow equal opportunity for all class members to participate
  - Have respect for the opinions of others by voicing disagreements in a professional manner
3. Shall Have a Professional Commitment to Learning
  - Complete and turn in assignments on time

- Make personal efforts to get assistance from fellow classmates/faculty to facilitate learning
  - Strive for perfect class attendance
4. Shall Have Professional Integrity
- Engage in academic honesty
  - If absent from class, take personal responsibility for missed content
  - Professionally represent yourself and the university at all intern sites

### **XIII. Course Outline/Schedule (Tentative)**

The schedule of topics and assignments are posted previously and are at your Blackboard site. Note that I, as the instructor, have the right to modify the course syllabus for any reason throughout the semester provided that fair and adequate notice is given to students; and that students are not unfairly disadvantaged. Much more detail for the assignment can be found in Blackboard.