**Measurement and Assessment I**

EDLD 610 – 1-4 Credits – CRN 22366 (EUG), 26884 (PDX)

University of Oregon – College of Education - Department of Educational Methodology, Policy, and Leadership

2012 WINTER Term Syllabus

Meeting Days/Time: Wednesdays 17:00-20:50
Eugene Location: 115 Lokey
Sherwood Location: Sherwood School District’s Community Room (21416 SW Cooper Terr.)

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<thead>
<tr>
<th>INSTRUCTOR</th>
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<tr>
<td>Gina Biancarosa</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Department of Educational Methodology, Policy, and Leadership</td>
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**DESCRIPTION**

This course consists of four units, which together provide students with an introduction to the foundational knowledge of measurement and assessment in educational settings, with an emphasis on application in the area of reading.

Unit one is an introduction designed to cover fundamental topics in measurement and assessment, including definitions of key terms and evaluation of technical adequacy of measures. Unit two is an intermediate unit designed to advance understanding of measurement and assessment issues, including appropriate use (and misuse) of measures and an introduction to classical test theory. Unit three is an advanced unit designed to provide students with principles for the development of measures and assessments and an introduction to modern test theory. Unit four is an application unit designed to give students experience administering, interpreting, and critiquing measures related to reading in K-12 school settings.

Together the units provide students with a deep understanding of the variety of ways in which educators apply measures from formative assessment, such as screening for educational risk, to summative assessment, such as the use of large-scale accountability assessments. Additional topics include the use of assessments in national and international comparisons and educational decision-making, as well as responsible use of assessments with special populations.
OBJECTIVES

In this course you will:

- Become knowledgeable about key terminology and concepts in the field of educational measurement.
- Discuss how the concepts of reliability and validity are addressed in the context of educational assessments.
- Develop skill in evaluating the technical adequacy of assessments for a variety of uses.
- Learn how the purpose of different assessment practices determines both the level of technical adequacy required and the interpretation of results.
- Discuss issues of bias and fairness in assessments, in particular as they relate to strategies and techniques for addressing linguistic and cultural bias.
- Develop a basic familiarity with classical test theory and modern test theory.
- Learn basic principles for the development of measures and assessments.
- Apply measurement and assessment knowledge in the context of reading.

TEXTBOOKS & READING MATERIALS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>ISBN</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement and Evaluation in Psychology and Education</td>
<td>Thorndike, R. M. &amp; Thorndike-</td>
<td>978-0-13-240397-9</td>
<td>Required for Fundamental, Intermediate, and</td>
</tr>
<tr>
<td>(8th Edition).</td>
<td>Christ, T.</td>
<td></td>
<td>Advanced units</td>
</tr>
<tr>
<td>Assessment for Reading Instruction (2nd Edition).</td>
<td>McKenna, M. C., &amp; Stahl, K. A.</td>
<td>978-1-60-623035-0</td>
<td>Required for Reading unit</td>
</tr>
<tr>
<td>Modern Measurement (2nd Edition).</td>
<td>Osterlind, S. J.</td>
<td>978-0-13-701025-7</td>
<td>Optional for Intermediate and Advanced units; highly recommended for PhD students</td>
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</tbody>
</table>

Articles and chapters available on ZipTrain website


COURSE STRUCTURE

This course consists of 4 units, each consisting of 10 online lessons. We will also meet as a class in-person or via video-teleconference 4 times.

We will meet as a group for two hours in-person (and via video-teleconference) on:
- January 11th (Week 1),
- February 1st (Week 4), and
- February 22nd (Week 7).
These meetings will function as group office hours. During them, we will focus on class expectations, review questions regarding assignments, and engage in critical discussions of the content. Attendance at these is required.

We will also meet a final time as a group for three hours in-person (and via video-teleconference) on:
- March 14th (Week 10).
During this meeting, presentations for the Advanced Unit will be given. Attendance at these is required.

Lectures will be delivered solely online lessons, each of which will include at a minimum a PowerPoint presentation with audio and built-in activities.

Consistent with Graduate School requirements, each credit is associated with 4 hours of student work (e.g., 4 credits = 16 hours per week). Each online lesson will take approximately 1 to 1.5 hours to complete because homework activities are embedded in the lessons. The remaining 2.5 to 3 hours per week are dedicated to student reading and work on culminating unit work products.

Each lesson is posted on the ZipTrain website (http://empl.ziptrain.com/). Each lesson will become active on the ZipTrain website by class time (Wednesdays at 5pm) the week it is assigned. Early lesson availability will be the exception, not the rule; please do not ask for early access if it is not automatically given.

Lessons must be completed and activities submitted by class time the following week (e.g., Week 1 is due by Wednesday of Week 2 at 5pm; Week 10 is due by Wednesday of Week 11 at 5pm). Lessons are designed to be covered in the order listed.

COURSE WEBSITES

This course uses three websites. All coursework is submitted online.

All course communication is also facilitated via the Blackboard website (http://blackboard.uoregon.edu), where there are multiple Forums on the Discussion Board for substantive and technical questions as well as communication with your classmates.
Lessons are delivered via the ZipTrain website (http://empl.ziptrain.com/). Lessons include links to required and recommended reading and online resources required for activities. Activities for each lesson are also uploaded on ZipTrain. We will not be using the Proficiency section of the ZipTrain website.

Presentations for the Advanced Unit will be uploaded on the LiveSlides website (http://liveslides.com).

In addition, you should make sure you have the latest versions of Acrobat Reader, Java (including Flash), and Quicktime, all of which are available for free download.

You will also need access to a spreadsheet program like Microsoft Excel. For those who do not already own such a program, OpenOffice (http://www.openoffice.org/) offers a useful free alternative that is available for a variety of operating systems and in a variety of languages.

If you have technical difficulties, particularly with ZipTrain or LiveSlides, please contact Adam Pritt (apritt@uoregon.edu).

PARTICIPATION

Participation makes up 15% of your grade. You may receive up to a maximum of 30 points per credit. Thus, students taking all four units/credits can accrue a maximum of 120 points.

Participation will be judged in two ways:
1. Completion of online lessons, and
2. Attendance at in-person meetings.

Each completed online lesson is worth 2 points, thus each unit is worth 20 points total. A student taking all 4 credits can earn a maximum of 80 points for completing online lessons. See section on tracking online participation later in syllabus for how lesson completion will be judged.

Remember that each lesson will become active on the ZipTrain website at the latest by class time the week it is assigned. Early lesson availability will be the exception, not the rule; please do not ask for early access if it is not automatically given.

Lessons must be completed by class time the following week (e.g., Week 1 is due by Wednesday of Week 2 at 5pm; Week 10 is due by Wednesday of Week 11 at 5pm). Lessons are designed to be covered in the order listed.

Attendance at in-person meetings is worth 2.5 points multiplied by the number of enrolled credits for each meeting attended. Thus, for a student enrolled for 1 credit, a maximum of 10 points can be earned for attending in-person meetings, and for a student enrolled for all 4 credits, the maximum is 40 points.

Late attendance and lesson completion will be excused only in cases of prior permission or documented illness. Unexcused absences or late lesson completions will be penalized a minimum of 10%.
ACTIVITIES

Each lesson includes activities for student to complete. Successful completion of activities for each lesson is worth 7 points. For each unit (or credit), a maximum of 70 points can be earned. Thus, a student taking all 4 credits can earn a maximum of 280 points for activities.

Completion of ALL activities in a lesson is required for full credit. One or more missing activities for a lesson will result in a loss of one or more participation points for that lesson. Unduly brief or careless work on activities will also be penalized by one or more points.

Activities within lessons will be clearly labeled as such and numbered. Most lessons have about 4 activities. These activities are intended to engage you actively in reflecting on and learning the content.

Activities are due when the lessons are due. Remember that each lesson will become active on the ZipTrain website at the latest by class time the week it is assigned. Early lesson availability will be the exception, not the rule; please do not ask for early access if it is not automatically given.

Activities must be completed and submitted by class time the following week (e.g., Week 1 is due by Wednesday of Week 2 at 5pm; Week 10 is due by Wednesday of Week 11 at 5pm). Lessons are designed to be covered in the order listed.

Late activity submissions will be excused only in cases of prior permission or documented illness. Late activity submissions will be penalized a minimum of 10%.

CULMINATING UNIT WORK PRODUCTS

Each unit has an associated culminating work product. Each culminating unit work product is worth a maximum of 100 points or 50% of your grade per credit. Thus, students taking all four units/credits can accrue a maximum of 400 points.

Each is described in detail below. Each product should be uploaded on the Blackboard website (not the ZipTrain website) by the specified due date and time using the assignment listing under Course Documents. Late work products will be penalized a minimum of 10% of the maximum points for that product. Should you experience trouble uploading your assignment, email is an acceptable alternative method of delivering your work.

You must complete the work products associated with any and all units in which you are enrolled. It is the responsibility of those not taking all four units to clarify with the course instructor which units they are taking and which work products will be expected.
FUNDAMENTALS UNIT: Measure Evaluation Report

Each student will complete an evaluation of three measures. The evaluation should be 5-8 pages (not including references, tables, or figures) and is due Monday, February 20th at 9pm and can receive a maximum of 100 points.

The measures chosen should target at least two different constructs, and two of the measures must target the same construct. For example, three reading comprehension measures is not acceptable; two measures of algebra skills and one of reading comprehension is acceptable, as is two measures of reading comprehension plus one measure of algebra.

Measures that are featured in Unit 3, Lesson 3 are not eligible for this assignment; the ineligible assessments are Performance-based Assessment of Literacy Coaching, easyCBM Primary-Level Mathematics, and the Ages and Stages Questionnaire.

This assignment will require access to measures that have technical manuals and/or peer-reviewed articles reporting the kinds of information listed below. If you do not have access to a technical manual or article for an assessment or a measure does not provide such technical information, it is not an acceptable candidate for this assignment.

The evaluation of each measure should include the following information, expressed in running text (i.e., not in table form or incomplete sentences):

- Target construct (thoroughly defined)
- Target purpose (i.e., intended uses)
- Target age or grade group
- Description of measure
  - Number and types of subtests available
  - Number of forms available
  - Time for administration
  - Method of administration
  - Accommodations for special populations
  - Scoring guidelines
- Description of scales available
  - Units of different scales
  - Properties of different scales
  - Size and composition of norming sample if applicable
  - Description of criterion used for cut-scores used if applicable
- Reliability information as available, including but not limited to:
  - Internal consistency
  - Test-retest reliability
  - Alternate form reliability
  - Inter-rater reliability
- Validity information as available, including but not limited to:
  - Concurrent validity
  - Convergent validity
  - Divergent validity
  - Predictive validity
  - Construct validity
INTERMEDIATE UNIT: Measure Comparison Report
Students will develop a paper on two measures that take different approaches to measuring the same construct (i.e., two algebra measures is acceptable; three measures of distinct mathematics skills is not acceptable). The paper should be 5-8 pages (not including references, tables, or figures) and is due Monday, March 5th at 9pm and can receive a maximum of 100 points.

Students may complete this assignment independently or in small groups of 2-3 students. The measures used for the Measure Evaluation Report are acceptable for this assignment. However, measures that are featured in Unit 3, Lesson 3 are not eligible for this assignment.

Your comparison paper should begin by describing the targeted construct. It should then go on to directly compare and contrast the two measures in terms of:

- Target purpose (i.e., intended uses)
- Target age or grade group
- Description of measure
  - Number and types of subtests available
  - Number of forms available
  - Time for administration
  - Method of administration
  - Accommodations for special populations
  - Scoring guidelines
- Description of scales available
  - Units of different scales
  - Properties of different scales
  - Size and composition of norming sample if applicable
  - Description of criterion used for cut-scores used if applicable
- Reliability information as available, including but not limited to:
  - Internal consistency
  - Test-retest reliability
  - Alternate form reliability
  - Inter-rater reliability
- Validity information as available, including but not limited to:
  - Concurrent validity
  - Convergent validity
  - Divergent validity
  - Predictive validity
  - Construct validity

The paper should conclude with a summary with recommendations regarding the use of each measure based on your review.

ADVANCED UNIT: Advanced Topic Presentation
Students will give a 10-minute presentation on an advanced measurement topic. The presentation is due to be uploaded by Tuesday, March 13th at 9pm and will be presented in class on Wednesday, March 14th. The presentation can receive a maximum of 100 points.

Students have three presentation options for this assignment:
1. A student may individually present on the development process for a specific measure;
2. A student or small group of 2-3 students may present a proposal for the development of a new measure; or
3. A student or small group of 2-3 students may present an examination of internal consistency and interrater reliability for an existing measure.

Presentations for all 3 options must be uploaded on the [http://LiveSlides.com](http://LiveSlides.com) website by the upload due date. This way all class members will be able to view your presentation on their laptops and/or the video-teleconference screen when it is presented during class.

Students choosing option 1 should research a measure that has ample detail available regarding its development. This detail might come from a technical report, but is just as likely to come from published, peer-reviewed articles. The measures used for the Measure Evaluation Report and Measure Comparison Presentation are acceptable for this assignment, as long as sufficient detail on the development process is available on them. However, measures that are featured in Unit 3, Lesson 3 are not eligible for this assignment.

Students choosing option 2 should choose a construct that currently has limited (or no) assessment options. The proposed measure should fill a need in educational measurement.

For both options 1 and 2, papers must discuss:
- Definition and framing of the construct
- Item and form development
- Development of administration procedures
- Development of scoring procedures
- Methods for establishing reliability
- Methods for establishing validity

Papers should conclude with a discussion of how the proposed or developed measure addresses a need in educational measurement.

Students choosing option 3 will need access to data that includes scores for several items (minimum of 3) and multiple raters (minimum of 2). The data used may be original or extant. However, in all cases you should use an existing instrument with previously explored reliability (specifically internal consistency and interrater reliability). For the presentation, students will need to examine reliability data in three ways:
- 2 traditional estimates of internal consistency (Cronbach’s alpha and one alternative),
- 2 traditional estimates of interrater reliability (exact agreement, Cohen’s Kappa, and intraclass correlation coefficient), and
- Modern facets analysis results (examining variance in scores by items and raters).

The presentation for option 3 should include the following:
- Introduction explaining the measure descriptively, including a report of previous reliability results,
- Method section explaining how the data examined was collected and analyzed,
- Results section reporting the results for the various reliability analyses,
- Discussion section comparing the current results to previous reliability results reported in the introduction, and
• Conclusion section making recommendations for the measure (its use and/or further development) based on the discussion.

In addition to lessons on reliability and the tools shared therein, the following calculators and guides may be useful to you:
http://www.medcalc.org/manual/inter-rater_agreement.php
http://justusrandolph.net/kappa/
http://www.stattutorials.com/SPSS/TUTORIAL-SPSS-Interrater-Reliability-Kappa.htm
http://www.med-ed-online.org/rating/reliability.html

READING UNIT: Student Assessment Report
Each student will complete an assessment report by the end of the course by personally administering four reading assessments to a single struggling reader. The student assessment report should be 5-8 pages (not including references, tables, or figures) and is due at Wednesday, March 21st at 7pm and can receive a maximum of 100 points.

Assessment reports are comprised of the following components:
• Identification information
• Background information
• Tests administered with results
• Observations and interpretation of tests
• Summary and recommendations

Sample assessment reports are on posted on BlackBoard, along with a rubric that will be used for grading them. Principles for good reporting will be reviewed in detail during the Week 7 Reading Unit lesson.

You should identify a struggling reader to assess as soon as possible. The reader may be in any grade from kindergarten through twelfth. Good candidates for readers include, but are not limited to a student of yours, a child of yours, a neighbor’s child, or a friend’s child.

You should also choose the Reading Unit assessments you plan to administer early in the quarter and make sure you have enough time to administer and interpret them. As such, assessing areas covered in the final three weeks of class is not recommended. Although you may assess your student in one or more of the areas covered in Weeks 8-10, you do so at your own risk.
GRADING POLICY

Your final grade for this course will be determined based on the following course activities and assignments: proof of participation, activities, and culminating unit work products. For each unit you can earn a maximum total of 200 points; thus, for all four units the maximum is 800.

- Participation = 15%
- Activities = 35%
- Culminating unit products = 50%

Late work products will be penalized a minimum of 10% of the maximum points for that product. Please see prior sections for further details on participation, activities, and culminating unit work products.

Your final grade will be based on the weighted sum of the percentages earned for each course activity/assignment. Final letter grades for the course will be calculated as follows:

- A+ 97-100%
- A 93-96.9%
- A- 90-92.9%
- B+ 87-89.9%
- B 83-86.9%
- B- 80-82.9%
- C+ 77-79.9%
- C 73-76.9%
- C- 70-72.9%
- D+ 67-69.9%
- D 63-66.9%
- D- 60-62.9%
- F < 59.9%

Please note that if this class is taken P/NP, 80% or higher is required to pass the class.

COURSE INCOMPLETES

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see http://interact.uoregon.edu/pdf/sas/AlncGrdCon.pdf.
**SCHEDULE OF TOPICS AND ASSIGNMENTS**

Come to in-person class meetings prepared to discuss class expectations, review questions regarding assignments, and engage in critical discussions of the content. Please do not be late, as our meeting time is quite brief. See Grading Policy for how unexcused late arrivals will be handled.

Related reading is in *italics*; required reading is indicated with an asterisk; all other reading is optional.

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<tr>
<th>WEEK</th>
<th>ONLINE LESSONS &amp; ASSOCIATED READING</th>
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<td><strong>FUNDAMENTALS UNIT:</strong> Becoming an educated consumer of measures</td>
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<tr>
<td></td>
<td>Lesson 1, Fundamental issues</td>
<td>Lesson 1, Principles of test development and use</td>
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<tr>
<td></td>
<td>*Thorndike &amp; Thorndike-Christ, Chap 1</td>
<td>*Thorndike &amp; Thorndike-Christ, Chap 5, pp. 156-165</td>
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<tr>
<td></td>
<td>*Joint Committee on Testing Practices (2004)</td>
<td>*McKenna &amp; Stahl, Chap 1</td>
<td></td>
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<td>2</td>
<td><strong>INTERMEDIATE UNIT:</strong> Becoming an advanced user</td>
<td>Lesson 2, Reading comprehension</td>
<td></td>
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<td>Lesson 2, Measurement &amp; numbers</td>
<td>*Thorndike &amp; Thorndike-Christ, Chap 2</td>
<td></td>
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<td></td>
<td>*Thorndike &amp; Thorndike-Christ, Chap 2</td>
<td>Lesson 2, Matching measures and purposes</td>
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<td></td>
<td>Lesson 3, Classical test theory</td>
<td>*Osterlind (2009) OR *Osterlind (2010), Chap 3</td>
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<td></td>
<td>*Thorndike &amp; Thorndike-Christ, Chap 3</td>
<td>Lesson 4, Assessment within RTI</td>
<td>Wed, 1/11 5-7pm</td>
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<tr>
<td>3</td>
<td><strong>ADVANCED UNIT:</strong> Developing measures</td>
<td>Lesson 3, Diagnostic assessment</td>
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<td>Lesson 4, Advanced Topics in Reliability</td>
<td>Lesson 3, Oral language, narrative discourse, and vocabulary</td>
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<td></td>
<td>*Thorndike &amp; Thorndike-Christ, Chap 4</td>
<td>lesson 6, Advanced items and exercises</td>
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<tr>
<td></td>
<td>*Thorndike &amp; Thorndike-Christ, Chap 4</td>
<td>*Thorndike &amp; Thorndike-Christ, Chap 9 OR *Osterlind (2010), Chap 8</td>
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<td></td>
<td>*Osterlind (2010), Chap 5</td>
<td>Lesson 4, Alphabetic knowledge and phonological awareness</td>
<td>Wed, 2/1 5-7pm</td>
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<tr>
<td></td>
<td>Lesson 2, Constructing items and exercises</td>
<td>*McKenna &amp; Stahl, Chap 4</td>
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<tr>
<td>WEEK</td>
<td>FUNDAMENTALS UNIT: Becoming an educated consumer of measures</td>
<td>INTERMEDIATE UNIT: Becoming an advanced user</td>
<td>ADVANCED UNIT: Developing measures</td>
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<td>5</td>
<td>Lesson 5, Validity *Thorndike &amp; Thorndike-Christ, Chap 5</td>
<td>Lesson 7, Advanced Topics in Validity</td>
<td>Lesson 3, Three examples</td>
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<tr>
<td>6</td>
<td>Lesson 6, Practical Issues *Thorndike &amp; Thorndike-Christ, Chap 6</td>
<td>Lesson 8, Performance and product evaluation *Thorndike &amp; Thorndike-Christ, Chap 10</td>
<td>Lesson 4, Performance-related measures Osterlind (2010), Chap 9</td>
</tr>
<tr>
<td>9</td>
<td>Lesson 9, Aptitude &amp; achievement *Thorndike &amp; Thorndike-Christ, Chap 12 &amp; 13</td>
<td>Lesson 7, Examining items Lesson 8, Examining whole tests Osterlind (2010), Chaps. 12-13</td>
<td>Lesson 9, Strategic and affective factors *McKenna &amp; Stahl, Chap 8 &amp; 9</td>
</tr>
<tr>
<td>WEEK</td>
<td>FUNDAMENTALS UNIT: Becoming an educated consumer of measures</td>
<td>INTERMEDIATE UNIT: Becoming an advanced user</td>
<td>ADVANCED UNIT: Developing measures</td>
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<tr>
<td>10</td>
<td>Lesson 10, Measuring attitudes, interests, personality, and adjustment *Thorndike &amp; Thorndike-Christ, Chap 11 &amp; 14</td>
<td>Lesson 9, Three examples revisited Lesson 10, Equivalence Osterlind (2010), Chap 15</td>
<td>Lesson 10, Spelling and writing *Graham et al. (2011) *Revisit McKenna &amp; Stahl, Chap 5</td>
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<td>11</td>
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BASIC ASSUMPTIONS

1. Reference written material according to the 2010 Publication Manual of the American Psychological Association (6th edition) -- the APA manual. USE THIS MANUAL AS A REFERENCE FOR ALL OF YOUR WRITING ASSIGNMENTS.

2. Edit written work before submitting. When in doubt, check a good, desk-version American English dictionary for both spelling and grammar rules. You might also create small groups to read and critique each other's writing.

3. Complete and submit assignments on time.

TRACKING ONLINE PARTICIPATION

As noted elsewhere, each lesson will become active on the ZipTrain website (http://empl.ziptrain.com/) at the latest by class time the week it is assigned. Lessons must be completed by class time the following week. Each lesson provides tools for monitoring student involvement. Following is an example of the information being collected on each student, which will be used in the final grading. Note. This record is an example from the EDLD course Advanced Research Writing. You should note the columns being used to reflect the information being collected.
COURSE POLICIES

ATTENDANCE POLICY
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

ABSENCE POLICY
Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or completing lessons as scheduled. Messages can be left on the instructor’s voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to complete a culminating work product due to a personal and/or family emergency, you should contact your instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or stevensj@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
Conflict Resolution Services 346-0617 or http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**DOCUMENTED DISABILITY**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see [http://ds.uoregon.edu/](http://ds.uoregon.edu/)

**EXPECTED CLASSROOM BEHAVIOR**
Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

**GRIEVANCE**
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy ([http://education.uoregon.edu/feature.htm?id=399](http://education.uoregon.edu/feature.htm?id=399)) or enter search: student grievance.

**INCLEMENT WEATHER**
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at [http://www.uoregon.edu](http://www.uoregon.edu). Additional information is available at [http://hr.uoregon.edu/policy/weather.html](http://hr.uoregon.edu/policy/weather.html).

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others. 