

**Vision Statement**

We develop educational leaders who create tomorrow's opportunities.

**Mission Statement**

Our mission is to prepare competent professionals who will make positive differences for children, young adults, and others in schools.

**SCI 612: Using Science Assessments to Facilitate Instructional Change**

**Spring 2016: Tuesdays 4:30-7:00pm**

3 credit hours

**General Information:**

Instructor's Name: Dr. Brooke Whitworth

Office address: SHB 525

Office Hours: By appointment

Email: [Brooke.Whitworth@nau.edu](mailto:Brooke.Whitworth@nau.edu)

Phone: 928.523.5083

Room: SHB 512

**Course Prerequisites:** None

**Course Description:** This course will examine student work and assessment issues in science as they relate to improving student learning in alignment with standards-based curriculum and instruction. This course prepares pre-service science teachers and deepens the knowledge and skills of in-service science teachers through differentiated inquiries and course assignments.

**Student Learning Expectations/Outcomes for this Course:** As a result of this course, students will be able to:

- A. Define quality assessments and state the relationship of the assessment to standards-based curriculum and instruction, performance objectives, and standards at the state and national levels.
- B. Analyze assessment tasks in terms of their ability to provide rich insights into student understanding, assess worthwhile learning outcomes, and attend to issues of equity.
- C. Identify the forms of knowledge assessed by various forms of assessment and recognize the strengths and limitations of individual assessments while acknowledging the power of balanced assessment systems.
- D. Use data collected from a variety of assessments to identify student-learning gaps, inconsistency with stated goals and objectives, and implications for curriculum and instruction.

**Standards addressed in this course:**

- National Science Teacher Association Standards addressed in this course: *1b, 1c, 2a, 2b, 3a, 4a, 7a (Assessment 8)*  
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#stnd1>
- Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed in this course: *4a,6,7l,8,9h*  
<http://www.wresa.org/Pbl/The%20INTASC%20Standards%20overheads.htm>

**Course Structure/Approach:** This is a seminar class. It is expected that the student read the required materials and be prepared to discuss the information in the class. Students may be asked to present their own synopsis of the weekly topic or work in groups to present the information.

**Textbook and Required Materials:**

Daehler, K. R. & Folsom, J. (2014). *Making sense of student work: A protocol for teacher collaboration*. San Francisco, CA: WestEd.

Keely, P. (2015). *Science formative assessment Volume 2: 50 More strategies for linking assessment, instruction, and learning*. Thousand Oaks, CA: Corwin and NSTA Press.

Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

**Emergency Textbook Loan Program:** To help students acquire the materials they need to be successful in class. NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online:

<http://nau.edu/LEADS-Center/Textbook-Loan-Program/>

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**Recommended Materials:**

Arizona Department of Education. *Arizona academic content standards: Science standards articulated by grade level*. Available online: <http://www.azed.gov/standards-practices/science-standard>

Furtak, E. M. (Ed.). (2009). *Formative assessment for secondary science teachers*. Chicago, IL: SAGE Publications. National Research Council (2012). *Next Generation Science Framework*. Washington, DC: National Academy Press.

Available online: [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165)

NGSS Lead States. (2013). *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academy Press. Available online: <http://www.nextgenscience.org/next-generation-science-standards>

Taylor, C. S., & Nolen, S. B. (2005). *Classroom assessment: Supporting teaching and learning in real classrooms*. Prentice Hall.

**Assessment of Student Learning Outcomes:**

Students will be assessed based on their class participation, completion of weekly assignments and final project.

General information on the class assignments can be found below. Specific instructions for completing assignments will be handed out or explained in class when the assignment is given.

<b>All assignments must be turned in through Google Drive.</b>	<b>Points</b>
<b>Attendance &amp; Participation:</b> Students are expected to attend every class and engage in in-class activities. Points will be deducted on a pro-rated basis for not attending and/or not participating. Students will complete two self-evaluations of their professional conduct the class.	150
<b>Homework:</b> Students will be asked to complete various homework assignments. These assignments are bolded in the schedule below.	150
<b>Making Sense of Student Work:</b> Students will be asked to work with groups to complete the protocols in the making sense of student work textbook. Upon completion of all the protocols students will be asked to complete a reflection on their experiences with the book.	175
<b>Annotated Bibliography:</b> Students will complete an annotated bibliography that will be collected periodically for all course readings. This will include an overall summary for the three textbooks and a summary for each reading on the course schedule.	150
<b>Assessment Reflections:</b> Students will complete three reflections over the course of the semester regarding assessment. Questions will be provided to guide each reflection.	75
<b>Classroom Presentations:</b> You will be responsible for two small presentations throughout the semester. These presentations will include: <ul style="list-style-type: none"><li data-bbox="131 1188 1419 1276">• <b>Ongoing Assessment Presentation:</b> Students will be asked to prepare a formative assessment for in-class rehearsal and enactment in the classroom. Students will submit a one page reflection after enacting it in their classroom.</li><li data-bbox="131 1283 1419 1434">• <b>Journal Article Review Presentation:</b> This is a two-part assignment. Students will be required to review and critique a scholarly research article (peer reviewed) involving classroom assessment. The review should be approximately 1-2 pages in length and include both a summary of the article as well as thoughts and comments about the article. A copy of the article must be included with your review. Students will then be asked to briefly (5-7 min) present the article and review to the class.</li></ul>	100
<b>Final Project:</b> This is a four-part assignment. <ul style="list-style-type: none"><li data-bbox="131 1482 1419 1604">• Students will be asked to provide a brief (one or two paragraphs) description of your class – what grade, subject, instructional objectives for a unit (can be a hypothetical class if you are not currently teaching). Then you will describe a unit’s worth of assessments for your class. The assessments should be linked to the instructional goals for that unit, and should encompass the major ideas of the course.</li><li data-bbox="131 1610 1419 1640">• You will be required to construct one of the assessments you described for your unit.</li><li data-bbox="131 1646 1419 1759">• You will create a grading policy to accompany your assessment plan for the unit. You will also create a letter designed to explain the policy to students and parents. The policy should reflect your instructional goals, the assignments and grading polices should reflect the desired learning, the assessments should cover the content covered in the class, and the content standards for your grade and/or subject.</li><li data-bbox="131 1766 1419 1854">• Students will present their assessment and grading policy to the class. The presentation should be 8-10 minutes long and inform the class about your grading/assessment policy and how it is designed to measure student learning and drive instruction.</li></ul>	200
<b>Points Possible:</b>	<b>1000</b>

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**Grading System:** Your grade will be determined in the following way:

Points	Grade	Quality of Work
800-1000	A	<b>Exemplary:</b> All aspects of the work are complete and well above the minimum level specified. Well written and free of typographical and grammatical errors. Application of concepts presented in class. Evidence of careful thought and reflection. Reflective application of assignment to future teaching and learning.
600-799	B	<b>Well done:</b> Two or more of the above elements missing or of lesser quality.
400-599	C	<b>Acceptable:</b> The task was completed at the minimum level specified. Most aspects of the assignment indicated a focus on task completion as opposed to careful reflection, analysis, and/or application.
0-399	F	<b>Not acceptable:</b> Several aspects of the assignment are missing or completed at a sub-standard level or assignment not completed

**Course Schedule (subject to change):**

Week	Date	Topic	Readings & Assignments Due
1	1/19	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Dweck, C. (2007). The perils and promises of praise. <i>Educational Leadership</i>, 65(2), 34-39.</li> </ul>
2	1/26	<ul style="list-style-type: none"> <li>• Introduction to Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment Reflection #1</b></li> <li>• <b>Create SCI612 Folder</b></li> <li>• <b>Update Contact Information</b></li> <li>• <b>Sign-up for Presentations</b></li> <li>• <b>Article Review 1-3</b></li> <li>• Tomlinson &amp; Moon (2013) – Preface &amp; Ch. 1</li> </ul>
3	2/2	<ul style="list-style-type: none"> <li>• Initial Student Ideas</li> <li>• Assessment &amp; Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Initial Student Ideas Assignment</b></li> <li>• <b>Article Review 4-6</b></li> <li>• Tomlinson &amp; Moon (2013) – Ch. 2</li> <li>• Brimijoin, K., Marquissee, E., &amp; Tomlinson, C. (2003). Using data to differentiate instruction. <i>Educational Leadership</i>, 60(5), 70-73.</li> <li>• Colburn, A. (2008). The prepared practitioner: shedding light on misconceptions. <i>The Science Teacher</i>, 75(10), 10-12.</li> <li>• Huhn, C. (2005). How Many Points Is This Worth? <i>Educational Leadership</i>, 63(3), 81-82.</li> </ul>
4	2/9	<ul style="list-style-type: none"> <li>• Pre-assessment</li> <li>• Making Sense of Student Work - Protocol A</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Annotated Bibliography Check #1</b></li> <li>• <b>Article Review 7-9</b></li> <li>• Tomlinson &amp; Moon (2013) – Ch. 3</li> <li>• McTighe, J., &amp; O'Connor, K. (2005). Seven practices for effective learning. <i>Educational Leadership</i>, 63(3), 10-17</li> </ul>
5	2/16	<ul style="list-style-type: none"> <li>• Ongoing Assessment (Formative)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-Assessment Assignment</b></li> <li>• <b>Article Review 10-12</b></li> <li>• Tomlinson &amp; Moon (2013) – Ch. 4</li> <li>• Coffey, J., Hammer, D., Levin, D. and Grant, T. (2011). The missing disciplinary substance of formative assessment. <i>Journal of Research in Science Teaching</i>, 48, 1109-1136.</li> </ul>

6	2/23	<ul style="list-style-type: none"> <li>• Ongoing Assessment (Formative)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Article Review 13-18</b></li> <li>• Keeley (2015) – Ch. 1 &amp; 2 - <i>Do Keeley Bibliography</i></li> <li>• Keeley (2015) – Ch. 3 (pages as chosen)</li> </ul>
7	3/1	<ul style="list-style-type: none"> <li>• Summative Assessment</li> <li>• Making Sense of Student Work - Protocol B</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mid-term Participation Self-Assessment</b></li> <li>• <b>Ongoing Assessment Presentations 1-3</b></li> <li>• Tomlinson &amp; Moon (2013) – Ch. 5</li> <li>• Taylor, C. &amp; Nolan, S. (2007). Traditional item development. In <i>Classroom Assessment: Supporting Teaching and Learning in Real Classrooms</i> (258-293). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.</li> <li>• Whitworth, B. &amp; Bell, R. (2013) Physics portfolios: a picture of student understanding. <i>The Science Teacher</i>, 80(11), 38-43.</li> </ul>
8	3/8	<ul style="list-style-type: none"> <li>• Assessment, Grading, &amp; Differentiation,</li> <li>• Communicating with Students &amp; Parents</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Summative Assessment Assignment</b></li> <li>• <b>Ongoing Assessment Presentations 4-6</b></li> <li>• Tomlinson &amp; Moon (2013) – Ch. 6 &amp; 7</li> <li>• <i>Do Tomlinson &amp; Moon Bibliography</i></li> <li>• Dueck, M. (2014). The problem with penalties. <i>Educational Leadership</i>, 71(6), 44-48.</li> <li>• Reeves, D. (2004). The case against the zero. <i>Phi Delta Kappan</i>, 324-325</li> <li>• Reeves, D. (2008). Leading to change: Effective grading. <i>Educational Leadership</i>, 65(5), 85-87.</li> </ul>
9	3/15	<ul style="list-style-type: none"> <li>• <b>SPRING BREAK – NO CLASS</b></li> </ul>	
10	3/22	<ul style="list-style-type: none"> <li>• Performance Assessment Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment Reflection #2</b></li> <li>• <b>Annotated Bibliography Check #2</b></li> <li>• <b>Ongoing Assessment Presentations 7-9</b></li> <li>• Colley, K. (2008). Idea bank: Performance-based assessment. <i>The Science Teacher</i>, 75(10), 68-72.</li> <li>• Doane, W., Rice, R., and Zachos, P. (2006). Knowing what you don't know. <i>The Science Teacher</i>, 73(4), 46-49.</li> <li>• Willis, P. (2014). The bird box survey project: A field-based science inquiry investigation. <i>The Science Teacher</i> 81(2), 37-41.</li> <li>• Wisconsin Education Association Council (WEAC). (1996). <i>Performance Assessment</i>, Education Issues Series, May 1996.</li> </ul>
11	3/29	<ul style="list-style-type: none"> <li>• <b>No in-person class</b></li> </ul>	<ul style="list-style-type: none"> <li>• Making Sense of Student Work – Protocol D</li> </ul>
12	4/5	<ul style="list-style-type: none"> <li>• Creating &amp; Developing Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Assessment Task Assignment</b></li> <li>• <b>Ongoing Assessment Presentations 10-12</b></li> <li>• Andrade, H. (2000). Using rubrics to promote thinking and learning. <i>Educational Leadership</i>, 57(5), 1-7.</li> <li>• Bednarski, M. (2003). Assessing performance tasks. <i>The Science Teacher</i>, 70(4), 34-37.</li> <li>• Luft, J. (1997). Design your own rubric. <i>Science Scope</i>, 30(6), 25-27.</li> <li>• Mertler, C. (2001). Designing scoring rubrics for your classroom. <i>Practical Assessment Research &amp; Evaluation</i>, 7(25).</li> <li>• Siegel, M., Halverson, K., Freyermuth, S., &amp; Clark, C. (2011). Beyond grading: A series of rubrics for science learning in high school biology courses. <i>The Science Teacher</i>, 78(1), 28-33.</li> </ul>

13	4/12	<ul style="list-style-type: none"> <li>• <b>No in-person class</b></li> </ul>	<ul style="list-style-type: none"> <li>• Making Sense of Student Work – Protocol E</li> </ul>
14	4/19	<ul style="list-style-type: none"> <li>• Assessing Student Work</li> <li>• Making Sense of Student Work – Protocol C</li> <li>• Evaluating Assessments</li> <li>• Reflective Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rubric Assignment</b></li> <li>• <b>Ongoing Assessment Presentations 13-15</b></li> <li>• Corsi, G. (2010). Self-regulated learning. <i>The Science Teacher</i>, 77(10), 58-62.</li> <li>• Farenga, S., Ness, D., and Flynn, G. (2007). Strategies for learning and metacognition: Identifying and remembering big ideas. <i>Science Scope</i>, 31(2), 82-88.</li> <li>• Frahm, B. (2006). Assessing effort: Earning a “salary”. <i>Mathematics Teacher</i>, 100(1), 75-77.</li> <li>• Knight, A. &amp; Grymonpre, K. (2013). Assessing student arguments: How strong are their justifications? <i>Science Scope</i>, 36(9), 51-59.</li> <li>• Lovrich, D. (2004). A ladder of thinking: Discovering the value of reflection through metacognition. <i>The Science Teacher</i>, 71(4), 56-59.</li> <li>• Peters-Burton, E. (2012). Using metacognition to develop understanding of the role of evidence in science. <i>Science Scope</i>, 35(9), 14-19.</li> <li>• Reiser, B., Berland, L., &amp; Kenyon, L. (2012). Engaging students in the scientific practices of explanation and argumentation. <i>The Science Teacher</i>, 81(4), 34-39.</li> <li>• Their, M. (2010). Science &amp; literacy: Tools for life. <i>Science Scope</i>, 33(6), 32-35.</li> </ul>
15	4/26	<ul style="list-style-type: none"> <li>• Using Data to Inform Instruction</li> <li>• Diversity</li> <li>• Course Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Making Sense of Student Work Reflection</b></li> <li>• <b>Ongoing Assessment Presentations 16-18</b></li> <li>• Dack, H. and Tomlinson, C. (2015). Inviting all students to learn. <i>Educational Leadership</i>, 72(6), 10-15.</li> <li>• Echevarria, J., Frey, N., &amp; Fisher, D. (2015). What it takes for English learners to succeed. <i>Educational Leadership</i>, 72(6), 22-26.</li> <li>• Froschauer, L., &amp; Bigelow, A. (2012). Preparing for your evaluation. In <i>Rise and shine: A practical guide for beginning teachers</i>. (pp 153-162). Arlington, VA: NSTA Press.</li> <li>• Goodwin, B. (2015). Research says / Simple Interventions Boost Self-Esteem. <i>Educational Leadership</i>, 72(6), 74-75.</li> <li>• Popham, W. (2003). The seductive allure of data. <i>Educational Leadership</i>, 60(5), 48-51.</li> <li>• Tomlinson, C. (2015). The caring teacher’s manifesto. <i>Educational Leadership</i>, 72(6), 89-90.</li> </ul>
16	5/3	<ul style="list-style-type: none"> <li>• <b>Final Presentations 1-9</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment Reflection #3</b></li> <li>• <b>Final Annotated Bibliography</b></li> <li>• <b>Final Participation Self-Assessment</b></li> <li>• <b>Course Evaluation (Extra Credit)</b></li> </ul>
17	5/10	<ul style="list-style-type: none"> <li>• <b>Final Presentations 10-18</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final Project Documents:</b> <ul style="list-style-type: none"> <li>○ <b>Description of Class &amp; Unit Assessments</b></li> <li>○ <b>Sample Assessment</b></li> <li>○ <b>Grading Policy &amp; Letter</b></li> </ul> </li> </ul>

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**Course policies:**

- **Attendance: Regular attendance is required.** The only excused absences that will be considered are institutional excuses for university related events. Emailing, calling, or leaving a phone message or note saying you will not be attending class is appreciated but does not constitute a valid excuse. You will be counted absent for that day. Contact the instructor immediately in case of any special circumstances or emergency situations.
- **Statement on plagiarism and cheating:** Plagiarism is considered as a willful act when a person knowingly uses the work of others and attempts to present it as his/her own. This academic dishonesty will not be permitted. Appropriate measures, as stated in the NAU Student Handbook, will be applied.
- **Cell phones:** No cell phones may be visible in class. Cell phones must be turned off. Cell phones in class are extremely disrespectful to the instructor and fellow colleagues. You are not exempted from this rule. This rule applies equally to all.
- **Safety:** You must evacuate the building if the fire alarm sounds.
- **Classroom Behavior:** Joint responsibilities regarding classroom behavior:  
<http://www4.nau.edu/stulife/handbookmanagement.htm>
- **Assignment Format:** All written assignments must be word processed and submitted electronically in pdf or word format. Writing errors such as spelling, punctuation, grammatical errors, etc., will be taken into consideration; any assignment with more than four errors will be returned for revision before grading. All assignments should be professional in appearance. Students are permitted and encouraged to proofread each other's assignments. APA guidelines must be followed for formal papers.
  - Problems with computer hardware or software will not be accepted as excuses for handing in work after the due date.
  - Additional assignments will NOT be given for extra credit.
- **Duplicating Assignments:** Assignments submitted as a requirement for another class should not be submitted for this class without permission from the instructor. All assignments should be the original work of the student completed for this class. If lab activities or lesson plans from another source are used and/or modified by the student for this course, a proper citation to the original author must be provided. I use technology to check for plagiarism.
- **Instructor/Course Evaluations:** When it gets close to the end of the course, all students are asked to complete a course evaluation through: [http://www.nau.edu/course\\_evals/](http://www.nau.edu/course_evals/).

The instructor reserves the right to revise the syllabus, assignments and course evaluation criteria. Students will be immediately notified of any of these changes in advance of any changes taking effect.

**Northern Arizona University Policy Statements available at:**

<http://jan.ucc.nau.edu/academicadmin/plcystmt.html>

### NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS

NAU's Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university's compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website [nau.edu/diversity/](http://nau.edu/diversity/). If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928) 523- 3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or [aaeo@nau.edu](mailto:aaeo@nau.edu).

### STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

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## **ACADEMIC CONTACT HOUR POLICY**

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

## **ACADEMIC INTEGRITY**

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student's submission of work is an implicit declaration that the work is the student's own. All outside assistance should be acknowledged, and the student's academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers.

Individual students and faculty members are responsible for identifying potential violations of the university's academic integrity policy. Instances of potential violations are adjudicated using the process found in the university [Academic Integrity Policy](#).

## **RESEARCH INTEGRITY**

The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; "Update on the Requirement for Instruction in the Responsible Conduct of Research"). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit:

<http://nau.edu/Research/Compliance/Research-Integrity/>

## **SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

## **CLASSROOM DISRUPTION POLICY**

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of [NAU's Student Handbook](#).

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