# SPCE 609: Concepts and Principles in Applied Behavior Analysis

Ball State University, Department of Special Education
Applied Behavior Analysis & Autism Program
*Fall 2026, Section 803, CRN 15173*

## Instructor Information

**Dr. Lorne Balmer, BCBA-D**

ABA & Autism Program, Department of Special Education
Ball State University, Muncie, IN

### Instructor Contact Information

Lorne.balmer@bsu.edu

*Email is my preferred method of contact

**Office Hours:**

Mondays at 12pm EST

*Please note, it is recommended to meet with me individual as I hold office hours. I am more than happy to have individual meetings with students. Please email three dates and times, and I will work to accommodate your schedule.

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

## Course Information

### Course Description

This course introduces students to the basic concepts and principles of applied behavior analysis within the context of educational and developmental settings. Focus will be on developing students' competence in appropriately defining behavior and understanding the contingencies used to change or teach behaviors. Topics include differentiation between reinforcement and punishment, schedules of reinforcement, and contingencies of behavior. This course is a prerequisite for Behavioral Consultation (SPCE 610), Advanced Applied Behavior Analysis (SPCE 611), and the practicum courses (SPCE 638/683).

### Prerequisites

Admission to the program

## Course Modality/Structure

This class will be conducted as an online learning course. This will include examinations, online group discussions, and written assignments. This course is designed to be completed over 15 weeks. If you are taking an 7wk course, this expectation is that you complete two weeks worth of content per week. There are 14 modules in the *Course Content Modules* that have been developed for the course. These modules include all required and recommended materials.

Course expectations reflect those of a graduate level class. Please be advised that this is a very complex subject matter that requires a significant dedication of time. The reading material may require careful and multiple readings. This is a 3-hour class, which means a minimum of 9 to 10 hours per *weekly module* should be dedicated to the course. Some weeks may require up to 12 hours. If you are taking an 7wk course, this expectation is doubled.

# 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)**

| **Program Learning Objectives (PLO)** | |
|---|---|
| PL01 | Apply the behavioral underpinnings and philosophical foundations of ABA |
| PL02 | Apply the concepts of behavior analytic principles in applied settings |
| PL03 | Gain knowledge and understanding of different forms of measurement, data display and interpretation of data related to targeted interventions and experimental designs |

Visit our program website to access our program and capstone handbooks!

This course serves to develop students' competence in the theoretical and conceptual foundations of behaviorism and predominant theories in verbal behavior. At the end of this course, the student will be able to:

**Course Objectives (CO) aligned with Modules Learning Objectives**

| **Course Objectives (CO)** | |
|---|---|
| CO1 | Compare ABA to alternate explanations for human behavior. |
| CO2 | Demonstrate an understanding of the seven dimensions of ABA |
| CO3 | Develop clear, objective operational definitions |

| | |
|---|---|
| CO4 | Explain what a functional relationship is |
| CO5 | Describe how to arrange consequences to increase behavior. |
| CO6 | Describe how to arrange consequences to decrease behavior. |
| CO7 | Discuss ethical considerations when implementing punishment procedures |
| CO8 | Provide an example of how to develop stimulus control |
| CO9 | Demonstrate an understanding of the four-term-contingency and motivating operations |
| CO10 | Demonstrate a basic knowledge of the matching law, concurrent schedules of reinforcement, and assent based practices |

# BACB Test Content Items

This course is designed to satisfy the following requirements:

- Basic Principles of Behavior (45 Hours): 1 Freestanding Course

This course is designed to address these items from the BCBA 6th Edition Test Content Outline:

| BCBA Test Content Outline (6th ed.)<br>Topics Covered | |
|---|---|
| A.1. Identify the goals of behavior analysis as a science (i.e., description, prediction, control). | B.9. Identify and distinguish among simple schedules of reinforcement. |
| A.2. Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism). | B.10. Identify and distinguish among concurrent, multiple, mixed, and chained schedules of reinforcement. |
| A.3. Explain behavior from the perspective of radical behaviorism. | B.11. Identify and distinguish between operant and respondent extinction as operations and processes. |
| A.4. Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. | B.12. Identify examples of stimulus control. |
| A.5. Identify and describe dimensions of applied behavior analysis. | B.13. Identify examples of stimulus discrimination. |
| B.1. Identify and distinguish among behavior, response, and response class. | B.14. Identify and distinguish between stimulus and response generalization. |
| B.2. Identify and distinguish between stimulus and stimulus class. | B.16. Identify examples of motivating operations. |
| B.3. Identify and distinguish between respondent and operant conditioning. | B.17. Distinguish between motivating operations and stimulus control. |

| | |
|---|---|
| B.4. Identify and distinguish between positive and negative reinforcement contingencies. | B.18. Identify and distinguish between rule-governed and contingency-shaped behavior. |
| B.5. Identify and distinguish between positive and negative punishment contingencies. | B.19. Identify and distinguish among verbal operants. |
| B.6. Identify and distinguish between automatic and socially mediated contingencies. | B.20. Identify the role of multiple control in verbal behavior. |
| B.7. Identify and distinguish among unconditioned, conditioned, and generalized reinforcers. | B.23. Identify ways the matching law can be used to interpret response allocation. |
| B.8. Identify and distinguish among unconditioned, conditioned, and generalized punishers. | C.1. Create operational definitions of behavior. |

# Course Materials

All required course materials can be obtained through the Ball State First Day program. All students are automatically enrolled each semester. Please check your bsu.edu email for information about delivery of physical and digital materials. Students who wish to opt out during the **Fall 2026** semester must do so by **August 30, 2026**. Students who opt out are responsible for obtaining all required course materials on their own through the Ball State Bookstore or another retailer. If you opt out, your digital access will expire shortly after, and you will lose access to publisher-provided course content, online assignments, quizzes, and exams.

Please note that the Cooper, Heron, and Heward textbook is required in multiple courses. Given this, some students prefer to purchase it.

## Textbooks

## Required Texts

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education.

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th edition)*. Washington, D.C.: American Psychological Association.

## 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 quizzes and the final exam. 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 Cooper Chapter Check quizzes and the final exam, as described in the Exam Proctoring policy. Please watch this short video (https://web.respondus.com/lockdownbrowser-student-video/) to get a basic understanding of LockDown Browser, including the screen recording and webcam features (which will be required for quizzes and the final exam). **Please note that iPads do not allow for screen recording so these devices cannot be used to take quizzes and the final exam in this course.** Students must make arrangements to take Cooper Chapter Check quizzes and the final exam that require Respondus LockdDown Browser and Montior on a device that allows for a screen and video recording. Students will also need to show an ID to take the quizzes in Respondus Lockdown. Any photo ID is acceptable. If you experience difficulties, contact the BSU Technology Helpdesk.

## Optional & Supplemental Course Materials

## Recommended Readings

In addition to the required readings assigned for this course, recommended readings are listed in the course schedule and modules.

# Course Assignments and Assessments

## Course Point Distribution and Grading Scale

Points are earned as follows:

| Assignment/Exam | Points |
|---|---|
| **Assignments** | |
| Course Overview Quiz | 5 |
| Introduction Discussion Board | 3 |
| Plagiarism Quiz | 4 |
| Panopto Practice Recording | 3 |
| Leaf et al. Conversation Simulation | 10 |
| 11 Concept check assignments (4 points each) | 44 |
| 25 Video quizzes (1 point each) | 25 |
| 3 Verbal Comprehension Fluency Checks (11 points each) | 33 |
| Final Project: Concepts and Principles Video Presentation | 40 |
| **Quizzes** | |
| 3 Cooper Chapter Checks (15 points each) | 45 |
| Final Exam | 40 |
| **Capstone Portfolio** | |
| SAFMEDS and Standard Celeration Chart (Complete/Incomplete)<br>SAFMEDs Quiz (2.5 points)<br>SAFMEDS Deck/Standard Celeration Graphing (2.5 points)<br>Check Points (3 @ 5 pts each)<br>Final Check Point (20 pts; no revisions) | 40 |
| Comprehensive Study Guide (Complete/Incomplete)<br>Check Points (3 @ 5 pts each)<br>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 POSSIBLE POINTS** | **352** |
| *Total Possible Points + Extra Credit (7 points)* | *359* |
| **Points needed to pass with an 84%** | **295.68/352** |

**Complete/Incomplete assignments:** With the exception of the final Capstone Project assignments, 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 creating your assignment checklist, and focusing on the detailed instructions that will support your knowledge acquisition. 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.

**Extra Credit:** You will have several opportunities to earn extra credit throughout the semester. Each quiz will include one extra credit essay question (1 point). In addition, you will have the opportunity to earn 4 extra credit points at the end of the semester, if you complete and submit **ALL** of your assignments and quizzes/exams by the corresponding due dates.

Final grades are provided in line with 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-.

### 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.

## Statements, Policy, and Information

### 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.

### Attendance Policy

Your regular participation and timeliness are important to your academic success. In online courses, this takes the form of participation in discussion via forums, assignment submissions, and other electronic means provided. As this is an online course, it is up to every student to stay on track and not fall behind. All assignments are expected to be submitted by a specific time and date.

Attendance in Ball State University online classes is measured by your active participation in course activities. Be sure to complete your coursework as assigned to ensure you are recorded as attending the course. You must be constantly aware of the deadlines and meet those deadlines. This is NOT AN INDEPENDENT STUDY course, so you MUST work along at the pace set for the course.

### 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.

### Title IX / Sex Discrimination

Ball State University is committed to maintaining an educational environment free from sex discrimination, including sexual harassment, sexual misconduct, dating and domestic violence,

and stalking. Students who experience or witness conduct that may violate University policy are encouraged to seek support and assistance. The Title IX Office can provide information about reporting options, supportive measures, and available resources. Contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

Please Note: As your instructor, I am a mandatory reporter. If you disclose information to me about conduct that may constitute sex discrimination or sexual misconduct, I am required to notify the Title IX Coordinator. The Title IX Office will reach out to discuss available resources, supportive measures, and reporting options. If you wish to speak with someone confidentially, you may contact the Counseling Center or the Center for Survivor Support.

## Pregnancy and Related Conditions

Ball State University provides reasonable modifications for students affected by pregnancy, childbirth, or related medical conditions. Students seeking academic, housing, or other modifications are encouraged to contact the Title IX Office as early as possible to discuss available options and support. For assistance, contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

## 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 a generative AI system or a person to complete academic assignments such as response papers, discussion posts, essays, or any other assignment when such use is not explicitly permitted by the assignment instructions or the instructor.

- Utilizing another person or a generative AI system to take a quiz, examination, or similar evaluation in place of oneself.
- Using a generative AI system for research, creative work, theses/dissertations, grant proposals, IRB-regulated work, or publication-bound work in violation of university AI policies, funder/publisher rules, IRB requirements, or discipline-specific standards.
- Presenting as one's own work the ideas, representations or words of another person or of a GenAI system without customary and proper acknowledgment of sources or of the AI tool(s) used.
- Using generative AI systems to analyze data, conduct research, or generate content that is included in an assignment (images, graphs, charts, tables, etc.) without proper documentation, citation, and attribution of this AI use
- 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 (GenAI) Statement

***Conditional Use (Specific or limited GenAI use permitted)***
At Ball State, we use GenAI to elevate human potential, not replace it. To succeed in an AI-infused world, students must balance technical skills with durable skills, lifelong abilities such as critical thinking, ethical judgment, communication, accountability, and responsible decision-making that define a Ball State graduate. Developing these durable skills requires you as students to think carefully about:

- when AI should and should not be used;
- how to use AI responsibly;
- how to verify AI-generated information; and
- and how to remain accountable for final work.

You may use GenAI tools for some work submitted in this course. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Ball State University's Student Academic Ethics Policy. When in doubt, please ask me before using GenAI. You, the student, are always responsible for the content you submit, publish, share, or act upon, regardless of whether GenAI tools assisted in the process. For data security reasons, please use BSU-approved GenAI tools (e.g., BSU Gemini, NotebookLM), which support single sign-on (SSO) with BSU ID and password. Commonly used public GenAI tools carry a higher risk of data being shared externally. In contrast, when using BSU-approved GenAI tools, any data you input is protected within the BSU system. Instructors do not have access to BSU IT Center logs of AI tool usage, so student data shared through BSU-approved GenAI tools remain private.

## 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 to get additional feedback on your writing. The Writing Center can help you at any stage of the writing process, whether you’re just getting started and need help brainstorming or when you’re wrapping up a project and just want a second set of eyes. We work with writers from all disciplines and with all kinds of writing, including essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts.

You can choose from three appointment types: getting started on a new project (Planning appointment), discussing an existing draft (Feedback appointment), or scheduling time to work, with a tutor on hand to keep you motivated (Accountability appointment). To schedule a free appointment, go to bsu.edu/writingcenter. We offer online appointments any time we’re open, or you can meet a tutor face-to-face in Robert Bell 295 during weekdays and Bracken Library First Floor West in the evenings. Make sure you 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 at BSU Counseling Center.

## 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 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 online 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 and check in 3-4 times throughout the course of the week. If you are taking an 7wk course, this expectation is doubled.
- 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 discussion board post, 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: Vice Provost Student Services Attendance Policies

### Feedback Policy

- For assignments, feedback is provided directly in SpeedGrader or in the comments section. For quizzes, exams, and other auto-graded activities, you will see your score once the quiz has closed. 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.
- 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 in .pdf unless otherwise indicated in the assignment description.
- All video submissions must be submitted via Panopto.
- For assignments that require a photo submission (e.g., SAFMEDS submissions of standard celeration charts), please upload your photo in .jpg, .jpeg, or .png format. Photos taken in “live mode” on iPhones that have a .heic filetype should be converted to .jpg, .jpeg, or .png format prior to submitting.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the 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 a penalty of 10% off per day late will apply if a late submission is accepted. For example, an assignment earning 100/100 submitted one calendar day late would receive a 90/100 points. If you exceed the time limit on exams, you will lose one point per minute past the submission deadline.
- 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.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Begin assignments early, save and submit your work frequently, and submit before the deadline when possible. You should also have a back-up plan, such as using a campus or local library computer, borrowing a device, or identifying another reliable internet connection.
- To meet the university’s grade submission deadline, except for our final exam, I cannot accept assignments for grading after 11:59 pm EST/EDT 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.