



Course Number SPED 530
Course Title Special Education
Law, Policy, and Ethics
FALL 2020

VALUES • EDUCATION • SERVICE

Course Delivery Method: Hybrid
Course Section: KO
Meeting Time and Place: Mondays 4:00-6:40 CBB Room 104
Course Credit Hours: 3 Semester Hours Credit

FACULTY	CONTACT	INFORMATION:
Instructor	865-xxx-xxxx	first.lastname@lmunet.edu
<i>Office Hours for Phone/Video Conferencing or Chat</i>		<i>Monday-Thursday 9:00 am- 12:00 pm and by appointment</i>

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION Candidates in this course interpret and apply current special education policy and law to practice, as professional and ethical educational leaders and advocates for students with disabilities.

COURSE OBJECTIVES: The goals and objectives of this course reflect program goals and performance expectations of the Carter and Moyers School of Education. Assignments in this course emphasize diversity, research, and informed practice through authentic evaluation. The course objectives and subsequent learning outcomes are derived from:

- Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
- Council for Exceptional Children’s (CEC) Initial Preparation Standards
- CEC Initial Specialty Set: Learning Disabilities

- CEC Initial Specialty Set: Emotional and Behavioral Disorders
Tennessee Educator Preparation Standards

COURSE GOALS:

1. Define the key components of IDEA, Section 504, ADA/AA (as related to school settings), and ESSA
2. Identify and examine the unintended consequences that might arise regarding implementation of these policies
3. Evaluate challenging scenarios and apply professional and ethical judgments.
4. Apply a legal reasoning framework to select case studies involving students with disabilities to problem solve and develop solutions.

COURSE OBJECTIVES:

II. By the end of 530 the candidate will demonstrate acquisition, maintenance, fluency and generalization in special education teacher preparation competencies as outlined by the following course objectives.

A. The candidate will demonstrate essential knowledge, skills and dispositions of a special educator concerning the learner and learning by completing course work prompting the candidate to:

		CEC Standard 1: Learner Development and Individual Learning Differences	CEC Standard 2: Learning Environments
		InTASC 1: Learner Development	InTASC 2 : Learning Differences
			InTASC 3: Learning Environments
Know		How legislation serves to support learners’ abilities & sets up system for supports to continued growth & development within the context of language, culture & family	The educational implications of special education and civil rights legislation in terms of ensuring individual learners receive FAPE in LRE
Understand		The moral & ethical impact of legislation & policies through the interpretation of the letter & spirit of the law	How to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures
Do		Examine policies & procedures of LEAs within the context of state & federal rules & regulations	How to use technologies & guide learners to apply them in appropriate, safe, and effective ways
Council for Exceptional Children	Initial Preparation	Key Element:1.1	Key Element: 2.3
	Initial Common Specialty Items (ICSI)	(P) None specified by CEC (K)1K5, 6, 15	(P) 2S1,3, 11, 14, 16 (K) 2K1, 6, 9, 10
	Initial Specialty Set: Learning Disabilities (LD)	(P) None specified by CEC (K) LD1K4	(P) None applicable to this course (K) None specified by CEC
	Initial Specialty Set: Emotional & Behavioral Disorders (EBD)	(P) None specified by CEC (K) EBD1K1, 2, 4	(P) None specified by CEC (K) EBD2K1

B. The candidate will demonstrate essential knowledge, skills, and dispositions of a special educator related to content knowledge by completing course work prompting the candidate to:

		CEC Standard 3: Curricular Content Knowledge	
		InTASC 4 : Content Knowledge	InTASC 5: Application of Content
Know		The legal parameters in place to ensure educators make academic language of his/her discipline accessible to learners	The moral & ethical responsibility to make content accessible to all learners
Understand		The necessity to evaluate the learner’s content knowledge in their primary language.	Common curriculum accommodations and modifications based upon samples IEP & BSP data
Do		Research the impact of educational reform & legislation on curricular approaches to the education of all learners in the US	Develop & implement supports for learner’ literacy development across content areas.
Council for Exceptional Children	Initial Preparation	Key Element: 3.0	
	Initial Common Specialty Items (ICSI)	(P) 3S1 (K) 3K2, 3	
	Initial Specialty Set: Learning Disabilities (LD)	(P) None specified by CEC (K) None specified by CEC	
	Initial Specialty Set: Emotional and Behavioral Disorders (EBD)	(P) None specified by CEC (K) None specified by CEC	

C. The candidate will demonstrate essential knowledge, skills, and dispositions of a special educator related to instruction by completing course work prompting the candidate to:

		CEC Standard 4: Assessment	CEC Standard 5: Instructional Planning & Strategies	
		InTASC 6: Assessment	InTASC 7: Planning for Instruction	InTASC 8: Instructional Strategies
Know		What the law says in terms of evaluating & reporting learner progress against standards Types of assessment information used to make educational decisions about learners with exceptionalities	IEPs, BIPs, FBAs, ITPs & 504 plans are legal documents which must be considered when planning for instruction of individuals with exceptionalities	Consideration of specific instructional strategies is based upon the parameters set forth in IEPs, BIPs, FBAs, ITPs & 504 plans
	Understand	Taking responsibility for aligning instruction assessment with learning goals Professional responsibility to interpret assessment data to guide educational decisions for learners with exceptionalities	Commitment to deepening awareness & understanding the strengths/needs of diverse learners when planning and adjusting instruction	The variety of ways people communicate & encourages learners to develop and use multiple forms of communication.
	Do	Select & design assessments to match learning objectives with assessment methods & minimizes sources of bias that can distort assessment results	Compile a list of community agencies which support learners with exceptionalities & their families & their interagency agreements	Use IEPs, BIPs, FBAs, ITPs & 504 plans to generate instructional plans and documentation which are in compliance with state and federal guidelines
Council for Exceptional Children	Initial Preparation	Key Element: 4.1, 4.3	Key Elements: 5.5	
	Initial Common Specialty Items (ICSI)	(P) 4 S6, 7, 9 (K) 4 K2, 3, 4, 5	(P) 5 S1, 2, 21 (K) 5 K1	
	Initial Specialty Set: Learning Disabilities (LD)	(P) None applicable to this course (K) 4 K1, 2	(P) None applicable to this course (K) 5 K6,7,8	
	Initial Specialty Set: Emotional and Behavioral Disorders (EBD)	(P) 4 S3 (K) None specified by CEC	(P) 5 S3 (K) None specified by CEC	

D. The candidate will demonstrate essential knowledge, skills, and dispositions of a special educator related to professional responsibility by completing course work prompting the candidate to:

		CEC Standard 6: Professional Learning and Ethical Practice	CEC Standard 7: Collaboration
		InTASC 9: Professional Learning & Ethical Practice	InTASC 10: Leadership & Collaboration
Know		<p>How to use learner data to analyze practice & differentiate instruction accordingly.</p> <p>Specialized terminology in the area of emotional and behavioral disorders</p> <p>Effects of the legal, judicial, and educational systems serving individuals with learning disabilities and emotional and behavioral disorders</p>	<p>Schools are organizations within a historical, cultural, political, & social context & how to work with others across the system to support learners</p> <p>About services, networks, & organizations that provide support across the life span for individuals with learning disabilities</p>
Understand		<p>Responsibility for student learning & ongoing analysis and reflection to improve planning & practice</p> <p>The necessity to use professional ethics to guide practice</p> <p>Diversity is part of families, cultures and schools & complex human issues can interact with the delivery of special education services</p>	<p>The need for respecting families' beliefs, norms, and expectations & seeks to work collaboratively with learners & families in setting/meeting challenging goals</p>
Do		<p>Engage in ongoing learning opportunities to develop knowledge & skills in order to provide all learners with engaging curriculum/learning experiences based on local/state standards.</p>	<p>Take on leadership roles at the school, district, state, and/or national level & advocates for learners, the school, the community, & the profession.</p>
Council for Exceptional Children	Initial Preparation	Key Elements: 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6	Key Elements: 7.0, 7.3
	Initial Common Specialty Items (ICSI)	(P) 6 S1, 2, 3, 4, 5, 6 (K) 6 K2,3,4,5,6,7	(P) 7 S1, 5, 6, 9 (K) 7 K2, 4
	Initial Specialty Set: Learning Disabilities (LD)	(P) 6 S1 (K) 6 K1-7	(P) None specified by CEC (K) 7K2
	Initial Specialty Set: Emotional and Behavioral Disorders (EBD)	(P) None specified by CEC (K) 6K1, 2, 4	(P) 7 S1 (K) None specified by CEC

TEXTS/MATERIALS FOR THE COURSE: Via LiveText© * Note: DO NOT purchase “used” Live Text materials. This will not allow you to submit assignments under your name **Turnitin©** Access to this system is provided by LMU’s purchase of site licenses. Instructors will provide instruction to students as to how to submit written work through this writing integrity database and how to effectively use its feedback to improve writing. **Blackboard©** Secure access to this online learning management system (LMS) is provided to all LMU students enrolled in web-based courses. **RELIAS software** Contact bookstore for 1 year subscription. To get the Relias modules contact the LMU Barnes & Noble bookstore, the email is SM8218@bncollege.com or call 423.869.6306.

REQUIRED READINGS:

Will be assigned by the Professor.

SUGGESTED READINGS:

As assigned or recommended by Professor.

COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

COURSE REQUIREMENTS include but are not limited to:

- Maintain a grade of B or better in all required courses in order to progress in the Licensure Program.
- Purchase educator’s liability insurance **before** visiting schools.
- Provide verification of a criminal background check upon admission.
- Register for and take required Praxis II exams when appropriate.
 - **2018-2019 scheduled Praxis Dates - See section XII in syllabus for test requirements, codes and dates. Students are encouraged to begin taking Praxis exams early.**
- Develop an electronic portfolio on LiveText VIA for assignments and field work.
- **It is the candidate’s responsibility to maintain all records, including copies of PRAXIS scores, transcript(s), STEA membership verification & results from TBI background check. (Professional Portfolio)**
- Be an active participant in discussion, group work, individual/peer reviews, and presentations
- Maintain computer, *LiveText*, *Blackboard* and program e-mail access; **ALL CANDIDATES ARE REQUIRED TO MAINTAIN AND USE THEIR LMU E-MAIL FOR PROGRAM/COURSE CORRESPONDENCE**
- ***Carter Moyers Assessment System (CMAS)*** assignments (Key Assignments) (See Evaluation/Assessment section and end of syllabus for more information)
- INTASC & CEC standard reflections as directed by instructor.
- Document two (2) sessions of approved Professional development. *To receive credit for the PD, students must write a one page reflection, in narrative format, of the PD attended. This reflection must address the following:
 - 1- Explain briefly the content and relevance of this presentation. How can this

be related to the InTASC & CEC Standards and your present or future classroom?

2-How will the information presented in this PD be helpful AND/OR useful to you in your present or future classroom? Be specific.

3-What information do you wish had been include in this presentation? Why?

Pictures, pamphlets, and handouts should be included (when possible)

- Participate in a **minimum of one (1) Service Learning project** -- will require written report and pictures to receive credit.
- Maintain professional dress. **No blue jeans** to be worn at any time when visiting a school site.
- Complete and submit all assignments by specified deadlines.

Learning outcomes: During this semester the student will be expected to:

Learning Target/Outcome	Tasks/Assessments
Define the key components of IDEA, Section 504, ADA/AA (as related to school settings), and ESSA	<u>Formative</u> Readings, discussions & activities Professional Development Reports/Certificates <u>Summative</u> <i>Annotated Bibliographies</i> <i>Service Learning Project & Report</i>
Examine the unintended consequences that might arise regarding implementation of these policies	<u>Formative</u> Readings, discussions & activities Professional Development Reports/Certificates <u>Summative</u> <i>Annotated Bibliographies</i> <i>Service Learning Project & Report</i>
Evaluate challenging scenarios and apply professional and ethical judgments.	<u>Formative</u> Readings, discussions & activities Professional Development Reports/Certificates <u>Summative</u> <i>Annotated Bibliographies</i> <i>IEP Review</i> <i>Service Learning Project & Report</i>
Apply a legal reasoning framework to select case studies involving students with disabilities to problem solve and develop solutions.	<u>Formative</u> Readings, discussions & activities Professional Development Reports/Certificates <u>Summative</u> <i>Annotated Bibliographies</i> <i>Case Study</i> <i>Service Learning Project & Report</i>

EVALUATION/ASSESSMENT

1. CMAS/Via LiveText, prepare and submit the following:
 - a. Case Study- Teacher and Parent Brochures on TN Identified Disabilities
 - b. IRAC (Research paper- Issue, Rule, Analysis/Application, Conclusion (IRAC) is a legal analysis framework.)
2. Professional Development Reports (2 sessions)
 - a. **Service Learning Project** Participation & Report (Project must receive prior approval by instructor. Project must show major impact on school/community, involve children/school, and encompass a **time commitment of a minimum of 5-7* hours**. Requires student to submit written reflection [minimum 1-page] in hard copy & digital format. **Must include 1-3 photos of event**. *See Section XIII Student Community Engagement for additional parameters for students receiving institutional aid.

3. Specific course assignments **as required by the instructor(s)**
Assessments ** Note All students must maintain a grade of B or better in all required courses in order to progress in the program**

GRADING SCALE

- 93-100 A
- 90-92 A-
- 87-89 B+
- 80-86 B

Summary of Course Grading:

Assignments	Percent/Point Value/Weight
Key Assignment 1: Case Study	200
Key Assignment 2: IRAC Research Paper	200
Final Examination	200
Professional Development Sessions (2)	50
Attendance & Participation**	150
Other as assigned by instructor* Endrew v Rowley Procedural Safeguards	200
Total	1000

**Instructors reserve the right to require additional assignments & adjust the weight for each assignment and if adjusted, will notify the students in writing via email or Blackboard.*

**** According to Petress (2006) participation is considered to be composed of three evaluative dimensions: quantity, dependability, and quality.**

Candidates should show preparation for online sessions, and in preclinical, professional development and service learning events by doing such things as:

- *Complete all assigned readings*
- *Submit assignments in a timely fashion*
- *Thoughtfully and respectfully ask and answer questions of others*
- *Thoughtfully and respectfully listen to others*
- *Log in and participate in online activities every week*

III. METHODS OF INSTRUCTION: METHODS OF INSTRUCTION: Instruction for this course takes multiple forms that include, but are not limited to: discussion, collaboration, demonstration, video reflection/assessment, discussion of classroom observations and instructional strategies observed, discussion of completed professional development, group activities, individual presentations, group presentations within an online asynchronous delivery system.

IV. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer. All program e-mail**

correspondence must be done using the LMU e-mail system through Pathway.

V. Via LiveText

Each student will be required to establish an account with the LiveText VIA program by the second class session. LiveText VIA is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online through the LMU Bookstore.

RELIAS software Contact bookstore for 1 year subscription Relias provides access to a series of online modules regarding special education. The modules may be assigned in this course and in other online courses.

VI. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/

Library Resources

VII. The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **Professional Collection**, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology”; and **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VIII. INFORMATION LITERACY/TECHNOLOGICAL RESOURCESBLACKBOARD AND VIA BY WATERMARK ARE REQUIRED.

IX. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

WILL BE FURTHER EDITED TO REFLECT READINGS AND ASSIGNMENTS

CLASS MEETING DATES:

AUGUST 19, 2019 LEGAL FRAMEWORK/SECTION 504

AUGUST 23, 2019 CONTINUE SECTION 504

SEPTEMBER 9, 2019 SECTION 504

SEPTEMBER 16, 2019 TN SPED FRAMEWORK/PROCEDURAL SAFEGUARD ANALYSIS ONLINE

SEPTEMBER 23, 2019 PROCEDURAL SAFEGUARDS

SEPTEMBER 30, 2019 PROCEDURAL SAFEGUARDS

OCTOBER 7, 2019 ONLINE RESEARCH IDEIA REGULATIONS 1400-1415

OCTOBER 14, 2019 THE IEP TEAM

OCTOBER 21, 2019 ASSESSMENT EVALUATION AND ELIGIBILITY

OCTOBER 21, 2019 RTI

OCTOBER 28, 2019 THE IEP

NOVEMBER 11, 2019 LRE UNDER IDEIA AND DISCIPLINE

NOVEMBER 18, 2019 COMPLAINT PROCESS PROCEDURAL SAFEGUARDS AND PAPER DUE

DECEMBER 2, 2019 FINAL

Module & Dates	Materials
1. Orientation and Section 504 (Available 8/16/2019)	Course Orientation <ul style="list-style-type: none"> • Course Syllabus • Instructor's information • Course's organization and tools • Academic policies • American Legal System • Legal Research • History of Civil Rights and Special Education Law • Section 504 Overview
2. Section 504 v. IDEA v ADA and Eligibility	Read Federal Register Regarding IDEA and Section 504 regulations
Procedural Safeguards	Read carefully the Tennessee Procedural Safeguards And TN Special Education Framework. Analyse and be prepared for Assignment and may be assessed. https://www.tn.gov/content/dam/tn/education/special-education/framework/sped_framework . https://www.tn.gov/content/dam/tn/education/reports/331816_notice_proc_safeguards.pdf
4. Procedural Safeguards Continued	Class discussion
5. IDEA Regulations ONLINE ASSIGNMENT	https://www.tn.gov/content/dam/tn/education/legal/legal_Federal_Regulations_Part_B_34_C
6. FAPE	Read Endrew F and the Rowley decisions and compare
7. IEP Team, Meeting, Members,	TBA

<p>Transition and LRE</p>	
<p>8. Assessment, Evaluation and Eligibility</p> <p>The IEP</p> <p>LRE</p>	
<p>9. Accommodations v. Modifications. IS the student 504 or IDEA?</p>	<p>TBA</p>
<p>10 Discipline under IDEIA and Section 504. BIPS, FBAs and Manifestation Determination Process</p>	
<p>11. Due Process and Dispute Resolution</p>	<p>TBA</p>
<p>FINAL EXAM</p>	

X. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):NA

EPP VISION AND MISSION

The Carter & Moyers School of Education *prepares and mentors professional educators of distinction* through Values, Education, and Service to be teachers, administrators, school leaders, or other school professionals whose practice will improve student learning.

DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT

The mission of the Lincoln Memorial University Department of Graduate Education, as a student-sensitive entity, is to prepare professionals with knowledge, skills, competencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

Candidates recommended by LMU for teacher licensure in the State of Tennessee must exhibit professional dispositions in their interactions with all *stakeholders*, including classmates, P-12 administrators, cooperating teachers, students, and University faculty, staff and supervisors while in the University environment and in field placements. Reports of behavior, actions, or attitudes that are not considered professional or meeting the professional disposition requirements could result in termination from the program.

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR SPRING 2019:

Classes Begin	August 19
Last Day to Add Classes	August 28
Labor Day (no classes)	September 2
Last Day to Drop Course without "WD"	September 17
Mid-Terms	October 8-12
Homecoming (classes held as scheduled)	October 10-12
Last Day to Drop Course without "F"	October 25 November 27-29
Thanksgiving holiday (no classes)	
Last Day of Classes	December 6
Final Exams	December 9-13
Commencement	December 14

LMU INFORMATION FOR ALL COURSES and PROGRAMS

X. UNIVERSITY POLICIES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is

located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academics/academic-support> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program.

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook:
LMU's website: <http://www.lmunet.edu/student-life/handbooks>.

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT : No person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or being denied benefits of, any educational opportunity.

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are designated as Responsible Employees/Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the information with the University's Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the Office of Mental Health Counseling, Duke Hall 202. For more information, contact Jason Kishpaugh, Director of Counseling, by email at jason.kishpaugh@lmunet.edu, by phone at (423) 869-6401, or schedule an appointment

online at <https://www.lmunet.edu/student-life/counseling/schedule-an-appointment>.

If you have experienced any form of discrimination or harassment and would like report information, please contact: Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at titleixcomplaints@lmunet.edu, or by phone at (423) 869-6618.

You may make a report online at

<http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL>. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R. 210 and the Duncan School of Law, Room 404. The Harassment, Discrimination, and Sexual Misconduct Policy is located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core

Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

LMU'S INCLEMENT WEATHER POLICY can be found at the following link to LMU's website: <http://www.lmunet.edu/student-life/weather-cancellation-notification>. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XI. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: <http://www.lmunet.edu/about-lmu/heritage-mission>.

XII. Student Community Engagement: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate

students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <http://www.lmunet.edu/student-life/student-service-initiative> or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMU.net.

- XIII. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XIV. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS**