



Course Syllabus

EDF 4444 - 2765

Assessment in the Curriculum Spring Term 2024-2025 (0645)

This course includes the following section numbers: 2765

Welcome

Welcome to EDF 4444! Please be sure to carefully read the syllabus for the course before beginning the course. It can be found on the left side of the Course Content area. Then, after you read the syllabus, please start the course with the "Start Here" module. This will help to answer questions you may have about the course. Please contact me if you have any questions! I am looking forward to having you all in the course!

Please be sure to join our first class online in Zoom (see the Zoom folder in the Course Content) on January 16, 2025 at 6pm.

Thank you, Prof Freed

Instructor Contact Information

Cynthia Freed

Email

Freed.Cynthia@spcollege.edu

Phone: 727-222-1986

Office and Online Chat Hours:

as needed

Office Location:

Clearwater

Instructor Web Page:

n/a

Zoom Link for Class:

As seen in course content

Departmental Contact Information

Heather Duncan

Title: Dean

Email: duncan.heather@spcollege.edu

Phone Number: 727-712-5892

Appointment Information: Call or Email contacts above to schedule an appointment

College of Education Specifics

The mission of the Education Community is to prepare future educators who will promote lifelong learning and empower diverse communities.

Anthology Portfolio

Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor's degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.

Course Requirements & Expectations

School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

This course requires ___0_ hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

UCC Assignments

Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.

Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

For courses with lesson planning

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

[SPC College of Education Syllabus Addendum](#)

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor. If you remain enrolled after the drop date this

signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

Uniform Core Curriculum / Program Learning Objectives Assignments

[UCC Tables for Active Courses.xlsx](#)

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s).

Course Information

Prerequisite(s): Prerequisites: Admission to EPI-CT or EPIR-CT or ICERT-NO or RCERT-NO

Credit Hours: 2

Modality: SPC Live Online

Meeting Times and Location: THURS 06:00 PM to 08:40 PM

Course Description: This course is designed to develop the necessary skills required by teachers to develop a variety of assessments that will help identify gaps in student learning and measure student learning gains. The course will instruct teacher candidates how to design, select, implement, and interpret assessments for P-12 classrooms. Teacher candidates will learn how to analyze P-12 student assessment data and then communicate the results with parents and caregivers. The use of technology to organize and integrate assessment data will also be addressed.

Course Objectives

1. The teacher candidate will use a variety of diagnostic, formative, and summative assessments to monitor P-12 student learning by:

- a. defining common terminology associated with evaluation and assessment in P-12 environments, e.g., norm-referenced, criterion-referenced, portfolios, diagnostic evaluation, formative evaluation, summative evaluation, etc.;
 - b. explaining the purpose of assessment;
 - c. creating diagnostic, formative, and summative assessment tools to identify gaps in P-12 student subject matter knowledge and measure student learning gains.
2. The teacher candidate will analyze and apply data from multiple assessments to diagnose P-12 student learning needs by:
 - a. identifying sources of data from a variety of assessments that can be used to diagnose P-12 student learning needs;
 - b. evaluating sample P-12 student data to diagnose student learning needs;
 - c. developing sample test items that identify P-12 student learning needs;
 - d. using data from a variety of assessments to diagnose P-12 student learning needs;
 - e. evaluating various approaches/systems used to track P-12 student achievement.
3. The teacher candidate will demonstrate how to communicate the results of P-12 student outcomes and learning gains with the student and the student's parent/caregiver by:
 - a. determining ways teachers can provide evidence of validity and estimate reliability in assessment;
 - b. discussing the teachers' ethical responsibilities to various P-12 student populations (Limited English Proficiency [LEP], non-Limited English Proficiency [non-LEP], special needs populations) regarding assessment;
 - c. explaining the relationship between educational accountability and P-12 student's scores on standardized achievement tests with a P-12 student and the student's parent/caregiver.

4. The teacher candidate will apply technology to organize and integrate assessment data by:
 - a. identifying appropriate technology tools to organize assessment data and to communicate grades to students and their parents/caregivers.

Important Dates

Class Dates: 13-JAN-2025 to 07-MAR-2025

Drop Date: 17-JAN-2025

Withdrawal Date: Please reference the Academic Calendar below

<https://www.spcollege.edu/academic-calendar>

Required Textbook and Other Resources

Assessment of student achievement (10th ed.).

ISBN: 9780132689632

Authors: Gronlund, N. E.

Publisher: Pearson

Publication Date: 2013

Edition: 10th

First Day Access (Digital Books) Program

What is First Day Access: Textbook Savings Program?

This course is participating in the First Day Access Program. You will be given access to the course materials through the Learning Management System (LMS). You will receive instant access to the required materials and save 20-50% or more off the retail price. **You have the option to opt out of the program within the first 10 days of class** if you want to purchase your materials elsewhere. Opting out of the program is likely to cause you to pay a higher rate. **The opt-out date is 10 days from the first day of class.** ([View Opt-out deadline dates](#)).

The materials that are accessed through the LMS are **NOT** included in your tuition. **If you do not click on the button to opt-out, you agree to pay the discounted fee and SPC will bill your student account at the First Day price after the opt-out deadline passes-approximately 2 weeks after your class starts.** This will show as a bookstore charge. Please check your student account. If you have BLOC or are a 3rd Party vendor then the charges will be covered ***exceptions do apply**, if you are self-pay, please make those payments to the business office.

Refund Policy

If you drop a class within the drop deadline for your course, the refund policy will be the same as SPC's [drop w/refund policy](#). If you withdraw after the drop deadline ([see your schedule for dates](#)), then you will be responsible for those charges on your account (For example, if you receive a "W" you will not be eligible for a refund).

Should you choose to purchase the required materials out of pocket you **MUST** opt out to avoid being charged. If you do not opt out by the deadline, which is 10 days from the start of class, then you must request to be opted out and proof of purchase must be submitted to tharrison@bncollege.com to prevent First Day Fees being added to your account.

Performance Assessment and Grading

3000 & 4000 Level COE Courses

90% – 100%A

83% – 89%B

75% – 82%C

68% – 74%D (Repeat course)

67% or less F (Repeat course)

Grading Scale

3000 & 4000 Level COE Courses

90% – 100%A

83% – 89%B

75% – 82%C

68% – 74%D (Repeat course)

67% or less F (Repeat course)

Late Work Policy

You may submit an assignment up to one week after the due date for a reduced letter grade. Assignments submitted after the one week late due date will receive a grade of zero. The late assignment policy may be used on a maximum of three course assignments. After three late submissions, all late submissions will receive a grade of zero.

Availability of Course Content

As course opens

MyCourses Assignment Schedule

Due Date	Name	Type	Points
	Introduce Yourself	Discussion	
1/19/25	Module 1 lab - Analyzing a standard	Assignment	50
1/26/25	Module 2 lab - Validity & reliability assignment	Assignment	50

Due Date	Name	Type	Points
2/2/25	Module 3 lab - Item writing	Assignment	50
2/16/25	Module Five Rubrics & Feedback Lab Drop Box	Assignment	50
2/23/25	Module Six Performance Assessment Lab Drop Box	Assignment	50

Course Assignment Schedule

As seen above

Communication Plan

Feel free to call, text or email when you have questions or concerns.

Expectations

Students will attend class as scheduled online, participate in class and complete assignments as scheduled.

How to Be a Successful Student

Embarking on the journey of higher education can be transformative, and embracing the habits of successful students is a key component of that transformation.

Habits of Successful Students:

- Proactive and disciplined attendance: punctual attendance, active engagement in class activities.
- Actively seek to catch up on missed materials: acquire notes and assignments promptly.
- Engage in continuous study outside class: deepen understanding through self-study.
- Integrate feedback and seek extra credit opportunities.
- Remain fully involved in the educational process.

Mindset and Strategic Approach:

- Set realistic and specific learning goals for focus and direction.
- Recognize the value in each task to sustain effort.
- Maintain a positive attitude and break tasks into manageable parts.
- Regularly monitor progress and understanding.
- Embrace mistakes as learning opportunities for resilience and genuine interest in the subject.

Course Attendance

Due to the need to demonstrate course competencies, it is essential that students attend class and show professionalism by being on time. Due to the participatory nature of this course, attendance is essential. Up to the date of the last day to withdraw, a student may be penalized for exceeding the allowed number of absences.

In a face-to-face class that meets once per week, students are only permitted one absence. If the class meets twice per week, students are permitted two absences. For classes that meet twice a week, there will be no break during the class session.

For a live online class, attendance is based on participating in synchronous sessions. For an asynchronous online class, participation is defined as completing an assignment or participating in a discussion board or other activity each week. Simply emailing will not be

counted as participating in the class. In a blended class, students are only permitted one absence for scheduled face-to-face or live online class sessions throughout the semester, and students must participate in all online class sessions.

If excused or unexcused absences exceed the limit after the withdrawal deadline date, the instructor may give a failing grade, lower the student's final grade, or assign make up work to cover the content missed. The final decision is at the instructor's discretion. Participation points (if awarded) will be impossible to earn if you are not present. Students are expected to be on time and remain in class for the entirety of every class session (three tardies/leaving class early equal one absence in a face-to-face or blended course).

After the withdrawal deadline date, no W grade will be given except by the associate provost. Any withdrawal after this date will earn a W/F grade. If excused or unexcused absences exceed the limit after the drop date, the instructor may give a failing grade, lower the student's final grade, or assign make up work to cover the content missed. The final decision is at the instructor's discretion. Participation points (if awarded) will be impossible to earn if you are not present. Students are expected to be on time for every class (three tardies/leaving class early equal one absence in a face-to-face course).

In the event of a St. Petersburg College closing, the course content that would have been covered during that time will be covered by alternate means identified by the instructor. It is the student's responsibility during college-wide closings to check the St. Petersburg College home page for closing and reopening information. Then, the student should access the My Courses online supplement for each course that he/she is enrolled in for specific information and assignments. Make-up assignments may include online research, additional assignments, extended class time, or alternate meeting dates, assigned at the discretion of the instructor.

[CLICK here](#) to access SPC's Academic Calendar and check actual Withdraw/Drop dates

Due to the need to demonstrate course competencies, it is essential that students attend class and show professionalism by being on time. Due to the participatory nature of this course, attendance is essential. Up to the date of the last day to withdraw, a student may be penalized for exceeding the allowed number of absences.

In a face-to-face or Live Online class that meets once per week, students are only permitted one absence. If the class meets twice per week, students are permitted two absences. For classes that meet twice a week, there will be no break during the class session.

For a traditional (asynchronous) online class, participation is defined as completing an assignment or participating in a discussion board or other activity each week. Simply emailing will not be counted as participating in the class.

In a blended class, students are only permitted one absence for scheduled face-to-face or live online class sessions throughout the semester, and students must participate in all online class sessions.

If excused or unexcused absences exceed the limit after the drop date, the instructor may give a failing grade, lower the student's final grade, or assign make up work to cover the content missed. The final decision is at the instructor's discretion. Participation points (if awarded) will be impossible to earn if you are not present. Students are expected to be on time and remain in class for the entirety of every class session (three tardies/leaving class early equals one absence in a face-to-face or blended course).

SPC Policy: Attendance/Participation/Withdrawal

Withdrawing from a course with a "W" or "WF" may impact students' academic standing and financial aid eligibility including placing the student in early repayment. It is the student's responsibility to understand the consequences of withdrawing.

Attendance

College policy requires students to attend class prior to the published deadline to drop

with a refund. The instructor is required to report non-attendance and the student will be dropped after the first week of classes.

If you don't attend during the first week of the term, you will be automatically dropped, and the class removed from your schedule. If you receive financial aid, your award amount may be adjusted if the drop changes your enrollment status (e.g. full-time to part-time).

It is the student's responsibility to know the attendance policy of the class in which they are enrolled.

- Depending on the modality of the course, attendance may be online, LIVE Online, blended, or on-campus.
- For LIVE Online classes, attendance will be taken online during the normal class meeting time/days.
- Students who are feeling ill for any reason should communicate in a timely manner with their instructor regarding attending online instead of on-campus, and/or the responsibility of excused absences. Students are also responsible to discuss completing any missed work with the instructor.

Participation

College policy require the instructor to report any student who is not actively participating at the 60% point of a class. The instructor will report the student by the end of the week immediately following the 60% point of the class and the student will be withdrawn from the course and assigned a "W" grade. It is the student's responsibility to understand the instructor's requirements for 'active participation.

Student Withdrawals

You may drop a course through the [Drop with Refund](#) date listed on your Fee Schedule and be eligible for a refund, although withdrawing may affect your financial aid. If you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. If you are thinking of withdrawing, please speak with your instructor, an [Academic Advisor](#) or a [financial aid counselor](#).

Withdraw requests submitted after the last date to withdraw with a "W" (see academic calendar) will result in a "WF". Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing from a class.

Students who wish to withdraw completely from SPC are not able to totally withdraw from all classes through MySPC. A student must contact an Academic Advisor to totally withdraw.

Technology Requirements & Policy

View the [MyCourses Minimum Technology Requirements](#)

View the [Canvas Minimum Technology Requirements](#)

If you need technical assistance, please [Contact the Technical Support Center](#).

Minimum Technical Skills: Students should know how to navigate the course and use the course tools (email, discussion, gradebook, etc.). Learning Management System (LMS) tutorials are available to students new to this LMS and are located at the beginning of the course. Most features in the LMS are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

Students also MUST become proficient with [publisher or other 3rd party tools or platforms here] and the tools contained within the program to be successful in this course.

Accessibility of Technology

- [MyCourses \(Brightspace by Desire2Learn\) Accessibility](#)

- [Canvas Accessibility](#)
- [Microsoft Accessibility](#)
- [Google \(YouTube\) Accessibility](#)
- [Panopto Accessibility](#)
- [Copleaks Accessibility](#)
- [Cengage Accessibility](#)
- [McGraw-Hill Accessibility](#)
- [Pearson Accessibility](#)

Privacy

- [MyCourses \(Brightspace by Desire2Learn\) Privacy](#)
- [Canvas Privacy](#)
- [Microsoft Privacy](#)
- [YouTube Privacy](#)
- [Panopto Privacy](#)
- [Copleaks Privacy](#)
- [Cengage Privacy](#)
- [McGraw-Hill Privacy](#)
- [Pearson Privacy](#)

Academic Honesty Policy

You are expected to be honest in all your academic work. By enrolling at the College, you agree to abide by all the standards of academic honesty and integrity and failing to observe the rules may result in academic and disciplinary action, up to and including expulsion from the College. The academic honesty policy and procedures are available online:

- [Academic Honesty Policies, Honor Code](#)
- [Academic Integrity Policies and Procedures](#)

These documents include details on what is meant by:

- Cheating
- Bribery
- Misrepresentation
- Conspiracy
- Fabrication
- Collusion
- Duplicate submissions
- Academic misconduct
- Improper calculator, computer or online use

Some of your courses may include online material that is protected by copyright. This means that the work is available for you to use in your studies, but you can't copy and share the materials (copyright.gov). Please see [SPC's copyright information](#). It's your responsibility to be academically honest in all of your work.

Generative AI Not Permitted

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating [SPC's academic integrity policy](#), students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You are strictly prohibited from using use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, in this course. The work produced by AI writing tools is not your own original work and is therefore unacceptable for the assignments in this course. If you cite AI-generated content, the work will be considered incomplete and receive a

zero. If you do not cite, the work will be considered plagiarism and receive a zero. If you have any questions about this, please reach out to me.

Generative AI Permitted Under Some Circumstances

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating [SPC's academic integrity policy](#), students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You may only use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, when assignment directions specifically state that it is allowed, and these tools must be used with caution. AI is not a replacement for your own thinking and research. AI-generated text or other content must be clearly marked and cited properly. In addition, you are responsible for confirming the veracity of any information or sources produced by artificial intelligence. If you have any questions about this, please reach out to me.

Generative AI Permitted Within Guidelines

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating [SPC's academic integrity policy](#), students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You are welcome to use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, in your work for this course. However, AI is not a replacement for your own thinking and research. AI-generated text or other content must be clearly marked and cited properly. In addition, you are responsible for confirming the veracity of any information or sources produced by artificial intelligence. If you have any questions about this, please reach out to me.

Respondus LockDown Browser Proctored Testing Information

Proctored Testing Requirement

This course requires one or more of your quizzes/exams in the Learning Management System (LMS) to be virtually proctored. Proctoring will be conducted using an online proctoring service called LockDown Browser & Respondus Monitor. You DO NOT need to create an account or schedule an appointment. Your quizzes will be accessible on the dates your instructor has set for you to take them. To take a LockDown Browser & Respondus Monitor quiz, you will need the following: a computer, a working webcam/microphone, your ID, and a stable internet connection. Check out [LockDown Browser & Respondus Monitor Support for Test-Takers](#) to learn more or for technical assistance.

Room Scan & ID Information

To uphold academic integrity and ensure a fair testing environment for all students, you will be asked to conduct a room scan and show a valid, official ID prior to beginning your examination. Please be aware that this process involves your webcam recording and inspecting your physical testing environment. This includes the surface of your desk, any surrounding walls, and the area under your desk. By participating in this course and its assessments, you acknowledge and consent to these conditions.

Your official ID should include your name, photo, and signature for identity verification purposes. Acceptable forms of ID include a university ID, driver's license, passport, or

other government-issued identification. No examination will be permitted to start without a proper ID check.

What is my responsibility?

For courses that utilize LockDown Browser & Respondus Monitor, students are required to have a Windows, MAC computer, iPad, or Chromebook, a Web Cam, and download the LockDown Browser. You will be prompted to download the Lockdown Browser when launching the quiz.

For students who don't have access to technical equipment and need to borrow a computer check out the [Respondus Laptop Lending Process](#).

Need help? Contact

[Lockdown Browser/Respondus Monitor Support](#)

Copyleaks

The instructor of this course may require the use of Copyleaks as a tool to promote learning. The tool identifies similarities and potential issues in written work that merit review. Use of the service enables students and faculty to pinpoint areas that can be improved through enhanced paraphrasing, source integration, or proper citation. Submitted papers are analyzed for originality and remain confidential within the Copyleaks system for this purpose only. Students retain full copyright to their work. Review the [Copyleaks Usage Agreement](#) for full details. Students who do not wish to submit work through Copyleaks must notify their instructor via course email within the first seven days of the course. In lieu of using Copyleaks, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

View the [Accessing the Similarity Report](#) tutorial.

Learner Support and Other Student Resources

Use the following links to view web sites on SPC's:

- [Free Tutoring](#)
- [Accessibility Services](#)
- [Academic Support](#)
- [On-Campus and Online Support](#)
- [Student Services](#)

Additional Resources:

- [Academic Calendar](#)
- [Learning Resources](#)
- [Career Services](#)
- [International Student Services](#)
- [Veterans Services](#)

Code of Conduct

Code of Conduct

The behavior of all students in class should reflect a professional, respectful, and compassionate environment. Inappropriate or inconsiderate behavior will result in consequences. Students must be thoughtful of their comments, actions, and decisions, considering how these impact classmates and instructors.

Online Student Participation and Conduct Guidelines

The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

Netiquette

Whether you are in an online class or a physical classroom, certain behaviors are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a successful student. These guidelines pertain whether your course is online or in the classroom. When communicating, you should always:

- Treat everyone with respect in every communication
- Use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.
- Use clear and concise language
- Remember that college level communication should use correct grammar, whether written or spoken. Avoid slang.
- Use correct spelling and avoid texting abbreviations
- Avoid using the caps lock feature as it can be interpreted as yelling online
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood
- Be cautious with personal information (both yours and others')

When you send an email to your instructor, department chair, dean, or classmates, you should:

- Use a subject line that describes what you are writing about
- Avoid attachments unless you are sure your recipients can open them
- Be clear, concise, and courteous
- Sign your message with your name
- Use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.

When posting to a discussion board, you should:

- Write posts that are on-topic and within the scope of the course material
- Take your posts seriously; review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Read all messages in a thread before replying
- Avoid repeating someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions, even when they differ from your own
- Express any differing opinions in a respectful, non-critical way
- Not make personal or insulting remarks
- Be open-minded

Recordings in the classroom

Students may record lecturers in class for personal use (such as studying or documenting complaints to the institution) without explicit permission. However, students may not record non-lecture portions of class (such as skills labs, student group work, individual student instruction, Q/A sessions, recording studio critiques, group/individual production and computer lab time, practicums/internships, or clinical/simulation rotations) or other students without explicit permission, and may not disrupt class in making such recordings (such as trying to use a device with a calculator or calculator app in a class that does not allow calculators, or blocking the view or aisles for others in the class). Having an approved ADA accommodation is considered explicit permission to record from the college.

Students making such recordings may not share recordings without explicit permission and are personally liable for unauthorized dissemination. If in doubt, please discuss with your professor before class.

The instructor has the authority to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn.

For additional information, review the [SPC Expectations for Student Conduct](#), [Online Student Participation and Conduct Guidelines](#), and the [SPC Netiquette Policy](#). Please strive to uphold these standards to ensure a positive and productive learning environment.

Auditing a Class

Auditing a course allows a student to take a class without benefit of a grade or credit for the course. Students do not have to seek special permission to audit a course, but they do need to communicate to their instructor they are auditing. If an auditing student has something specific they are hoping to get from the course, they should discuss that with the faculty member during the first week of classes.

Once registered as an audit student, one may not change from credit to audit or from audit to credit after the drop/add period. However, under certain circumstances, a student may appeal to the appropriate Dean and request a change from audit to credit status after the registration period has expired, but have 60 days into the subsequent term to appeal the status change. The Dean will verify with the instructor that the student completed all of the requirements for credit in the course. The Dean's decision is the final decision.

Audit students are required to meet course prerequisites including appropriate scores on the St. Petersburg College Placement Test unless such requirements are waived by obtaining permission through the Dean.

Please note: Not all courses are eligible for auditing.

Student Survey of Instruction

The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

Title IX

At St. Petersburg College, our faculty are dedicated to fostering a secure and open environment conducive to learning for all students. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you are aware of, has experienced sexual harassment or sexual violence, or any form of sexual misconduct, which includes incidents like sexual assault, relationship violence, or stalking, please know that there are avenues for help and support.

We strongly encourage every member of our college community to be proactive, seek assistance, and report occurrences of sexual misconduct to the Title IX Office. It's important to be aware that under Title IX regulations, faculty members are obligated to report such incidents to the Title IX Office. However, if you prefer to have a conversation with someone who is not required to report, you can consult the [SPC's Counseling Services](#).

St. Petersburg College urges everyone in our community to step forward, seek support, and report any incidents of sexual harassment or gender-based discrimination to the St. Petersburg College Title IX Office. They can be reached via email at SPCTitleIX@spcollege.edu or by phone at 727-341-3261. Remember, these resources are here for your support and well-being.

Equal Access

St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The College will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct. Should you experience such behavior, please contact the Equal Access/Equal Opportunity Office at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at eaao_director@spcollege.edu.

Accessibility Statement

St. Petersburg College recognizes the importance of equal access for all students. Accessibility Services (AS) is the campus office that supports students with disabilities to approve and coordinate reasonable accommodations. Students who have, or think they may have, a disability (e.g., learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing) are invited to contact their AS campus coordinator ([Accessibility Services Contacts](#)) for a confidential discussion. If an accommodation is deemed to potentially alter the nature of the course, it will require a decision by a committee. Therefore, ample time must be provided to evaluate and process such requests. Students who are currently registered with AS are encouraged to request accommodations early in the semester by logging into their AIMS account. Additional information is available at the college-wide Accessibility Services website www.spcollege.edu/accessibility.

Safety and Security

We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately.** For information on campus safety and

security policies, please call 727-791-2560. More information is also available on the [Campus Safety website](#).

The college website (spcollege.edu) is the best source of information in the event of an emergency. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using the Learning Management System (LMS), as it will be key in communicating with faculty about course materials and assignments. Make sure you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments in the LMS. It is important to be able to use the LMS for learning activities if your campus is closed.

Federal and state law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FL-PREDATOR) or by visiting offender.fdle.state.fl.us/offender. A list of sexual offenders or predators registered for classes at SPC is also available.

Titans Care (Student Assistance Program)

As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program \(SAP\)](#), a collaborative resource for students with mental health or general life issues. SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more. It is SPC's belief that supporting mental wellness is everyone's charge and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

Student Concerns

St. Petersburg College wants to make sure that you are able to receive prompt and fair resolutions to any concerns that you might have. If you feel that you have had a bad experience with a college employee, or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome, or are not comfortable approaching the person directly, you may submit the information using an online form: web.spcollege.edu/survey/13002

If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.

SPC Vaccination Policy

SPC is concerned about the health and well-being of all students. We encourage all students to remain current on vaccinations as suggested by appropriate health authorities. SPC does not require vaccinations for general admissions to our degree or certificate programs, with some exceptions for specific programs.

Instructional Continuity During Emergencies

The St. Petersburg College website at www.spcollege.edu is the official source of college information regarding the status of the institution. Other important information will be communicated via SPC Alert, local media outlets, and the college toll-free phone number 866-822-3978. All decisions concerning the discontinuation of college functions, cancellation of classes, or cessation of operations rest with the President or his/her designee. The College realizes that it is possible for a significant natural disaster to compromise SPC campus facilities sufficiently to disrupt the delivery of classes on campus/campuses for an extended period and is planning ways our operations can continue following such an emergency.

So, if a hurricane or other natural disaster causes significant damage to St. Petersburg College facilities, please visit the college website for an announcement of the College's plan to resume operations.

Further, in the event of such a disaster, the Instructor will continue using the Learning Management System (LMS) for continuation of all required learning and instructional activities in this course, including the issuing of graded online assignments and expectation of student completion of those graded assignments.

Therefore, to keep up with all activities in this course during and after a natural disaster, please plan to continue this course by maintaining online access to the LMS (possibly through duration of the course's regularly scheduled end date). We will finish this course in the LMS, as directed by your Instructor online, and your Instructor will use all graded assignments to assess and issue your final letter grade for this course, as normally planned, despite occurrence of the natural disaster.

For all current updates on pandemic conditions or other events, please visit SPC Updates at <https://www.spcollege.edu/spc-updates>

Terms of Instruction

Please note this syllabus is an instructional guide and that the instructor/professor reserves the right to make any changes to it, as needed. This includes changes to the course schedule and assignments, etc., throughout the term. If changes occur, you will be notified as soon as possible via email and/or an announcement in the Learning Management System (LMS). Changes may be necessary for various reasons, including instructor illness, students' progress, weather events, institutional needs, etc. Please approach any changes with flexibility and understanding.