

SPCE 630: Research Methods for Behavior Analysis

Ball State University, Department of Special Education
Applied Behavior Analysis & Autism Program
Spring 2026, Section 805,

Instructor Information

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Virtual Office Hours: Thursday 12:00-1:00 EST

<https://bsu.zoom.us/my/rebecca.gonzales>

*Please check the course Canvas page for current office hours and video conference information.

Course Information

Course Description

This course will introduce students to various methodologies used in special education with an emphasis in single case research as a quantitative method of analysis. Students will learn about the use of single case research to explore interventions and impact on behavior with a focus on people with disabilities and autism.

Prerequisites

Introduction to Applied Behavior Analysis (SPCE 609), ABA for Teachers (SPCE 604), or permission is required. Students are expected to have learned foundational concepts of ABA; acquired basic competence in behavioral assessment and practical application of behavioral principles to improve socially significant behavior; and be skilled at applying behavior change technology in collaboration with other professionals.

Course Modality/Structure

This class will be conducted as an online learning course. This will include examinations, written assignments, and video lectures. There are 16 modules in the Course Content Modules that have been developed for the course. These modules include all required and recommended materials. The modules are completed asynchronously; however, your instructor is available to meet with you to help teach the content.

During the fall and spring semesters, this course is offered across a 16-week semester or 8-week semester (sections 850-869). During the summer semester, this course is offered across a 10-week semester. During the abbreviated semesters, you will complete more than one module per week. It's important to pay careful attention to the course calendar.

Please be advised that this is a very complex subject matter that requires a significant dedication of time. This is a rigorous course with extensive reading. This is a 3-hour class, which means during a 16-week semester students should expect to dedicate a **minimum** of 9 to 10 hours per week to this course. Some weeks may require up to 20 hours. If you are taking this course during an abbreviated semester (i.e., 8-week, 10-week), please expect to dedicate significantly more time. All of the reading and materials to be reviewed must be mastered early in the week assigned so that you can complete the required assignments. **You are highly encouraged to attend weekly office hours with your instructor.**

Program & Course Goals and Learning Outcomes

The primary learning objectives of the master's program focus on students gaining knowledge in the following areas of ABA and autism. Our course objectives align with the following programmatic objectives:

Program Learning Objectives (PLO)

PLO-3:	Gain knowledge and understanding of different forms of measurement, data display and interpretation of data related to targeted interventions and experimental designs
PLO-4	Develop competence in implementing and interpreting single-case experimental designs that demonstrate functional relations between interventions and target behaviors
PLO14	Pass the examination to become a Board Certified Behavior Analysts (BCBA) through the Behavior Analyst Certification Board (BACB).

Visit our [program website](#) to access our program and capstone handbooks!

At the end of this course, the student will be able to:

Course Objectives (CO)	
Foundations of Behavior Analytic Science	
Student Outcome	BACB TCO
Describe the goals of behavior analysis as a science	A-01
Explain the philosophical assumptions underlying the science of behavior.	A-02
Discriminate scientific from non-scientific approaches in educational research.	D-04, D-05
Literature Evaluation and Scientific Writing	
Access, review, and evaluate scholarly literature in behavior analysis.	D-06, E-03

Identify the components of a research article, including the abstract, literature review, methods, results, and discussion.	D-06
Critique the clarity, structure, and rigor of published special education research reports	D-06
Accurately apply APA formatting in academic writing	
Ethical Considerations	
Identify and describe the BACB ethical guidelines relevant to behavior analytic research.	E-01, E-03
Measurement, Data Collection, Reliability, and Validity	
Identify and differentiate independent and dependent variables	D-01
Identify rationales for conducting comparative, component, and parametric analyses	D-08
Identify and differentiate between continuous and discontinuous measurement	C-05, C-06
Select appropriate measurement systems	C-09
Evaluate the strengths and weaknesses of various behavior measurement systems	C-03, C-04, C-05, C-06, C-09
Explain the concepts of reliability and validity as they apply to measurement and SCRD	C-08, D-02, D-03
Identify appropriate measurement scales used in research reports and evaluate their validity and reliability	D-06
Define treatment integrity and develop procedures for systematically monitoring it.	C-12
Distinguish between internal and external validity.	D-2

BACB Test Content Items

This course is designed to satisfy the following requirements:

- Research Methods in Behavior Analysis (45 Hours): 1 Freestanding Course
- Research Methods in Behavior Analysis: Experimental Design, Measurement, and Data Display (45 Hours)

<u>BCBA Test Content Outline (6th ed.) Topics Covered</u>	
A.1. Identify the goals of behavior analysis as a science (i.e., description, prediction, control)	C.12. Select a measurement procedure to obtain representative procedural integrity data that accounts for relevant dimensions (e.g., accuracy, dosage) and environmental constraints.
A.2. Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).	D.1. Distinguish between dependent and independent variables
C.3. Measure occurrence	D.2. Distinguish between internal and external validity.
C.4. Measure temporal dimensions of behavior (e.g., duration, latency, inter-response time).	D.3. Identify threats to internal validity (e.g., history, maturation)
C.5. Distinguish between continuous and discontinuous measurement procedures.	D.4. Identify the defining features of single-case experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication)
C.6. Design and apply discontinuous measurement procedures (e.g., interval recording, time sampling).	D.5. Identify the relative strengths of single-case experimental designs and group designs
C.8. Evaluate the validity and reliability of measurement procedures	D.6. Critique and interpret data from single-case experimental designs
C.9. Select a measurement procedure to obtain representative data that accounts for the critical dimension of the behavior and environmental constraints	D.7. Distinguish among reversal, multiple-baseline, multiple-element, and changing-criterion designs
C.10. Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records)	D.8. Identify rationales for conducting comparative, component, and parametric analyses
C.11. Interpret graphed data.	D.9. Apply single-case experimental designs
E.1. Identify and apply core principles underlying the ethics codes for BACB certificants (e.g., benefit others; treat others with compassion, dignity, and respect; behave with integrity). (as related to research)	E.3. Develop and maintain competence by engaging in professional development activities (e.g., read literature, seek consultation, establish mentors).

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Course Materials

Textbooks

Required Texts

Ledford, J. R., & Gast, D. L. (Eds.) (2024). *Single case research methodology: Applications in special education and behavioral sciences* (4th Ed.). New York, NY: Routledge.

NOTE: The 4th edition of the text has significant changes from previous editions. You are advised to purchase the current edition of the text.

Recommended Text

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). American Psychological Association.
<https://doi.org/10.1037/0000165-000>

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd Ed.). Pearson.

NOTE: You may not use Cooper et al. for your comprehensive study guides.

Other Required Materials

Required Articles

In addition to readings assigned from the texts above, there will be articles assigned as required reading. You can access these articles through the library reading list that is linked in Canvas.

Vizi BCBA® Exam Prep

The Vizi BCBA Exam Prep program is a virtual textbook that is designed as a study guide for those pursuing the BCBA and BCaBA credentials. You should be billed for this textbook through the University fees. You should see a link in Canvas allowing you access to the modules relevant to this course. If you are planning to take the BCBA exam in the near future, you can also purchase the full-length Exam Prep and practice examinations for a discounted rate.

Standard Celeration Chart

Students will be required to chart their SAFMEDS assignments across all courses in the graduate program using a standard celeration chart. Therefore, you will need to purchase 10 standard celeration charts. We will use a **Daily per Minute Chart**. If you have an electronic standard celeration chart available, you may use that. You may purchase standard celeration charts from the BSU bookstore or directly from the following website:

<https://www.behaviorresearchcompany.com/product/ball-state-bundle/>

As well, to prepare your SAFMEDs materials, you will need to purchase a set of sixty index cards.

Computer/Technical Equipment

In order for you to be successful in this type of course (e.g. online delivery, distance education), you will need the technology listed in Canvas. A Computer (Mac or PC) with high-speed Internet access is required. You should plan to use Firefox for exams. You will not be able to see all images if you use Chrome. Information regarding technical support, data privacy, and accessibility can also be found in Canvas. This course requires the use of the Respondus LockDown Browser and Monitor for the final exam, as described in the Exam Proctoring policy. If you experience difficulties, contact the BSU Technology Helpdesk.

Ball State First Day Materials

[Ball State First Day](#) partners with Barnes & Noble College and the [Ball State Bookstore](#) to provide students with all required course material (print and digital). The program is convenient and provides affordable options to support student success—ensuring every undergraduate and graduate student is prepared for the first day of class and has the required materials.

Optional & Supplemental Course Materials

Recommended Readings

In addition to the required readings assigned for this course; we are providing a list of recommended supplemental readings that will support your mastery of the material and/or serve as continued reading after you complete this course. You can access these articles through the library reading list that is linked in Canvas.

Course Assignments and Assessments

Course Point Distribution and Grading Scale

Points are earned as follows:

Assignment/Exam	Points
Assignments and Assessment	
Academic Integrity Agreement	5
Capstone Agreement	3
Article critique (5 components @ 20 points each)	100
Visual Analysis Activities (3 @ 10 points)	30
Learning Activities (13 @ 15 points each; 2 at 30 points each)	255
Comprehensive Module Quizzes (15@ 10 points each)	150
Discussion Boards: Introduction (10 points) Student Discussion Forum (15 points)	25
Final Exam	75
Capstone Portfolio	
SAFMEDS and Standard Celeration Chart (Complete/Incomplete) SAFMEDs Deck (5 pts) Check Points (3 @ 5 pts each) Final Check Point (20 pts; no revisions)	40

Comprehensive Study Guide (Complete/Incomplete) Check Points (3 @ 5 pts each) Final Submission (25 pts; no revisions)	45
Infographic (Complete/Incomplete; no revisions)	15
Capstone Requirement Statement: To pass this course, students must complete all components of the Capstone Portfolio. Students who do not complete every component will receive a failing grade, regardless of their total points earned in the class. For students admitted in Fall 2025 and beyond, successful completion of the Capstone Project in each course is also a requirement for graduation. Please download and carefully the Capstone Project Student Handbook, which will provide all details and requirements.	
TOTAL	743
Extra Credit	10
<p>All items in green and labeled “Complete/Incomplete” are graded as complete/incomplete; all items in black font and labeled “Point-Based” are graded as point-based. The grading style of each assignment is stated in the table above. The description of each grading approach is summarized below:</p> <p>Complete/Incomplete assignments: For any assignment scored as Complete/Incomplete, if any part of that assignment is incomplete on the associated rubric, the assignment will be scored as incomplete. Canvas gives you a score of zero on assignments that are graded as incomplete – but don’t let that panic you! Once you resubmit and earn a ‘complete’ you will receive points via the rubric. If you receive an ‘incomplete’ on these assignments, you will be given the chance to revise your work until you have mastered the assignment. To avoid repeatedly having to revise your work, use antecedent and consequent-based strategies. Antecedent strategies include actively participating in office hours and/or the discussion forum, reviewing all the assignment details, and focusing on the detailed instructions that will support your knowledge acquisition. <i>You have a maximum of 1 week from the day an assignment is marked as Incomplete to submit a revision and a maximum of 3 attempts unless otherwise specified by your instructor or in the assignment description.</i></p> <p>Point-based assignments: There are also points-based types of activities/assessments in this course, and there will be clear specifications in Canvas as to how you earn points for these assignments. Your submission will be graded based on the points you earn only. Your instructor is unlikely to give you the opportunity to revise these assignments.</p>	

Final grades are provided in according to the following scale:

Grading Scale (percent of possible points)		
A- = 90-93	A = 94-100	
B- = 80-83	B = 84-86	B+ = 87-89
C- = 70-73	C = 74-76	C+ = 77-79
D- = 60-63	D = 64-66	D+ = 66-69

Note: Canvas does not round up when assigning letter grades, so a score of 93.98 is an A-. You must earn a grade of “C” or better for credit in this course. A grade of “C-” does not earn credit.

Assignments Subject to Change

Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas and are subject to change to support the learning process. Please check Canvas regularly to stay informed and on track.

University Policies and Statements

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

Attendance

Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week. Be sure to complete your course work as assigned to ensure you are recorded as attending the course. For this class, timely submission of assignments, participation in the student discussion forum, and logging into the course materials in Canvas are ways in which we determine if a student is participating. Weekly participation in the form of logging into Canvas, writing in a forum, or submitting a written assignment is mandatory. All assignments should be completed by the due date. Students should not work ahead. University attendance policies can be reviewed at the following website:

<https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies>

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit [bsu.edu/titleix](https://www.bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process.](#)]

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement

All work conducted and/or submitted in this course must be your own, completed in accordance with the Ball State University's [Student Academic Ethics Policy](#). You may not collaborate with or make use of ChatGPT or any other generative AI applications at any time to develop materials submitted in this course. [Indicate your expectations regarding use of applications with AI built-in features.]

Student Support Services

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on “Navigate” in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: [BallStateLC](#).

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

The Speaking Center

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Canvas and Student Privacy

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent

unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Proctoring

This course will require the use of the Respondus LockDown Browser and Monitor for online exams. [Watch this short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams.) Instructions for obtaining the software can be found in our course.

Course Statements and Policies

Program Handbook:

Please download and read the [Student Handbook and Program Policies](#) document thoroughly to stay aware of program expectations, requirements, and other important information.

Participation Expectations

- Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week; it is recommended that you log on to Canvas early in each week. You will submit assignments every Wednesday and Sunday.
- Be sure to complete your course work as assigned to ensure you are recorded as attending the course. For this class, timely submission of assignments, participation in the student discussion forum, and logging into the course materials in Canvas are ways in which we determine if a student is participating.
- Weekly participation in the form of logging into Canvas, writing in a forum, or submitting a written assignment is mandatory. All assignments should be completed by the due date. Students should not work ahead.
- Students are encouraged to participate regularly in the Student Discussion Forum.

- University attendance policies can be reviewed at the following website: [Vice Provost Student Services Attendance Policies](#)

Feedback Policy

- Instructors strive to provide timely feedback within one week of each assignment's due date. For assignments with associated rubrics, feedback is given through the rubric, with additional comments in SpeedGrader at the instructor's discretion. For assignments without rubrics, feedback is provided directly in SpeedGrader. For quizzes, exams, and other auto-graded activities, you will see your score immediately after completion. A one-time review of incorrect responses is available to support your learning. If you need clarification on any item, contact your instructor. Many of the assignments in this course build on previous assignments. Therefore, it is important for you to carefully review your instructor's feedback.
- Your instructor will read every discussion post but will not always personally comment on posts in order to encourage peer engagement in the forums.
- Contact your instructor directly if you have questions or concerns about your performance in class.

Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or .docx or PDF documents with extensions of .pdf unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the Canvas module.

Late Assignment Policy

- All assignments are due by 11:59pm EST/EDT time on the due dates indicated in the appropriate submission location on Canvas.
- Your instructor is under no obligation to accept a late submission for any assessment or assignment. If you contact them to request an extension before the deadline, it is their decision whether to provide the extension. They are permitted to deduct up to a penalty of one letter grade per day if a late submission is accepted. If you exceed the time limit on exams, you will lose one point per minute past the submission time.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- Canvas will not accept assignments for grading after 11:59 pm on the final day of class.

Grading Policy

It is the course policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith, or incompetence, your instructor will be the key decision-maker on the assignment of grades. For information concerning grade appeals, [consult the Ball State website](#).

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.