

James Madison University
EXED 476 (0001) Practicum in Assessment and Reading
Spring 2022

Class time: 8:00-11:30am **Professor:** Dr. Laura Desportes
Class Location: Union304/Smithland Elem **Office**MH 3261/Zoom
Credits: 3 credits **Contact (preferred):** desporlx@jmu.edu
Format: Special Training/fieldwork **Phone:** (for emergencies only): 540-209-5091

Preferred Means of Communication: Learning is a co-journey we take together; I value our communication. The best way to contact me is by **email:** DESPORLX@jmu.edu

Communication: All students are expected to regularly check CANVAS for professor announcements and to use your JMU email as a means of course communication and receiving updates from the professor. Please check CANVAS, or its tutorial sight, to ensure that your Settings are adjusted to receive announcements. As your professor, I will regularly check JMU email and respond to you during the workday week, between 8am-5pm. Please plan to communicate with me between these times---planning ahead to communicate with me during the workday hours will save you from the stress of not receiving a response from me, during the “off-hours” of the weekend or at night. Please **use your official JMU email to communicate with me**, as I cannot verify the source of personal email addresses and will not respond to those emails—thank you!.

Regular Student/Office Hours: I hold weekly hours to meet with students; schedule through Calendy link in my signature or email me for availability. *You* are why I am at JMU, and I value our communication.

- **Special-request Appointments Online:** If your regular course schedule conflicts with my regular student hours listed above, send me an email with SUBJECT “Online student hour special request”. In the body of the email include: your request/what you’d like to talk about, phone number, and days/times available you would be available to video-conference. I will send you a personal Zoom invitation for an online video conference.

Training Sessions: Tuesday/Thursday 8:00 am-11:30 in Union/Taylor 304

Practicum Location:
Smithland Elementary School
474 Linda Ln, Harrisonburg, VA 22802
[\(540\) 434-6075](tel:5404346075)

WELCOME:

This field experience course offers a unique opportunity to integrate knowledge and skills related to planning and implementing systematic direct instruction lessons focused on academic and behavioral needs of students with disabilities. The field experience is linked to two important courses, which are taken during the same semester. Throughout the semester teacher candidates will apply knowledge and skills in a highly structured & supervised field experience in a local partnership school.

LOCATION & TIME:

JMU On-campus: The first several sessions (tentatively Jan 18-Feb 3) of the semester will be held in on campus in the Union 304 from 8:00 – 11:30. See the detailed schedule in Canvas. Any other on-campus class sessions will be announced. During the practicum weeks, in the *event of public school cancellation*, class will meet virtually in Zoom.

Smithland Elementary School - Most of our class sessions will be held on-site at Smithland Elementary School (SMES) in Harrisonburg City Public Schools, VA Tuesdays and Thursdays during your assigned tutoring time between 8:15-10:30 am.

Contact Information for Smithland Elementary:<https://harrisonburg.k12.va.us/smes/>

Principal: Mrs. Janis Churchill

Intervention Specialist: Carrie Martell -

NATURE OF COURSE CONTENT:

Catalog Description: This practicum is designed to provide a structured supervised experience assessing learning, planning and delivery of instruction to students with disabilities accessing the general education curriculum, and gathering data to make decisions about the effectiveness of instruction. Application of skills in planning direct instruction, creating instructional materials, collecting performance data, managing behavior and developing social skills will be emphasized. *Prerequisites: EXED 303, EXED 341, READ 430, MAED 430.*

Course Purpose: Direct application of the content learned in EXED 450 and EXED 474 will occur during the instructional sessions of this field experience.

Course Format: On site practicum at a local elementary school for push in/pull out services, as available at the site, utilizing material learned in EXED 450 and EXED 474.

Texts (cross-referenced): The texts used in EXED 450 are cross-referenced in this course.

Stahl, C., Flanigan, K., & McKenna, M. (2020). *Assessment for reading instruction* (4th ed.). Guilford Press.

Morris, D. (2015). *Morris informal reading inventory: Pre-primer through grade 8*. Guilford Press.

Materials:

Required materials everyday: (a) your **JMU nametag/ID and a mask (preferably KN95 per CDC guidelines)** is required onsite at practicum setting everyday; (b) bring all **materials that you identify in every lesson** plan to teach your lesson to students at the practicum site; (c)

paper/pen/pencil; (d) a **large binder with dividers** to store lesson plans, student data, feedback, and materials for lessons; (e) mask and follow the [current JMU guidelines](#) and the Clymore check-in procedures everyday (see Canvas). You need to have these materials available for your first lesson.

Highly recommended materials for practicum include - a small dry erase board/dry erase markers or chalkboard/chalk (e.g., no larger than 12 in by 12 in).

Technology/Digital Literacy Requirements: Engaging in the learning experience requires access to several e-tools as well as digital literacy of how to use the tools.

- You will need access to a laptop with high-speed internet for both in class and out of class assignments in order to use Canvas (and/or Zoom and other tools if the learning environment shifts for health precautions). If your laptop breaks down, you can check out a laptop from the **ETMC**. If you do not currently have access to internet, use the guide available [on this webpage](#) for sources of internet access; and let me know as well.
- We will use the University's platform for courses called [Canvas](#). Assignments will be submitted there; the Gradebook will allow individual students to track their performance in the course. Most course materials and readings, with the exception of textbooks, will be available on the Canvas site as downloadable documents. Tips on using [Canvas for android, iOs, Chromebook](#) . *Access to JMU supports for Canvas:* Please call 540-568-5312 or send an email to letsupport@jmu.edu with your contact information and your question about: Canvas, Zoom, TurnItIn, and Blue Course Evaluations. Use the [Canvas guide for online learning \(click\) if we shift to remote learning](#).
- *Access/ability to create assignments in WORD/PDF* (not Pages or other formats)—as these are the formats that are readable in the Canvas-grading feature-for instructors. If you do not have Microsoft WORD, we have a solution. JMU students can get a subscription to Microsoft Office 365 ProPlus at no cost for Windows and Macintosh computers. In addition, you may install it on up to 5 computers. Your subscription to Microsoft Office will remain as long as you are enrolled as a JMU student. To download the software: <https://www.jmu.edu/computing/software/microsoft-office-students.shtml> If using a Chromebook: <https://support.microsoft.com/en-us/office/how-to-install-and-run-microsoft-office-on-a-chromebook-32f14a23-2c1a-4579-b973-d4b1d78561ad?ui=en-us&rs=en-us&ad=us>
- **Daily use/checking of your JMU email**, as this will be the primary means of communication I use as your professor. I will use Canvas notifications and JMU email to contact students. Personal email addresses cannot be verified, and/or may be filtered out as spam, so do not use personal emails.
- **Device Usage**
 - *The use of any electronic devices in class is for this class use only.
 - *If using a laptop or iPad for note-taking during class time, focus on class activities, not diversions.
 - *Keep cell phones put away with ringers off during class/practicum and use them only during break.
 - *If you have an emergency situation in which you need to be active on your phone, please notify the instructor.

COURSE OBJECTIVES:

1. Develop direct instruction lessons related to the individual needs of a student with a disability or students at risk for school failure.
2. Develop and use a variety of teacher-made materials.
3. Adapt materials for individual student needs.
4. Plan and provide systematic, sequenced instruction in academic and social skills.
5. Provide effective feedback to students during lesson.
6. Recognize and establish an appropriate learning environment.
7. Use reliable curriculum-based assessments to monitor student progress.
8. Use a variety of data collection procedures to assess students' academic and social skills.
9. Measure student progress on behavioral/social skills.
10. Use a data-based decision-making process to assess effectiveness of instruction and to plan appropriate modifications in instructional plans.
11. Use observation and assessment techniques to identify setting events that affect student behavior.
12. Design preventative procedures to prevent inappropriate behavior.
13. Demonstrate reflective decision-making skills.
14. Use effective communication skills to collaborate and communicate with your peers, your faculty, general education teachers, special education teachers, and parents.

CRITICAL CONSCIOUSNESS AND PRAXIS GOALS: We seek to begin the journey of implementing the InTASC standards for the teaching profession (InTASC 9e, 9i, 9m), in particular to

- Identify trends of bias and stereotyping that contribute toward systemic racism and ableism in our professional fields of practice when working with children/youth in their school community.
- Self-examine and collaborate to identify our own biases and thus deconstruct racism/ableism in our professional work with all students.

RELATED CEC KNOWLEDGE & SKILLS: This course is also designed to ensure students have an emphasis on the Council for Exceptional Children's Content Standards for Beginning Special Education Teachers. Standard #1: Teaching and Assessment

<http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

CC1S1 - Articulate personal philosophy of special education.

CC3K5 - Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

CC1K8 - Historical points of view and contribution of culturally diverse groups.

CC2K3 - Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

CC3K3 - Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling.

CC3K4 - Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.

CC5K5 - Social skills needed for educational and other environments.

CC5S2 - Identify realistic expectations for personal and social behavior in various settings.
CC5S6 - Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC9K2-Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9S1-Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2-Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S4-Conduct professional activities in compliance with applicable laws and policies.
CC9S7-Practice with one's skill limit and obtain assistance as needed.
CC9S8-Use verbal, nonverbal, and written language effectively.
CC9S9-Conduct self-evaluation of instruction.
CC9S11-Reflect on one's practice to improve instruction and guide professional growth.

HIGH LEVERAGE PRACTICES alignment: HLPs are “a set of practices that are fundamental to support K–12 student learning, and that can be taught, learned, and implemented by those entering the profession” (Windschitl, Thompson, Braaten, & Stroupe, 2012). The [22 HLPs](#) published by CEC and the CEEDAR Center are professional practices these organizations recommend be taught in all special education teacher preparation programs. The following HLPs are woven into this course at the introductory level:

- HLP #4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs
- HLP #5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs
- HLP #6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes
- HLP #7: Establish a Consistent, Organized, and Respectful Learning Environment
- HLP #8: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior
- HLP #12: Systematically Design Instruction Toward Learning Goals
- HLP #15: Provide Scaffolded Supports
- HLP #16: Use Explicit Instruction
- HLP #18: Use Strategies to Promote Active Student Engagement
- HLP #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

COURSE POLICIES AND PROCEDURES

Attendance, Preparedness, and Participation: Professionals model stellar attendance and timeliness—our goal is to practice professionalism in this learning journey together. To be successful in this course, *your attendance and contribution in face-face class, synchronous virtual class (if need arises), and the practicum setting, along with professional communications about absences related to illness,* are critical for you to do well in this course.

Professional Communication for Teacher Candidates:

1. **Immediate Communication of Absences: Please notify me via email immediately if you have an emergency and need to miss class OR will be late. Notify me via text and email if you will be absent from practicum.** Your proactive communication is required! As a condition of the Honor Code, you are required to be honest about absences or face an Honor Code violation. Therefore, no documentation is required to prove your reason for absence.
2. **Excused Absences:** Absences can be recognized, at the discretion of the professor, as excused. We will use all of the recognized absence categories outlined by the University—see [UG Catalog—Academic Policies](#), and the current COVID protocols for JMU faculty and students.

University-Recognized Scheduled/Recognized Absences	For university-recognized <i>scheduled or recognized absences</i> , appropriate make-up work as assigned by the professor is expected for university-recognized absences. Notify me via email well in advance (e.g., at beginning of semester if possible) of scheduled absences and recognized absences, for me to consider an absence as excused. See the UG Catalog—Academic Policies and Procedures—Absences.
University-recognized Unforeseeable Absences	For university-recognized <i>unforeseeable absences</i> (e.g. death of immediate family member, illness requiring medical attention, changes in intercollegiate athletic competitions), to receive an excused absence, report the reason for your absence to me, preferably by email and ideally prior to the absence. If it is not possible to contact me prior to the absence, then you should make contact within 72 hours of the absence. See the UG Catalog—Academic Policies and Procedures—Absences.
COVID pandemic Absences	In the case of illness severe enough to prevent participation in face-face learning or joining via Zoom, you can self-report such illness via email to me prior to the absence, and if not possible prior to the absence, within at least 72 hours of the absence. As a condition of the Honor Code, you are required to be honest about any absence or face an Honor Code violation. Therefore, no documentation is required to prove your reason for absence.
Extenuating Circumstances	<i>Extenuating circumstances</i> may arise (including extended illness necessitating 3 or more absences or a desire to hold confidential your own health/medical/personal situation) in which you are to communicate with the Office of the Dean of Students. We in the JMU community honor this, especially during the challenges of this pandemic. The Office of the Dean of Students (deanofstudents@jmu.edu or 540-568-6468) support and advise students/families in challenging situations and can notify instructors of extended absences from class (holding the reasons confidential/generic) when a student is unable to attend due to extenuating circumstances and will be out more than two days.
Accommodations	Please note that accommodations will be made for religious observances or lawfully required events, such as jury duty. Contact me prior to the absences via email.

3. **Make-up for Excused Absences/Missed contributions in class/practicum**
 - **Emailing/posting contributions in advance: If you are going to miss Practicum: If you are going to miss practicum due to an illness or a university-recognized (excused) absence, you are responsible for: (a)**

emailing and texting me as your instructor; (b) professionally emailing your practicum teacher of your illness/excused absence; (c) we may create a plan together to have a peer teach your lesson (your plans and materials should be ready and you will arrange to have someone take them to Clymore).

- *Lateness as absence:* Additionally, recurrent late arrivals will result in a one-point deduction from the final grade for each occurrence.
- *Incomplete/Withdrawal:* Should circumstances arise that prevent the student from completing the requirements by the due date, a student must contact the instructor and formally request permission prior to the end of the course. If you miss more than 2 weeks, or too much class time to successfully achieve the learning objectives of the course, due to unexpected health-related or extenuating circumstances, an incomplete or class withdrawal option can be considered depending on the situation. Please proactively communicate with me so that we can help you work with your advisor early! An incomplete contract must be completed and signed by the student and the instructor. A copy must be filed with the program advisor and the academic dean. All incompletes must be completed by the end of the following semester (within 200 days) or the grade automatically turns to F.

*Reading the materials for this course are essential to your success. Students are expected to read all assigned readings prior to class and come prepared for discussion of the material.

*Students are expected to arrive prepared, on time, and participate actively throughout each class session and on site at practicum. If we/you are attending virtually, just as when you attend physically, full engagement is expected.

*Demonstrate professional courtesy and respect your colleagues, instructor, and all school personnel and students by giving them your full attention during class and presentations.

Assignments

Students are expected to complete all scheduled activities and assignments and to do so in an honest, timely, and skillful manner. All assignments are due electronically on the date and time specified on the syllabus. Detailed descriptions of each assignment, expectations, and due dates will be posted on Canvas. Rubrics will be provided for the assignments and should be viewed and addressed prior to submitting your assignment.

Late Assignments

All work is due according to the course schedule or any agreed-upon modification made between the student and the instructor. **Late assignments will be given partial credit (up to 80%), only if the work is turned in within three days of the deadline. After three days, late assignments will not be accepted. NOTE: you cannot teach/go to practicum without lesson plans.** In the event of a family emergency or sickness, an extension may be negotiated with the instructor, as indicated above. Please note the extensions will be granted on a case-by-case basis.

Required Completion: Students must complete all of the following course requirements regardless of the total point accumulation, in order to pass the course (demonstrate mastery of the learning objectives). If the pandemic affects the practicum, the professor reserves the right to re-publish and adjust this list to reflect revised assignments aligned with learning objectives:

- *Practicum Sessions**
- *Lesson Plans*
- *Poster Presentation*
- *Professional Behaviors Checklist*

**Minimum competency in the department of 80% will apply. Completing less than 80% will require repeating the course in order to obtain the professional practicum experience needed to progress in program.*

Technology failures are not a reason for a late assignment. Thus, *professionally plan* your work habits to mitigate against technology failures:

- plan ahead to avoid last-minute work; regularly back-up your work in your personal google drive/flashdrive/[DukesOnedrive click](#);
- install your [free copy of Microsoft 365](#)(click) provided by JMU and save work to your JMU Microsoft OneDrive;
- if Canvas is down, take a screenshot of the Canvas notification and email your work until Canvas is functioning again;
- and, if personal circumstances arise, such as illness during this pandemic, please contact Dr. Hostetler immediately via email: hostetla@jmu.edu .

Cell Phone/Device Policy: Participation in both face-face and online classes is based on a professional model of interaction. Please remember to turn off cell ring tones, and to refrain from using your cell/device during class, just as you would for teaching in the K12 setting or in a professional HBS work setting. If using your cell phone for instructional purposes, refrain from using your device for other applications/reasons while in class, whether face-face or virtual. Cell phones are not to be used during Lockdown quizzes or exams.

College of Education/EFEX Department Policies and Expectations:

Competence Mastery Statement: Students who are licensure-track students (e.g. special education teacher licensure) in this course will be expected to demonstrate a specified minimum level of knowledge and/or skill competence regarding key elements of their professional preparation program. **The minimum acceptable level of competence for the course is a “C” at the undergraduate level and a “B” at the graduate level as has been determined by the program faculty**, what constitutes “C” or “B” level proficiency will appropriately vary by course instructor. For example, if one’s performance on a program Key Assessment results in a grade less than “C” (UG level) or “B” (graduate level) the student will be required to retake the test or the activity or the course to meet the established criterion. However, if re-taking the Key Assessment, demonstrating that you have met the specified criterion on the Key Assessment will allow you to continue in the program but will not alter your grade on the test, task, or project in the particular course.

Credit Hour/Workload:

JMU has to follow state and regional accreditation guidelines as to the number of hours and work students are expected to engage in during the academic year for a standard 15-week course. The JMU academic calendar is based on the semester system. The unit of credit is the credit hour. A credit hour represents one 50-minute class period (or its equivalent in other forms of instruction) each week in the semester for lectures, or two 50-minute class periods for each week in the semester for laboratory or field work.

In addition, a minimum of two hours of out-of-class student work or academic engagement each week (per credit hour) to meet appropriate student learning objectives. Typical forms of such engagement include assigned readings, problem sets or assignments, preparation/follow up for labs or field experience, preparing for exams, online or face-to-face group work/discussions, writing paper(s), and working on project(s).

Communication

I am more than willing to assist you with questions or concerns via office hours, email, phone or video conferencing. You can view/sign up for my office hours by clicking on “Calendy” in our Canvas course. Emails sent to me, unless specified as confidential, may be answered and then forwarded to the entire class for clarification. I will only accept emails from your JMU Dukes email.

Health Protocols for Interactions: We as a faculty are committed to the safety of all members of our learning community. It is expected that you will follow JMU’s required health safety guidelines for classroom/face-face interactions that include:

- Complete and carry out all current JMU health/safety/COVID protocols: <https://www.jmu.edu/stop-the-spread/communications.shtml>
- Complete and carry out all current College of Ed ESC health/safety/COVID protocols: these notices are usually distributed to you via email from the ESC or directly to you by your course instructor.
- Complete and carry out all current Clymore/Augusta County health/safety/COVID protocols: posted in Canvas and communicated to you by your instructor, and onsite at Clymore.
- If students do not follow procedures outlined by the university, ESC, and our host school/county, we will follow the university policies as outlined by the Office of Student Accountability and Restorative Practices, found at <https://www.jmu.edu/osarp/about/index.shtml> and policies of the College of Education.

Health Protocols for Interactions: We as a faculty are committed to the safety of all members of our learning community. In this course it **is expected that you will follow JMU’s current required health safety guidelines for classroom/face-face interactions.** The current guidelines can be found at <https://www.jmu.edu/stop-the-spread/communications.shtml> **The University Health Center guidelines for the “What If questions, testing, isolation and vaccines are available at <https://www.jmu.edu/healthcenter/uhc-covid-19.shtml>**
Prevention:

- **Be up-to-date with vaccines:** up to date includes the booster.

- **Please wear a mask** in all public spaces including classrooms and academic buildings, as required by the university. The university asks that you follow the CDC guidelines and be extra cautious around those who are at high risk/immuno-compromised.
- **Wash your hands for 20s prior to/after meeting;** avoid sharing objects/surfaces; clean any shared surfaces including tables, chairs, devices, etc.
- **Count Days correctly:** Day 0 is considered to be the day you had close contact or first had symptoms. Day 1 follows Day 0.
- **In other words, follow the SAFETY GUIDELINES FOR FACE-TO-FACE INSTRUCTION:** Face-to-face instruction will follow guidelines outlined by the Commonwealth of Virginia, CDC Guidelines, and JMU's policies and procedures as outlined at <https://www.jmu.edu/stop-the-spread/communications.shtml>

Protocols for Symptomatic/Exposure/Testing/Isolation

- **If exposed:** read [JMU/CDC guidelines carefully](#). The **guidelines are different depending on:**
 - Where you live (on- or off-campus)
 - Not vaccinated
 - Vaccinated but 2nd shot is more than 5 months ago (Pfizer), more than 6 months ago (Moderna), more than 2 months ago (J&J).
 - Vaccinated with booster.
- **If symptomatic: Get tested right away;** testing is available at [UHC \(click\)](#). Wear a mask at all times until you have test results. Be cautious and avoid interacting with anyone known to be immunocompromised. Read [JMU/CDC guidelines carefully](#) for what you should do next. The **guidelines are different depending on:**
 - Where you live (on- or off-campus)
 - Not vaccinated
 - Vaccinated but 2nd shot is more than 5 months ago (Pfizer), more than 6 months ago (Moderna), more than 2 months ago (J&J). No booster.
 - Vaccinated with booster.

Incomplete/Withdrawal: If you miss more than 2 weeks of class, or too much class time to successfully achieve the learning objectives of the course, due to unexpected health-related or extenuating circumstances, an incomplete or class withdrawal option can be considered depending on the situation and at the discretion of the professor. We will follow the university guidelines for such circumstances. Please proactively communicate with me so that we can help you work with your advisor early!

Professional Dispositions for Licensure-track Candidates: An important aspect of becoming a highly qualified special educator is demonstrating appropriate professional dispositions or behaviors. These behaviors will be clearly identified and monitored throughout the Exceptional Education program in all EXED designated courses and field experiences. You will be informed if a pattern of problematic behaviors is noted and an intervention plan will be implemented.

Professional and Inclusive Participation: Professional and inclusive participation that honors the dignity of each and every individual in our learning community, through our spoken and

written words, non-verbal communication, symbols, and direct and indirect actions. This includes, but is certainly not limited to:

- Completing assignments/lesson plans prior to practicum/class to maximize informed, participation as a professional
- Professional preparation including bringing materials to practicum/class (whether F2F or virtual), utilizing Canvas, and JMU email.
- Timely and respectful communication and collaboration with your cooperating teacher, the student/family, professor and peers.
- A willingness to self-evaluate our own disposition, biases even the implicit ones we all have because we are human beings, styles of communication, and cultural ways of being in the world and in our learning community.
- A conscious and collaborative effort to be invitational, create safety, use ethical reasoning that respects and unifies our community, learn to identify and work through our implicit biases, address marginalization and inequity, and honor the dignity of every member of our learning community.

Netiquette Expectations:

- Appropriate interactions according to the [2021-2022 Student Handbook](#) and [netiquette behavior](#).
- Appropriate use of technology according to our university policy (click to [view policy](#)), to ensure the free exchange of ideas in a way that is free from all forms of harassment/discrimination, security of all JMU technology systems and users, and compliance with all laws.

Safe and Accessible Learning

Accessibility: I am committed to making this course accessible. Let me know if you encounter any inaccessible elements as soon as possible so the problem can be remedied. James Madison University is committed to access, inclusion, and addressing diverse needs. If you have a documented disability and, as a result, need reasonable accommodations to participate in this class, complete course requirements, or benefit from the University's programs or services, contact the Office of Disability Services (ODS) as soon as possible. To receive accommodations for disability in this course, please provide an Access Plan from ODS in a timely manner. The ODS works confidentially in partnership with students, faculty, and other University departments to ensure equal access through Universal Design and reasonable accommodations. You will find details about how to get started on the [ODS website](#). ODS will work to address the needs of students with disabilities studying off campus. The office is located in the Student Success Center, Suite 1202. You may contact them by phone at 540-568-6705 or through email at disability-svcs@jmu.edu

Privacy and Sharing/Recordings of Class:

- We will honor each other's privacy rights.
- Class sessions may be recorded **by the instructor**. Any recordings will be available only to the instructor(s) and students enrolled in the class during that particular class term. Students who have concerns about being recorded should contact the instructor privately and prior to the first recorded session to share those concerns or to request an alternate assessment option(s). **Only instructors may record class sessions. Students are prohibited from unauthorized recording, and are prohibited from downloading recordings.** Students requesting the use of assistive technology, including recording, as a reasonable accommodation should direct their request to the [Office of Disability Services](#). See [Academic Affairs Policy #15 Class Session Recordings and Distribution](#) for further information.
- We will honor each other's intellectual property rights: Any tests, assignments, or other material presented or distributed to you in this course are for your exclusive, educational use only and not to be shared with anyone or published to any entity (other than a student presently enrolled in this class), without your professor's express written permission. Publishing, sharing, or distribution of such material without your professor's express written permission, including, but not limited to, distribution through any online site, will be a violation of the professor's intellectual property in the materials (including lectures), and thus may be considered an Honor Code violation resulting in a failing grade for the course and/or such other action as may be deemed appropriate by the University. This also applies to any material written by one of your peers in this course. (Adopted from <https://www.jmu.edu/history/syllabus.shtml>, 4/28/2019)

Withdrawal Dates: https://www.jmu.edu/registrar/students/print_dates.shtml

Be advised that you are responsible for making sure that you are correctly registered for this course and adhere to all add/drop/withdrawal/grading options DEADLINES.

Jan 28 is the last day to add the course on your own.

Feb 7 is the last day to add with the required signatures (departmental permission).

Feb 8 is the last day to drop all class, withdraw from the university, and receive a refund.

Mar 25 is the last day to withdraw with a W grade or change a course credit option(including repeats)

(continued on next page)

COURSE ASSIGNMENTS

ALL assignments must be completed, regardless of the point value, at a satisfactory level in order to pass the course.

Letter to Parent/Guardian (5 pts): A letter to the student’s parents/guardians will include information about the teacher candidates working with the child, the purpose of the instructional lessons, the format of the practicum. Make sure to include in the letter that you will be sending home a daily agenda with their child so they can see what was addressed during the session. Encourage parents to use the agenda to communicate with you regarding concerns or feedback. **We do not want parents to be able to email or call you directly with concerns. Please put the following faculty contact information in the letter:** Dr. Lori Hostetler, hostetla@jmu.edu

Weekly Lesson Plans (50 pts/5 pts each): You must have a lesson plan for each day that you teach. Lessons will be grouped by skill areas being addressed (e.g. Letter sound correspondence, fluency, or comprehension). During the semester, you will teach about 20 lessons (2 lessons per week). All of your lessons will be based on data you obtain on your student(s) from the pre-assessment on your first day and thereafter based on progress monitoring using formal and informal assessments of reading readiness. Your first lesson will be a general lesson plan for carrying out the literacy assessments. Your second lesson plan will include activities designed to get to know your student, including their background and interests. Subsequent lesson plans will be individualized literacy instruction lessons. Resources to be used for reading/literacy lesson plans will be distributed in EXED 450 and will be available for download on Canvas as well as in the text used in EXED 450. You are expected to apply feedback received from your instructors prior to teaching your next lessons. You will turn in your lesson plans prior to implementing them with your student, and you will be expected to revise the lessons using instructor feedback before teaching them.

Citation: If utilizing an existing resource such as a worksheet in your lesson plan, please include a reference to the source within the lesson plan; for example, if using a worksheet from the Florida Center for Reading Research, provide the website.

Reflections: You may hand write your reflections on the bottom of your lesson plans after each session—instructions will be given on where to upload images of these. Any changes to the next session’s lesson plans based on the reflection of the current day’s lesson should be done in the WORD document with track changes so that we can determine the changes that you will be making to subsequent lessons based on your reflections. Upload the lesson plans a second time and save as “Revised”.

Lesson Plans for the week are due Thursday before midnight, the week before you teach them. You will receive feedback the following Monday by 12noon and will need to incorporate revisions before teaching the lesson on Tuesday/Thursday mornings. You may not turn in advance “bulk set” lesson plans for multiple weeks, as you will be revising your lessons weekly based on student data and the progress made/not made. This engages you in the instructional cycle of “assess/plan/teach/assess/plan/teach.”

Impact on Student Learning Poster Session (10 pts): At the conclusion of the practicum experience, you will create a poster to display a summary of your interventions, including student goals, materials used, lesson performance, progress-monitoring data, and your reflections. Often, if health protocols allow, other COE faculty and students will be invited to the Undergraduate Research Showcase (date TBA) where your poster will be displayed. In addition, a poster presentation may be held at practicum sites or virtually so that you can share the student's progress in literacy with the teacher for their future work with the student. You can purchase a poster board from Michael's or most office supply stores. Guidelines will be explained in class/Canvas.

Reflection Meeting (15 pts): At the end of the practicum experience, you will meet individually with your instructor to reflect on your experience this semester and discuss your growth as a teacher candidate. Please bring your completed self-rating of the Impact of Student Learning rubric and your final Personal and Professional Behavior checklist with you to this meeting.

Personal and Professional Behaviors (required completion): Twice during the practicum experience, your professionalism will be rated using the Personal and Professional Behavior Checklist. You will complete a self-reflection of these behaviors and your faculty supervisor will complete one. Guidelines will be explained in class.

Impact/Effect on Student Learning and Practicum Notebook are Key Assessments for this program and as such they will also be evaluated using the Key Assessment rubric (available in Canvas). If you do not meet the required Key Assessment Standard, a meeting will be held to develop a remediation plan for each standard that is below level. Without successful completion of the remediation plan, you will be prohibited from continuing in the program. The grade for the course and your Key Assessment evaluation are independent of one another. The Key Assessment uses a rating between 1-3 and you must receive a 2 in each area of the rubric; while, your grade follows the policy listed below. They are not the same thing. You could earn a passing grade in the course but not pass the key assessment.

Clinical Assignment: Practicum in Reading and Assessment at assigned public school

This practicum includes assessing, tutoring, and monitoring the reading progress of an individual student or a small group of students. Specific strategies and materials will be discussed in class prior to you beginning with a student. You will be expected to apply the strategies you learn in this course to the lessons you teach during the practicum.

Grade Distribution Scale:

90 – 100 **A**

80 – 89.4 **B**

70 - 79.4 **C**

Below 70 = Unacceptable

Tentative course schedule: Professor reserves the right to make necessary changes to schedule and assignments in order to achieve the course outcomes amidst changing circumstances.

DATE	LOCATION	TOPIC/ACTIVITY
Week 1		
Jan 18 Jan 20 8am-11:30am	Union/Taylor 304	Reading Guide due Jan 18 in Canvas Overview of Practicum Professional Responsibilities and Health Safety Protocols Overview of Lesson Planning Assessment Training: Informal Reading Inventory and Developmental Spelling Training
Week 2		
Jan 25 8am-11:30	Union 304	Assessment Training: DIBELS
Jan 27 8am-11:30	Union 304	Assessment Training: DIBELS/Informal Assessments Lesson Plan writing: Assessment Days Lessons
Week 3 (TENTATIVE from this point onward: schedule is not finalized due to changing COVID situations in schools)		
Feb 1	Union 304	RTI model for teaching: Using Assessment Data to Plan Instruction (records review) Lesson Plan writing: Get-Know-You Lesson
Feb 3 NOTE: it is possible this will become the first day of practicum instead of a training day	Union 304	Visit your school Return to JMU Lesson Plan Writing Workshop: Get-Know and Assessment Day Canvas assignment: Submit Lesson 1 (Get-Know Lesson) by 11:59pm
Week 4 Practicum Begins (Tentative)		
Feb 8	No class	JMU ASSESSMENT DAY
Feb 10	Clymore CANVAS by 11:59pm	Teach Lesson 1: Get-To-Know-You Canvas assignment due: Lesson Plans for Feb 15-17 due (L2/L3)
Week 5		
Feb 15	Clymore	Teach Lesson 2: IRI and DIBELS assessments
Feb 17	Clymore CANVAS by 11:59pm	Teach Lesson 3: DIBELS cont'd and Informal Assessments Canvas assignment due (L4/5)
Week 6		
Feb 22	Clymore	Lesson 4 Literacy teaching begins
Feb 24	Clymore	Lesson 5

	CANVAS by 11:59pm	Canvas assignment due (L6/7)
Week 7		
Mar 1	Clymore	Lesson 6
Mar 3	Clymore CANVAS by 11:59pm	Lesson 7 Canvas assignment due (L8/9)
Week 8		
Mar 8	Clymore	Lesson 8
Mar 10	Clymore CANVAS by 11:59pm	Lesson 9 Canvas assignment due (L 10/11)
JMU Spring Break Mar 15-17		
Week 9		
Mar 22	Clymore	Lesson 10
Mar 24	Clymore CANVAS by 11:59pm	Lesson 11 Canvas assignment due (L12/13)
Week 10 (tentatively ACPS spring break)		
Mar 29	Union 304	CLASS: Training for Data Presentations
Mar 31	Union 304	CLASS: Collaborative Reflective Inquiry
Week 11		
Apr 5	Clymore	Lesson 12
Apr 7	Clymore CANVAS by 11:59pm	Lesson 13 Canvas assignment due (L14/15)
Week 12		
Apr 12	Clymore	Lesson 14
Apr 14	Clymore CANVAS by 11:59pm	Lesson 15 Canvas assignment due (L16/17)
Week 13		
Apr 19	Clymore	Lesson 16 DIBELS
Apr 21	Clymore CANVAS by 11:59pm	Lesson 17 WJ III Canvas assignment due (L 18/19)
Apr 21 11:59pm	CANVAS due	Canvas assignment due (L 18/19)

Week 14 Practicum Ends		
Apr 26	Clymore	Lesson 18 WJIII Notebook Check @ Clymore 8am Apr 26
Apr 28	Clymore	Lesson 19 Celebration
Week 15 and 16 Final EXAM submissions and meetings		
May 3 DUE by 8am		1:1 Final exam reflection meetings Submit Final Presentation in Canvas by 8am SUBMIT Final Exam: <i>Instructional Effectiveness and Professional Dispositions</i> documents by 8am
May 5		1:1 Final exam reflection meetings
May 10		1:1 final exam reflection meetings

University Policies and Procedures

The Student Handbook outlines your rights and responsibilities as a member of the JMU learning community, along with the myriad of services we offer to help you achieve your best self, personally and academically. The handbook can be found at <https://www.jmu.edu/osarp/handbook/index.shtml>.

The Academic Policies section of the UG and Graduate catalogs delineate university policies for your academic life at JMU. <https://www.jmu.edu/catalog/>

ACADEMIC INTEGRITY/HONOR CODE

Each student has a responsibility to become familiar with the *Honor Code* and the provisions of the *Honor* system. “Not knowing” what constitutes a violation of the Honor Code will not relieve students of consequences should a breach of academic integrity occur. Please review the JMU Honor Code <https://www.jmu.edu/honor/code.shtml>. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor and are binding on the students. Academic evaluations in this course include a judgment that the student's word is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can fail the course or be expelled from JMU. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

Note: During Lockdown quizzes or exams, cell phones or secondary devices are not to be used. This will be considered a breach of academic honesty.

ACCOMMODATIONS: JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. **In addition, I invite you to provide me with an Access Plan letter outlining needed accommodations.** If you have not already done so, register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in the Student Success Center, room 1202 and you may call 540-568-6705 for more

information. I will be glad to meet with you privately during my e-student/office hours to discuss your specific needs. During online learning, accommodations on an Access Plan will be coordinated to the fullest extent possible under the circumstances. Please be in contact with Dr. Hostetler.

CLASS RECORDING

Class sessions [may/will] be recorded by the instructor. Any recordings will be available only to the instructor(s) and students enrolled in the class during that particular class term. Students who have concerns about being recorded should contact the instructor privately and prior to the first recorded session to share those concerns or to request an alternate assessment option(s). Only instructors may record class sessions. Students are prohibited from unauthorized recording, and are prohibited from downloading recordings. Students requesting the use of assistive technology, including recording, as a reasonable accommodation should direct their request to the [Office of Disability Services](#). See [Academic Affairs Policy #15 Class Session Recordings and Distribution](#) for further information.

CONTINUITY OF INSTRUCTION STATEMENT:

James Madison University's College of Education is committed to providing continued instruction in the event that face-to-face classes are suspended due to a pandemic or other catastrophe. I will strive to continue instruction to those able to participate. If and when face-to-face classes are suspended, you will receive an email from me and a Canvas Announcement that provides details about how we will communicate, where you can locate course information and what you can expect during this time period. I realize that everyone's contexts during such event will be different and that some of you may not be able to participate in continued instruction; however, I will continue to provide instruction to those who are able to continue.

COURSE GRADE APPEAL PROCESS:

If a student (graduate, undergraduate or post-baccalaureate) believes that a final course grade was unfairly awarded, that student may initiate the grade review process. Students should be aware that, as a result of review, a grade may be raised, lowered, or stay the same. Evaluation of student work and assignment of grades on the basis of academic criteria are the responsibilities and prerogative exercised by the professor teaching the particular course. Grounds for grade review are limited to two categories: (1) The grade was assigned in a manner other than that listed in the course syllabus or was amended by the professor without appropriate notice; and (2) The grade was assigned in a manner other than that used for other students in the class. In order to initiate the grades appeal process, follow the procedures outlined in the current catalog.

CREDIT HOUR/WORKLOAD:

JMU has to follow state and regional accreditation guidelines as to the number of hours and work students are expected to engage in during the academic year for a standard 15-week course. The JMU academic calendar is based on the semester system. The unit of credit is the credit hour. A credit hour represents one 50-minute class period (or its equivalent in other forms of instruction) each week in the semester for lectures, or two 50-minute class periods for each week in the semester for laboratory or field work. In addition, a minimum of two hours of out-of-class student work or academic engagement each week (per credit hour) to meet appropriate student learning objectives. Typical forms of such engagement include assigned readings, problem sets or assignments, preparation/follow up for labs or field experience, preparing for exams, online or face-to-face group work/discussions, writing paper(s), and working on project(s).

DISRUPTIVE BEHAVIOR:

Instructors and students are equally responsible for creating an environment that will facilitate learning within the JMU community. Disruptive conduct disrupts the process of teaching and learning, and such behavior will not be tolerated in the classroom, lab, online discussion or other place of student learning.

Disruptive behavior is inappropriate student behavior that a reasonable faculty member would view as interfering with the ability of instructors to teach and students to learn. It may constitute a violation of law, a violation of the student conduct code or a violation of instructor's established rules of conduct for a particular class.

Civil expression, disagreement or debate as permitted within the class by a faculty member is not disruptive behavior. Each student has a right to the freedom of thought and expression, including a right to reasoned dissent, in their classes. A student's right to exercise academic freedom carries with it concomitant responsibilities. These responsibilities are owed to other students, faculty members and the institution.

Failure to live up to these responsibilities carries with it the possibility of sanctions, up to and including removal from a class, removal from a program and/or removal from the university. The full policy regarding class disruptions is available from the [Academic Affairs website](#).

CLASS CANCELLATION POLICY: With the exception of Fall Break and Thanksgiving, there are currently no reasons as of now that class/online class should be cancelled. However, please check the Course Announcements in Canvas every Monday, your JMU email daily, and your JMU email on the day of class in the event that there has been a cancellation due to reasons other than inclement weather. Additional information during this pandemic can be found at the [Provost's site for COVID-19 Information](#)

CONTINUITY OF INSTRUCTION

James Madison University's College of Education is committed to providing continued instruction in the event that face-to-face classes are suspended due to a pandemic or other catastrophe. I will strive to continue instruction to those able to participate. If and when face-to-face classes are suspended, you will receive an email from me and a Canvas Announcement that provides details about how we will communicate, where you can locate course information and what you can expect during this time period. I realize that everyone's contexts during such event will be different and that some of you may not be able to participate in continued instruction; however, I will continue to provide instruction to those who are able to continue.

COURSE GRADE APPEAL: If a student (graduate, undergraduate or post-baccalaureate) believes that a final course grade was unfairly awarded, that student may initiate the grade review process. Students should be aware that, as a result of review, a grade may be raised, lowered, or stay the same. Evaluation of student work and assignment of grades on the basis of academic criteria are the responsibilities and prerogative exercised by the professor teaching the particular course. Grounds for grade review are limited to two categories: (1) The grade was assigned in a manner other than that listed in the course syllabus or was amended by the professor without appropriate notice; and (2) The grade was assigned in a manner other than that used for other students in the class. In order to initiate the grades appeal process, follow the procedures outlined in the current catalog.

COURSE REGISTRATION/ADD-DROP/WITHDRAWAL: Students are responsible for registering for classes and for verifying their class schedules on MyMadison. Students are responsible for accessing the deadlines that are listed at https://www.jmu.edu/registrar/students/print_dates.shtml. If the faculty member approves a withdrawal request, he or she may assign a "WP" grade for a student who is passing the course at the time of the withdrawal request or a "WF" grade for a student who is failing the course at the time of the withdrawal request. *Assignment of a "WP" or "WF" grade is solely at the discretion of the instructor after discussion with the student.* The instructor will assign the "WP" or "WF" grade at the time final grades are entered. As an alternative to granting the late course withdrawal with a "WP" or "WF" grade, the instructor may also deny a student's request for withdrawal after the course adjustment

deadline. In this case, the student would be expected to remain in class and receive an earned grade at the end of the semester. Grades of “W”, “WF” and “WP” do not affect GPA.

DISRUPTIVE BEHAVIOR:

Disorderly Conduct

Regardless of proximity to campus, including online and virtual environments, no student shall cause, incite or participate in any disturbance or behavior that creates excessive inconvenience, annoyance, alarm, or behavior that interrupts the orderly operation of the university or community, either on or off campus. Examples may include, but are not limited to, excessive noise, creating an unnecessary burden on university or first responder resources, and impeding a University Official, Law Enforcement Officer, or Medical Expert in the performance of their duties.

Disruptive Online Conduct: While taking online classes, students should conduct themselves in an appropriate manner and do their best to minimize distractions that might compromise the ability of themselves, other students, and the instructor to have a quality learning experience. The language in the [Student Handbook](#), as noted above, applies in both face-face and online settings.

EMERGENCY INFORMATION including weather closings): University emergency information can be found at https://www.jmu.edu/publicsafety/emergency_notifications.shtml. You can also sign up to receive emergency notifications. Important emergency information and safety plans, as well as how to sign up for alerts, can be found at <https://www.jmu.edu/safetyplan/index.shtml>. Additionally, the University continues to provide updated information about COVID-19, which can be found at <https://www.jmu.edu/stop-the-spread/dashboard.shtml> .

INCLEMENT WEATHER: James Madison University is primarily a self-contained campus with a large number of residential students requiring a variety of support services, regardless of inclement weather conditions or emergency situations. For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies. Refer to the following sources for information on closings or delays:

- JMU Weather Line: (540) 433-5300
- JMU radio station 1610AM
- [JMU's home page](#)
- Area radio and television stations
- JMU Office of Public Safety, who in turn is responsible for announcements on Emergency Notification System

Classes: When it is necessary to cancel classes due to weather or other emergency we will, do one of the following in order to accomplish the learning objectives:

- Accommodate the missed instructional time within remaining class meeting time, or
- Hold class through electronic means

Exams

When the university closes due to weather or other type of emergency, faculty will administer regularly scheduled examinations at a time designated by the university. The official make-up dates and times will be designated as part of the closing announcement or shortly thereafter. Unless, otherwise notified, examination locations will be the same as the location for the regularly scheduled exam.

If it is determined that exams cannot be given because of inclement weather or other emergency, faculty will assign final grades to students based on course requirements completed prior to the regularly

scheduled exam date.

INCLUSIVE LEARNING ENVIRONMENTS

James Madison University is a community dedicated to diversity and inclusivity. As faculty, we believe that learning environments should support a diversity of thoughts, perspectives, experiences, and identities. We invite you to share anything with us that might help create a more inclusive and welcoming learning environment.

Accessibility: I am committed to making this course accessible. Let me know if you encounter any inaccessible elements as soon as possible so the problem can be remedied. James Madison University is committed to access, inclusion, and addressing diverse needs. If you have a documented disability and, as a result, need reasonable accommodations to participate in this class, complete course requirements, or benefit from the University's programs or services, contact the Office of Disability Services (ODS) as soon as possible. To receive accommodations for disability in this course, please provide an Access Plan from ODS in a timely manner. The ODS works confidentially in partnership with students, faculty, and other University departments to ensure equal access through Universal Design and reasonable accommodations. You will find details about how to get started on the [ODS website](#). ODS will work to address the needs of students with disabilities studying off campus. The office is located in the Student Success Center, Suite 1202. You may contact them by phone at 540-568-6705 or through email at disability-svcs@jmu.edu.

Basic Needs Security: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Gloria Mast, for support: mastgm@jmu.edu or 540-568-6468. Please let me know as well of your situation, if you are comfortable in doing so. This will enable me to provide any resources and information that I may possess. A JMU resource for Basic Food Security that you can use is our [Pop-Up Pantry\(click\)](#).

Disability Accommodations: See “Accommodations” section above.

Personal Health: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing mental health challenges at James Madison University, please connect with the Counseling Center (CC) located within the Student Success Center on the 3rd floor. You can learn more about available CC services by visiting the website: <https://www.jmu.edu/counselingctr/> or calling the Center (540-568-6552). Their services are free and confidential, and during national health crisis such as the COVID pandemic, may be offered virtually to support you. Other available support resources to consider on campus include, but are not limited to, the: Office of the Dean of Students, Health Center, Learning Strategies Instruction, & Office of Disability Services. These services remain in place remotely.

Pronouns, Names and Gender: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me of your name's proper pronunciation, and any name or pronouns not reflected on MyMadison early in the semester so that I may make appropriate changes to my records and commit to working at my language with you. James Madison University is dedicated to an environment of learning that encourages civil discourse and ideological progress. Respect is of the utmost importance in this classroom and beyond, and those who choose to respect every person's ideas and identity choose success and positive progress.

Religious accommodations. Scroll down to see item below.

Restrooms: JMU defines a universal restroom as a single occupancy restroom which can be used by people of any sex or gender. Most are accessible and several are fully ADA compliant. Some also have a baby changing station. In HBS: Ground, 1st, and 5th floors, all fully accessible with baby changing stations. Ground floor has accessible shower facilities.

POLICY ON A GRADE OF INCOMPLETE: The “I” symbol is used to indicate incomplete work in a given course and is awarded only when a student is unable to complete course work because of illness or another equally compelling reason. The “I” does not affect the final grade that you will be assigned. Courses in which a student receives a grade of “I” must be completed by the end of the next regular semester, or the grade is recorded permanently as “F.” (See the University Calendar for the dates by which grade changes must be reported to the Office of the Registrar.) A student seeking a grade of “I” must make that request to the relevant faculty member before the end of the semester in which that course is taking place.

RELIGIOUS OBSERVANCES: All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for their course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity at (540) 568-6991 if you have additional questions.

My footnote to the JMU policy statement above: I may not be aware of a religious holiday or the practice that you value. I am committed to utilizing resources such as this *religious practices calendar*. I invite you to simply share with me your religious observances so that I can honor this.

REPORTING PROCEDURES FOR INSTANCES OF HARM OR CONCERN: Students have the right to access information and support when they experience negative interactions, microaggressions, harassment or discrimination. Several campus offices are available to respond to your concerns. If you have experienced an accessibility challenge or have questions about disability services, contact the Office of Disability Services.

If you have experienced sexual misconduct or have questions about sex or gender discrimination, contact the Title IX Office.

If you have experienced harassment or discrimination, contact the Office of Equal Opportunity.

To report a violation of JMU community standards or for questions about student accountability, contact the Office of Student Accountability and Restorative Practices (OSARP).

To report a concern or for questions about campus diversity, equity and inclusion, contact the Office of Access and Inclusion.

TECHNOLOGY AND ACADEMIC ASSISTANCE:

It is the student’s responsibility to be able to use the technology required for course which may include Canvas, word processing, basic spreadsheets and database management, and Internet. If you need assistance Canvas help is available 8 a.m. to 9 p.m. Monday through Thursday and 8 a.m. until 5 p.m. on Friday. Please call LETSUPPORT at 540-568-5312 or email at letsupport@jmu.edu or use the following link: <https://www.lib.jmu.edu/ask/tech-support/>

It is your responsibility to make sure your assignments are submitted to Canvas on time.

TECHNOLOGY FAILURES WILL NOT BE ACCEPTED AS A REASON FOR LATE

ASSIGNMENTS. Be sure to check that your assignment uploaded correctly before leaving the canvas site

TURN IT IN:

The JMU community uses a plagiarism detection system called *Turnitin*. Turnitin is integrated into Canvas and is available for use by all JMU faculty and students. For more information about Turnitin refer to <https://www.jmu.edu/academicintegrity>.

If you need assistance with academic skills including but not limited to reading, writing, and math you can get assistance at The Learning Resource Centers at [James Madison University - The Learning Centers \(jmu.edu\)](https://www.jmu.edu/learningcenters).