Advanced Studies in Education & Counseling

Vision:
Equity & Excellence in Education
Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDSP 564 Assessment and Evaluation of Students with Disabilities

Fall 2022

Department of Advanced Studies in Education & Counseling

Course Information

Instructor:	Dr. Jolan Smith	**Email**:	Jolan.Smith@csulb.edu
Office Hours Days/Times:		**Office Hours Location:**	
Class Days/Times:		**Class Location**:	

Catalog Course Description

Prerequisites: Admission to the Education Specialist Credential Program or consent of instructor. This course focuses on the knowledge and use of appropriate assessment procedures for planning, monitoring and evaluating instructional programs for students with disabilities. It emphasizes equity issues in assessing and students, who are racially/ethnically and linguistically diverse. Letter grade only A-F.

Course Student Learning Outcomes and Goals

Upon successful completion of this course, candidates will:

1. Express knowledge of ethical concerns, legal provisions, regulations, and guidelines regarding student assessment for special education screening, pre-referral, referral, classification, and re-evaluation, particularly for students with diverse cultural backgrounds and varying language, communication, motor, sensory, and cognitive abilities. (CTC TPE: U 5.6; MM 5.3, 5.4; ESN 5.4, 5.5)

2. Demonstrate ability to use a person-centered/family-centered, culturally responsive and strengths-based approach to gather information from a variety of sources to identify students' strengths and needs. (CTC TPE: U 5.2; ESN 5.1)

3. Apply the appropriate use of a variety of traditional and alternative assessment measures for evaluation and student progress monitoring, applying appropriate assessment accommodations that do not fundamentally alter the nature and/or content of what is being tested. (CTC TPE: U 5.1, 5.2; MM 5.1, 5.6; ESN 5.2, 5.7)

4. Demonstrate knowledge and skill in selecting, administering, interpreting, and making educational decisions based on understanding the psychometric properties of instruments, and a variety of techniques and processes that are norm-referenced, criterion-referenced, curriculum-based, performance-based, and functional to assess students across a variety of domains (e.g., academic, social/emotional, language and communication). (CTC TPE: U 5.1, 5.2, 5.6; MM 5.5, ESN 5.6)

5. Apply knowledge of theory and research on current trends and best practices for on-going progress monitoring and pre-referral strategies (e.g., multi-tiered systems of support (MTSS), response-to-intervention (RTI), positive behavior supports (PBS), universal design for learning (UDL), self-determination, growth mindset, etc.). (CTC TPE: U 5.3, 5.5; MM 5.4, ESN 5.5)

6. Use technology to plan for assessment, conduct assessments, and communicate assessment results to students, parents, administrators, and other professionals in a useful and meaningful, culturally responsive and appropriate manner. (CTC TPE: U 5.4; MM 5.6; ESN 5.7)

7. Utilize assessment results to evaluate decisions on least restrictive environment (LRE) placement, individualized educational program (IEP) goal development, instructional supports and services, student response to instruction, and effectiveness of teaching instruction. (CTC TPE: U 5.1, 5.2, 5.8; MM 5.1, 5.2; ESN 5.2, 5.3)

Teacher Performance Expectations (TPEs) Addressed in EDSP 564	Introduced (I), Practiced (P), Assessed (A)
ESN1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication technology for students with extensive support needs.	I
ESN*1.5* In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.	I,P
ESN1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	I,P
ESN 1.7 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)	I,P
ESN 1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U 1.4)	I,P
U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	I,P,A
ESN5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.	I,P,A

U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	I,P,A
ESN5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2) MM 5.1	I,P,A
U5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	I,P
ESN5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. MM 5.2	I,P
U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	I,P,A
ESN5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law. MM 5.3	I,P,A
U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	I,P,A
ESN5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6) MM 5.4	I,P,A
U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	I,P,A
ESN5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. MM 5.5	I,P,A
U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	I,P
ESN5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4) MM 5.6	I,P,A
U5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	I,P,A
U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	I,P

Required Texts/Course Materials:
Pierangelo, R.A., & Giuliani, G. (2017). *Assessment in special education: A practical approach* (5th ed). Pearson.

Additional assigned readings, videos, and learning modules will be posted on BeachBoard. See Weekly Course Schedule for reading assignments, instructional activities, and due dates.

Mode of Delivery and Technical Requirements
This course is hybrid in design, involving both in-person instruction and online learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom or in person, as applicable. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/.

Course Communication and Zoom Etiquette
We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

Students are strongly encouraged to contact the instructor with any course-related issues or questions you may have. Email is the most effective way of contacting the instructor. E-mail will generally be answered within 24 hours Monday-Friday. Emails sent Friday after 3pm through Sunday will receive a response the following Monday; please plan accordingly. The instructor is also available for office hours (see first page for days, hours, and location).
TPEs that are Introduced and Practiced are listed under the Course Schedule. TPEs that are Assessed are listed under Course Evaluation Components and Grading.

Course Schedule

Week	Topics (SLO Number)	Readings, Activities, & Assignments
1	Introductions Overview of Course, Expectations, Assignments Intro to Evaluation & Assessment for SPE (U5.1, U5.2, MM5.1, ESN5.2 – I)	Chapter 1 (Pierangelo & Giuliani) Read SPED High Leverage Practices for Assessment (2017)
2	Purpose & Types of Assessment: Diagnostic, Summative, Formative, Formal, Informal, Alternative Assessments (U5.1, U5.2, MM5.1, MM5.3, ESN5.2, ESN 5.4 – I)	Chapter 2 (Pierangelo & Giuliani)
3	Historical & Legal Framework for Evaluation and Assessment, MTSS, Pre-Referral, Response to Intervention (RtI), SWPBIS (U5.1, U5.2, U5.6, U5.8, MM5.1, MM5.3, MM5.4, ESN5.1, ESN5.2, ESN5.5 - I)	IRIS: Pre-Referral (U5.1, U5.2, U5.6, U5.8, MM5.1, MM5.3, MM5.4, ESN5.1, ESN5.2, ESN5.4, ESN5.5 - P) Chapter 5-6 (Pierangelo & Giuliani)
4	Ethical Issues in Assessment, Approaches to Assessment: Person-Centered Planning, Self-determination, Assessment Accommodations, Multidisciplinary, Comprehensive Culturally Responsive (CRSP) Assessment (U5.4, U5.6, MM5.3, MM5.4, MM5.6, ESN5.1, ESN5.4, ESN5.5, ESN5.7 – I)	IRIS: Accommodations (U5.4, U5.6, MM5.3, MM5.4, MM5.6, ESN5.1, ESN5.4, ESN5.5, ESN5.7 – P) Chapter 7-8 (Pierangelo & Giuliani)
5	Measurement Concepts, Norm-Referenced Tests (NRTs), Standardized Administration Procedures, Basal/Ceiling (U5.1, U5.2, MM5.6, ESN5.7 - I)	**School-Based Data Assignment Due** Chapter 3 (Pierangelo & Giuliani) Class Activity: NRT Partner Administration (U5.1, U5.2, MM5.6, ESN5.7 - P)
6	Interpreting & Communicating NRT Scores, Understanding Psychoeducational Reports (U5.1, U5.2, U5.6, MM5.1, ESN5.2 - I)	Chapter 4 (Pierangelo & Giuliani) Class Activity: Interpreting NRT scores (U5.1, U5.2, U5.6, MM5.1, ESN5.2 - P)
7	Criterion-Referenced Tests, Informal Assessments, Alternate Assessments, Educational Decision-Making (U5.1, U5.2, U5.4, U6.1, MM5.1, MM5.6, ESN5.1, ESN5.2, ESN5.5, ESN5.7 - I)	**Psychoeducational Report Due**
8	Assessing Academic Achievement (Reading, Writing & Spelling), Formative Assessment, Developing IEP Goals, Present Levels of Performance (U5.1, U5.2, U5.4, U5.5, U5.8, MM5.1, MM5.6, ESN1.5, ESN1.6, ESN5.1, ESN5.2, ESN5.7 - I)	Chapter 9 (pgs. 107-122; Pierangelo & Giuliani) Class Activity: Writing Present Levels of Performance (PLPs) & IEP Goals (ESN1.5, ESN1.6 – P)
9	Assessing Academic Achievement (Mathematics, Comprehensive Tests), CBM probes, Calculating Slopes, Graphing, Making Tier Decisions (U5.1, U5.2, U5.4, U5.5, U5.8, MM5.1, MM5.6, ESN 1.9, ESN5.1, ESN5.2, ESN5.7 - I)	**NRT & CRT Comparison Report Due** Chapter 9 (pgs. 122-133; Pierangelo & Giuliani) Class Activity: Making Tier Decisions (U5.1, U5.2, U5.4, U5.5, U5.8, MM5.1, MM5.6, ESN1.9, ESN5.1, ESN5.2, ESN5.7 – P)

10	Domains of Assessment: Language (including AAC), Cognitive (U5.6, U5.7, ESN1.2, ESN1.7, ESN5.6, ESN5.7 - I)	Chapter 10 & 13 (Pierangelo & Giuliani) Class Activity: Language Disorder or Disability (U5.7, ESN1.7, ESN5.6, ESN5.7 - P)
11	Assessing Social-Emotional, Behavior, Adaptive Behavior (U5.1, U5.3, U5.5, ESN5.1, ESN5.7 – I)	Chapter 11 (Pierangelo & Giuliani) Class Activity: Goal Attainment Scaling (GAS) (U5.1, ESN5.7 - P)
12	Other Areas of Assessment: Perceptual Abilities, Hearing, Physical, Occupational Therapy (U5.1, U5.5, U5.8, ESN5.1, ESN5.2, ESN5.7 – I)	Chapter 12 & 15 (Pierangelo & Giuliani)
13	Disproportionality, Culturally-Competent Assessment, RtI in Urban Schools (ESN5.2, ESN5.5, U5.6 - I)	**Formative Assessment Observation Project Due**
14	Universal Design for Learning (UDL), Assistive Technology (U5.2, U5.3, U5.4, U5.8, ESN5.1, ESN5.3, ESN5.7 - I)	Class Activity: UDL Lesson Design (U5.2, U5.3, U5.4, U5.8, ESN5.1, ESN5.3, ESN5.7 - P)
15	Case Study - Peer Workshop Current Issues & Personal Reflections on Assessment (U6.1 – I, P)	Re-Read SPED High Leverage Practices for Assessment (2017)
16	Progress Monitoring Presentations (U5.4, U5.8, ESN 1.9, ESN5.4 – P)	**Progress Monitoring Case Study Due**

Course Evaluation Components and Grading

Evaluation Components

I. School-Based Data Assessment – 150 points; Due Week 5; SLO# 5
TPEs (A): U 5.1, 5.6; MM 5.1, 5.4; ESN 5.2, 5.5
Candidates observe school intervention programs in both academics and behavior (e.g., tier 2 academic intervention class, school-wide positive behavior intervention and supports) and interview a minimum of two different school professionals (e.g., teacher, school psychologist, RTI coordinator/interventionist, etc.) on the use of data to make educational decisions. Candidates prepare a 3 or 4-page report on the school's use of data (e.g. statewide assessments, universal screeners) to monitor student academic and behavioral progress.

In the report, the candidate must include a discussion of the following:
- The culture, language, and socioeconomic context of the school
- The data collected for academic and behavioral intervention
- The process for screening (e.g., who is involved, typical timelines, criteria for intervention, etc.)
- School professionals interviewed and their roles in the data collection and/or educational decision making
- Reflect on how the data are used in educational decision making at that site. Be sure to integrate literature on using data to make education-based decisions.

II. Psychoeducational Report - 125 points; Due Week 7; SLO# 1,2,4
TPEs (A): U 5.1, 5.2, 5.6; MM 5.3, 5.4, 5.5, ESN 5.1, 5.4, 5.5, 5.6
Candidates apply knowledge of special education laws to analyze an initial or triennial evaluation report for a CLD student with a disability. In groups, candidates will work together to identify and present the

domains/areas of assessment, tools used, student strengths and areas for improvement, recommendations for services and educational supports, least restrictive environment (LRE) placement decisions, and collaboration with multidisciplinary team members. Then, each candidate will prepare a 2-page reflection on:

    1) *The planning of the evaluation*, including adherence to timelines, parent input and voice, person-centered planning, strengths-based approach, etc.

    2) *The assessments used in the evaluation*, including the cultural relevance of assessments used, balance in the types of tools used, administration of assessments, etc.

    3) *Propose an alternate assessment tool* for a particular measure. In your justification, evaluate your choice on the following considerations: 1) cultural responsiveness, 2) validity, 3) reliability, 4) another consideration of your choice.

III. NRTs & CRTs - 125 points; Due Week 9; SLO #4,7
TPEs (A): U 5.1, 5.2, 5.6, 5.8; MM 5.1, 5.2, 5.5, ESN 5.2, 5.3, 5.6

Candidates observe and reflect on the administration and scoring of a norm-referenced test (NRT). Candidates will then administer and score a criterion-referenced test (CRT). Using the template provided, candidates will prepare a 2-page brief report comparing the two types of test. The report addresses preparation for the tests, administration of the tests, scoring of the tests, and interpretation and making use of data results in a table format. Copies of assessment materials and student work samples must be submitted.

IV. Formative Assessment Observation - 50 points; Due Week 13; SLO #3,4,5,7
TPEs (A): U 5.1, 5.2, 5.3, 5.5, 5.6, 5.8; MM 5.1, 5.2, 5.4, 5.5, 5.6; ESN 5.2, 5.3, 5.5, 5.6, 5.7

Using the lesson plan template, candidates observe classroom lessons in both math and English language arts that include CLD students with disabilities. Candidates identify the elements of formative assessment used throughout the lesson and discuss opportunities (missed and/or realized) of student self-assessment and revision. Additionally, for each content area, candidates will select existing validated measures (e.g., curriculum-based measures) and create at least one other informal measure (e.g., teacher-made test) to measure mastery of the skill/content.

V. Progress Monitoring – 50 points; Due Week 16; SLO #3,6
TPEs (A): U 5.1, 5.2, 5.4; MM 5.1, 5.6; ESN 5.2, 5.7

Using case study data for a student with a disability, candidates graph student progress monitoring data for communication with both parents and students. Candidates will prepare a brief visual presentation of the data with proposed educational decision (e.g., tiered instruction/intervention, instructional supports, etc.).

Course Grading

Total points earned for participation, class activities, assignments, and quizzes will be calculated and divided by the total points possible, with the course grade based on the following scale:

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
I. School-Based Data	150	20%
II. Psychoeducational Report	125	20%
III. NRTs & CRTs	125	20%
IV. Formative Assessment Observation	50	20%
V. Progress Monitoring	50	20%
Total	**500**	**100%**

Course Policies

Attendance and Participation
Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 10% of your grade and will be monitored through attendance at Zoom sessions, through entries in the online discussion board via BeachBoard, and through completion of group activities. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy
It is expected that all assigned work be completed and submitted to Dropbox by the published due dates. In cases where the student knows in advance that a deadline cannot be met, it is the student's responsibility to communicate with the instructor prior to the actual due date. Points will be deducted for assignments turned in late: 1 point per day, including weekends and holidays. Assignments submitted after the published deadline date will be considered late. **Assignments more than 7 days late will NOT be accepted**. If a student is experiencing personal or academic difficulty completing the requirements of the course, it is the student's responsibility to reach out to the instructor and communicate concerns.

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in

the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct
Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Syllabus Changes
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

Selected Bibliography

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