

**Daytona State College
Bachelor of Science Degree in Education
Elementary Education**

I. Course Prefix, Title, Credits, Description:

Department: Education

Program: Elementary/Exceptional Education

Faculty: Dr. Joy Lewis, Assistant Professor

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Office Hours: Tuesday and Thursday, 9 a.m. to 1 p.m.

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Course Number: RED 4519, *Fall A 2010*

Office Hours: Tuesday and Thursday, 9 a.m. to 1:00 p.m.

Attendance: This course requires 15 hours of field experience. If you miss more than 2 classes, you will need to re-take the class. If your Disposition to Teach is called into question during your field experience while completing these hours, you will also have to re-take this class.

Course Credit: 3 hours

Course Description: Introduces formal and informal methods and materials used to identify reading strengths and weaknesses of students. Emphasis is placed on diagnosis of reading problems, administration of assessments, evaluation of results and planning instructional interventions to remediate reading difficulties. This course includes 15 hours of field experience.

Prerequisites: Elementary Education - RED 3309
Exceptional Education - RED 3012

II. Required Texts:

DeVries, B. A. (2008). *Literacy assessment and intervention for the elementary school classroom* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.

Suggested texts:

McKenna, M. C., & Stahl, S. A. (2003). *Assessment for reading instruction*. New York: The Guilford Press.

Moats, L. C. (2005). *LETRS Module 8: Assessment for prevention and early intervention (K-3)*. Longmont, CO: Sopris West Educational Service.

Moats, L. C. (2005). *LETRS Module 12: Using Assessment to Guide instruction (Grade 3-Adult)*. Longmont, CO: Sopris West Educational Service.

III: Course Objectives

Standards Key:

FEAP Florida Educator Accomplished Practices - * Indicates core assignment to be placed in professional portfolio by level: I – Initial, R – Reinforcement, P – Proficient

PEC Florida Professional Education Competencies

ESOL English for Speakers of Other Languages – Performance Standards

FSAC Florida Subject Area Competencies

EE – Elementary Education

RC Reading Competencies

At the completion of the course, Students will be able to:	FEAPs /PECs	ESOL	RC	FSAC -EE	Activities/Tasks Related to Objectives
1. Describe the literacy assessment process and describe reading diagnosis as it relates to the instructional responsibilities of the teacher.	FEAP/ PEC 1, 11		3.1	1, 6	A. Readings, Learning Log, Task B Teacher interview Task C Case Study

<p>2. Identify appropriate assessment procedures for: a) <i>screening</i> students for reading problems, b) <i>diagnosing</i> students' reading strengths and needs, c) <i>monitoring</i> students' progress in reading, and d) <i>outcomes</i> of the comprehensive reading program.</p>	<p>FEAP/ PEC 1</p>	<p>21</p>	<p>3.1, 3.4, 3.6, 3.7, 4.10 3.10</p>	<p>6</p>	<p>A. Readings, Learning Log, Task C Field Experience; Case Study</p>
<p>3. Administer formal, informal, and performance-based authentic reading assessment measures and be conversant in the terminology, application, and interpretation of those measures.</p>	<p>FEAP/ PEC 1</p>	<p>19, 20, 21</p>	<p>3.3, 3.5</p>	<p>6</p>	<p>Task C Field Experience; Case Study Task E Assessment Instrument Evaluation</p>
<p>4. Demonstrate understanding of how to use assessment data to plan and implement appropriate levels of intensity of intervention for individual, small- and whole-group reading using intervention strategies with appropriate materials for all students, including LEP and ESE students.</p>	<p>FEAP/ PEC 10</p>	<p>11, 16</p>	<p>3.8, 3.9, 4.6, 4.7</p>	<p>6</p>	<p>A. Readings, Learning Log, Task D: Field Experience :Intervention Lessons</p>
<p>5. Use reading assessment data to design and implement instruction and interventions in the following areas: a) oral language instruction; b) phonemic awareness instruction; c) phonics instruction; d) fluency instruction; e) vocabulary instruction; f) comprehension instruction.</p>	<p>FEAP/ PEC 1, 10</p>	<p>ESOL 8, 10</p>	<p>RC 3.1, 3.2, 3.3</p>	<p>EE 2, 6</p>	<p>Task D: Field Experience :Intervention Lessons</p>
<p>6. Identify reading assessment techniques and interpretative issues when diagnosing and monitoring</p>	<p>FEAP/ PEC</p>	<p>19</p>	<p>3.11, 3.12, 4.6</p>	<p></p>	<p>Task A Tests, Task C Field</p>

reading progress of LEP students and student with disabilities.	1, 5 PEC 14				Experience Case Study
7. Cite strategies for correcting decoding difficulties.	FEAP /PEC 8		2A, 5.3	2	Task A Tests Task D Intervention Lessons
8. Cite strategies for correcting comprehension difficulties.	FEAP /PEC 8		2E	2	Task A Tests Task D Inter- vention Lessons
9. Cite strategies for correcting content reading difficulties.	FEAP /PEC 8		2F2	2	Task A Tests Task D Intervention Lessons
10. Identify research-based programs and technology that can be utilized in the assessment-teaching process.	FEAP /PEC 9, 12	17	3.4		Task E Assessment Instrument
11. Develop an individualized corrective reading plan for a child based on his/her strengths and weaknesses.	FEAP /PEC 1, 7, 8, 9, 10	10,15, 16, 17;	5.13	6	Task D Field Experience, Intervention Lessons

IV. Outline of Topics

1. What Should We Assess?
2. Reading Problems Are Common but Treatable
3. Types of and Purposes for Assessments
 - A. Informal Assessments
 - B. Formal Assessments
 - C. Outcome Assessments
 - D. Screening Assessments
 - E. Diagnostic Assessments
 - F. Progress Monitoring

4. A Progressive Strategy for Assessing Reading Components
 - A. Oral Language Proficiency Including Phonetic Awareness
 - B. Single-word decoding (phonic knowledge) and **Fluency**
 - C. Word Identification and Vocabulary
 - D. Comprehension
 - E. Procedure for Conducting Reading Assessments
5. Criteria for Selecting Assessments
6. National Reading First Assessment Plan
7. Assessment for Prevention and Early Intervention (K-3)
 - A. Use of screening and progress-monitoring as a basis for instructional decision-making.
 - B. Content and procedures of a screening test for young children.
 - C. Interpreting screening data for the purpose of making instructional decisions.
 - D. Examine spelling errors, writing samples, and other informal assessments
8. Florida Assessments for Instruction in Reading (FAIR)
 - A. Broad Diagnostic—Screening of FAIR
 - B. Targeted Diagnostic—Prescriptions of FAIR
 - C. FAIR Research and Development
 - D. FAIR Levels and Possible Outcomes
 - E. Interpreting FAIR data
9. Benchmark Expectations for Children’s Progress
 - A. Three “Tiers” of Instructional Intensity and Programming
 - B. Approaches Designed for Differentiated Instruction
 - C. Specifying Instructional Goals
10. Diagnostic Surveys for Classroom Use
11. Using FAIR with Response to Intervention (RtI)
 - A. Explicit, systematic instruction
 - B. Differentiated instruction
 - C. Three Tiered Approach
12. Recommended Intervention Approaches and Programs for Struggling Readers
 - A. Supplemental Intervention Reading Programs (SIRP)
 - B. Comprehensive Intervention Reading Programs (CIRP)
13. Evaluating and Using Progress-Monitoring Results
 - A. School-wide Decision Making
 - B. Florida’s Progress Monitoring & Reporting Network
14. Resources

- A. Florida Center for Reading Research (FCCR)
- B. FLaRE Center

V. Teaching Strategies

Lecture	X
Small/large group discussion	X
Cooperative Learning	X
Modeling	X
Independent Study/Project	X
Microteaching	X
Field-experience Application	X
Web-based/Internet	X

VI. Activities to Demonstrate Competencies and Skills (Tasks)

Note: All assignments marked with * must be submitted to the professor in LiveText as part of the Professional Portfolio.

A. Readings, Learning Log, Worksheets:

(FEAP/PEC 1, 5, 8, 11 PEC 14; ESOL 19, 20, 21; RC 2A, 2E, 2F2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 4.6, 4.7, 4.10, 5.3, 5.12; EE 1, 6)

There will be a series of assignments based on lectures, readings, and class discussions in which students will demonstrate understanding of definitions, theories, strategies and other information about topics covered in the course.

Learning Log: You will keep a log of your readings. In the log, you will reflect on the material and participate in group and class discussions on implications and applications.

- **Learning Log 1: Test Formats and Contents:** Read **Chapter 3—Assessment** in DeVries, B. A. (2008). *Literacy assessment and intervention for the elementary school classroom* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway Publishers and Press and list/name one assessment appropriate for each of the five areas of reading. Phonemic awareness, phonics, vocabulary, **fluency** and comprehension.
- **Learning Log 2: Role of Assessment in Planning Instruction:** The DeVries textbook focuses on the major areas of literacy—phonemic awareness, phonics, word identification, comprehension of both narrative and expository text, vocabulary, **fluency**,

and writing, including spelling. **You will need to summarize how the assessments you could give (see appendix and syllabus for appropriate assessments) will help drive instruction in your classroom.**

- **Learning Log 3: Lecture on Differentiated Instruction:** Focus on how to use data to determine grouping, intensity of instruction, ii v. iii., **with consideration of LEP students and special needs students.** Based on materials from Florida Center for Reading Research website www.fcrr.org and on Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom*. Alexandria: ASCD. To complete this learning log, please visit the website about differentiated instruction and log your reflections. Respond in learning log and further discuss in small group.
- **Learning Log 4: RtI Lecture.**

For this learning log, please summarize your understanding of the RtI process in Florida schools.

B. Teacher Interview: (FEAP/PEC 1, 11; EE 1, 6)

Interview your supervising teacher or a classroom teacher using the questions below. The questions and responses to these questions must be typed. Please identify the grade level taught by the teacher and any relevant school-related information. Include a reflection on the experience. Were you surprised by any responses? Relate responses to what you have learned about teaching reading and assessment to date. *There is also a list of additional questions on the D2L website that you may wish to choose to ask your supervising teacher.*

1. What are the required reading assessments for your classroom?
2. Do you use an Informal Reading Inventory? If so, what is it? (You may want to mention that you will need to do one for your case study.)
3. Do you use any additional types of assessment?
4. How much time is spent each day on reading instruction?
5. What reading program or materials do you use with your students?
6. What other reading materials do the students have access to for practice?
7. Is there a school-wide resource room or collection with leveled texts?
8. How do you differentiate instruction to meet the needs of all students?
9. How much time does it take to assess and plan for all the different reading needs in your classroom?
10. What type of home reading or family involvement program is used in your classroom or for the school?
11. Who are the staff members available to assist teachers and students in the area of reading? What are their positions and roles?
12. What kind of reading professional development is available for teachers in this school or in this district?

C. Field Experience: Corrective Case Study:

(FEAP/PEC 1, 7, 9, 10, 11 ; ESOL 4, 5, 6, 10, 15, 16, 17, 19, 20, 21, 25; RC 3.3, 3.6, 3.7, 3.10; EE 1, 6)

This field placement will be with a child who is ESE, ELL, and/or a diverse student. The child is a struggling reader. The activities in the lesson include an appropriate and authentic pre-assessment. The data from the pre-assessment will be used to design instruction. A post assessment will be conducted to measure the impact on student learning.

At the heart of effective reading instruction is the teacher's ability to diagnose students' strengths and needs. You will be required to complete a corrective case study on one student from your placement. The assignment requires you to work with one child, preferably in grades 1 or 2, who is experiencing some difficulty with reading. You will be required to administer/review the following measures (you may substitute measurements with instructor approval):

1. An Interest Inventory
2. An Attitude Survey
3. Sight Word Assessment (if in applicable grade level)
4. Pre-Assessment of Phonemic Awareness
5. FAIR (you will ask to view these scores)
6. Phonics Mastery Survey
7. A WCPM or Fluency Evaluation or Checklist.
8. A running record including a miscue analysis and comprehension questions. (As your supervising teacher what they currently use, if anything, to complete running records)

After analyzing and synthesizing the data, you will type a case study detailing the *child's scores on the administered assessments*, as well as recommended corrective instruction (approaches, techniques, and materials) based on your diagnosis. You will include all of the assessment forms you've completed for the case studies so they can be referred to if there are any questions when evaluating your case study. The child's real name will not appear on the case study or assessment forms and the results will be shared with the supervising teacher. You will need to submit this assignment electronically in LiveText (only your typed document) and all student data, etc. as well as your typed information in a binder or folder to your professor.

***CORRECTIVE CASE STUDY OUTLINE: Assessment - Level R. Parts 4 and 5 of this report will be used as part of your professional portfolio.**

This clinical report (case study) should include the following six (6) parts:

1. Ethnographic Data and List of Tests Administered - 10 pts

In this section include information about the child:

- A. Gender
- B. Age/grade
- C. Overall academic history
- D. Reading history—reading level (past and present)

E. Any information teacher shares about this student

2. Summary of Interest, Attitude, and Metacognitive Surveys - 10 pts

Present a summary of the students' hobbies, interests, and attitudes (in general, and as they pertain to reading). Use results from interest, attitude and metacognitive inventories and/or informal discussions with the student—see textbook and handouts provided by instructor.

3. Tests Administered - 10 pts

- A. Present a summary of the tests you administered from your textbook and/or instructor handouts.
- A. You are expected to use the tests in your text and/or provided by the instructor or those approved by the instructor, any additional testing is considered supplementary work.
- B. In this section, present a clear and concise summary of the tests you administered. Name the test and provide a brief description of what it is designed to assess.

4. *Summary of Diagnosis Findings - 20 pts

- A. Carefully summarize assessment findings—a summary/report is not an interpretation! Remember, that this summary may be placed in the student's academic record—treat with confidentiality and utmost professionalism.
- B. In this section, summarize the results of your assessment—e.g., what the student scored in word recognition, comprehension, etc. *This is where you will state the student's independent and instructional reading levels.*
- C. This area will demonstrate your **knowledge and application of assessment**.
- D. In addition, present a summary of the students' reading strengths and weaknesses based on the data.
- E. Evidence from tests is to be used throughout this section of the report. The reader will need to see that your findings are data (and not opinion)-driven!

5. *Instructional Recommendations - 25 pts

Using data from the assessments you administered, what are five (5) key instructional recommendations?

- A. What does this student need to help him/her improve or continue to grow in reading?
- B. What type of reading instruction will be best for this student?
 - 1. Describe the instruction
 - 2. Describe rationale for your choice
 - 3. Explain how this instruction will benefit the student
 - 4. Provide examples of strategies that would help this student improve his/her reading

6. Parent/Family Recommendations - 5 pts

Using the data from the assessments you administered, give at least 2 specific suggestions which could be done at home to facilitate growth.

7. Reflection - 20 pts

- A. Write a reflection on this experience using the 3 R format (reaction, relevance, and responsibility) for reflection.
- B. Respond to the following questions:
 1. What value is there in preparing a case study on a child?
 2. What parts worked well for you and what parts did you have difficulty with?
 3. What would you do differently if you had to do the case study again?
 4. How will you apply what you have learned from the process of preparing a case study to your teaching?

D. Field Experience: Intervention Lessons:

(FEAP/ PEC 1, 5, 7, 8, 9, 10, 11; ESOL 5, 6, 8, 10,11, 15, 16, 17; RC 2A, 3.2, 3.8, 3.9, 4.6, 5.13; EE 2, 6)

Submit four to five 30-45 minute intervention lessons on a reading skill or strategy. These lessons will *be designed for the student based on the case study information gathered*. You will teach at least **one of these lessons** in your field assignment as a one-on-one tutoring or small group teaching situation. The basic element of teaching is the individual lesson. Teachers design lessons to attain instructional goals. This assignment requires you to design four (or five) sequential lessons. Each lesson should focus on one skill or strategy (but they can be interconnected) based on your recommendations for instruction in your case study that was based on your assessment. Each lesson should follow the outline listed below.

1. Begin the process by reviewing the data you collected in the case study and the recommendations you made for instruction. What can you focus on in four lessons which would really help this student improve? You probably will not be able to accomplish all the recommendations you made but what can make the greatest impact at this moment?
2. Remember to choose material which the student will be interested in (interest surveys, etc...).
3. Identify your desired outcome. Are you seeking to improve their ability to retell? **Do they need to become more fluent?** Identify the Sunshine State Standard (SSS) associated with this goal.
4. Follow the model below for good teaching.
5. Share with a peer your draft and ask for feedback (revise if needed).
6. Implement (tutor) at least one lesson. Adjust lesson as needed, noting any changes you make and why (what worked, what didn't, what would you do differently, do you need to adjust for the next lesson?).
7. Assess the impact on student learning using authentic and appropriate assessment and reflect overall on the effectiveness, as well as further suggestions-- this is what you will be turning in using the format below for evaluation.

Intervention Lesson Outline

- A. *Overview and Rationale for Objective-* SSS it addresses and why you chose it for this student.
- B. *Instructional Materials and Resources-* what will be needed to complete lesson.
- C. *Prerequisite Learning Required-* what background information is required or skills needed to complete lesson. How will you or did you determine what your student knows about this topic/skill/strategy?
- D. *Accommodations for ESOL students and students with varied exceptionalities- this is required to meet ESOL standards.*
- E. *Four or Five Individual Explicit Intervention Teaching Lessons*

1. Lesson Components

A. *Anticipatory Set/Lesson Introduction* (state purpose and motivate them for lesson)

B. *Step-by-step teaching to scaffold learning* (explicit teaching-- what you will do and say, what will the student do?)

C. *Guided Practice* (what will they do/demonstrate and how will you facilitate them through this?)

D. *Independent Practice* (will this occur in the lesson or be part of the next lesson...your goal is independence so how are you going to get them there?).

E. *Review* (what will you do to summarize/wrap it all up?)

F. *Review and Evaluation of Student Learning-* -what assessment tools will you use?

G. *Reflection--* What have you learned about the learning environment? How did this help prepare you for teaching? What did you learn from the process of diagnosing, identifying, and correcting?

**E. Evaluation of a Reading Assessment Instrument:
(FEAP/PEC 1, 5, 9, 11, 12; ESOL 17, 19, 20, 21; RC 3.4, 3.5, 3.11, 3.12; EE 6)**

You will evaluate an assessment instrument from the list of diagnostic measures reviewed by the Florida Center for Reading Research (see list of tests below). The tests **may** be at your school site. **The form you will find on D2L** should be completed and provide information on grade appropriateness, test design (including an explanation of the design), validity, reliability, norming population, appropriateness for use with ELLs and students with disabilities, how it is administered, ease of administration and scoring, how it is administrated (including approximate time), ease of administration, what reading components are assessed and how they are assessed, as well as strengths and weaknesses of the instrument (a reflective analysis is implied). The form must be typed, double spaced and not exceed three pages.

State Approved Testing List—May Not Be in Use at All Schools, please ask which ones are administered (FAIR and FCAT are two certain choices if unable to locate different assessments)

List of Tests for the Assessment Instrument Evaluation Assignment, Assignment E

DAR-Diagnostic Assessment of Reading
DRP-Degrees of Reading Power
ERDA-Early Reading Diagnostic Assessment
EVT-Expressive Vocabulary Test
GRADE-Group Reading Assessment and Diagnostic Evaluation
PPVT-3 or 4 -Peabody Picture Vocabulary Tests
SRI-Scholastic Reading Inventory
SDRT-Stanford Diagnostic Reading Test 4th Ed.
SAT -10 Stanford Achievement Test, 10th Ed.
FCAT—Florida Comprehensive Achievement Test
FAIR—Florida Assessments in Reading

VII. Grading and Evaluation

A. Discussions	10%
B. Teacher Interview	20%
C. Corrective Case Studies	30%
D. Intervention Lessons	20%
E. Assessment Instrument Evaluation	20%

F. Grades: A = 90-100, B = 80-89, C = 70-79, D = 65-69, F = below 65

VIII. Suggested Readings

- Calkins, L., Montgomery, K., & Santman, D. (1998). *A teacher's guide to standardized reading tests*. Portsmouth, NH: Heinemann.
- Cappuis, & Stiggins, R. (2002). Classroom assessment for learning. *Educational Leadership* 60(1).
- Clay, M. M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- Cooper, J. D., & Kiger, N. D. (2001). *Literacy assessment: Helping teachers plan instruction*. Boston: Houghton Mifflin.
- Falk, B. (2000). *The heart of the matter: Using standards and assessment to learn*. Portsmouth, NH: Heinemann.
- Farr, R. (1992) Putting it all together: Solving the reading assessment puzzle. Reprinted, 1999, in *Reading assessment, principles and practices for elementary teachers*.
- Hudson, R.F., Lane, H. B, & Pullen, P. C. (2004). Reading **fluency** assessment and instruction: What, why, and how? *The Reading Teacher*, August.
- Newark, DE: International Reading Association. (Note there are 3 others in this publication)
Farstrup, A. E. & Samuels, J. (2002) *What research has to say about reading instruction*. Newark, DE: International Reading Association.
- Florida Department of Education. *Just Read, Florida !* Document, interim and final report.
Fountas, I.C. & Pinnell, G.S., (2001). *Guided reading and writing: Grades 3-6 teaching comprehension, genre, and content literacy*, Portsmouth, NH: Heinemann.
- Gaffney, J.S. Ed. (1999). *Stirring the waters*. Portsmouth, NH: Heinemann.
- Good, R.H., Kaminski, R. A., Simmons, D., & Kame'enui, E. J. (2001). "Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-Driven Model." *OSSC Bulletin*, 44 (1), 1-24.
- Grant, J.M., Hieffler, B. & Mereweather, K. (1995). *Student-Led conferences*. Markham, Ontario: Pembroke Publishers.
- Harp, B. (2000). *The handbook of literacy assessment and evaluation*. Christopher- Gordon Publishers.
- Harris, T., & Hodges, R. (eds.) (1995). *Literacy dictionary the vocabulary of reading and writing*. Newark, DE: International Reading Association.

- Linn, R. L., Baker, E.L., & Dunbar, S. (1991). "Complex, Performance-Based Assessment: Expectations and Validation Criteria". *Educational Researcher*. 20 (8).
- Manzo, A.V. & Manzo, U. (1993). *Literacy disorders: Holistic diagnosis and remediation*. Wadsworth.
- Rhodes, R. L., Ochoa, S. H. & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford.
- Reading First Assessment Training DIBELS (Dynamic Indicators of Basic Early Literacy)*. (2002). Florida State University. The Florida Center for Reading Research (FCRR).
- Silvaroli, N.J.. & Wheelock, W.H. (2001). *Classroom reading inventory* (specifically prepared for training). New York: McGraw Hill.
- Salvia, H. J. & Ysseldyke, J. E. (1991). *Assessment in special and remedial education, Fifth ed.* Boston, MA: Houghton-Mifflin.
- Sweet, D. (1993). *Education Research, Consumer Guide; Eighth ed* . OR 93-3013. Washington, D. C.: Office of Educational Research and Improvement (OERI), U.S. DOE.
- Stiggins, R.J. (2000-2001). "Learning Teams for Assessment of Literacy". *Orbit*. 30(4).
- Stiggins, R.J. (2001). *Student-involved classroom assessment. Third ed.* New York: Merrill Prentice Hall.
- Stiggins, R. & Arterand, J. (2002). *Training the Trainer in Assessment Literacy*. Boston, MA: NSDC.
- Taylor, B., Harris, L. A., Pearson, P.D., Garcia, G. (1995). *Reading difficulties instruction and assessment*. New York: McGraw Hill.
- Torgesen, J.K. (2002). "The Prevention of Reading Difficulties". *Journal of School Psychology*. 40, 7-26.

IX. Academic Integrity Policy

DSC is committed to providing you with quality instruction, guidance, and opportunities for academic and career success by fostering academic excellence in a supportive and personalized learning environment. Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. Grades conferred by instructors are intended to be, and must be, accurate and true reflections of the coursework actually produced

and submitted by you.

All cases of suspected violations of the Student Code of Conduct, including academic dishonesty, are reported to the Judicial Affairs Office for resolution.

Forms of Academic Dishonesty

Cheating -Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.

Plagiarism -Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.

Fabrication -Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

Other Academic Misconduct

Other Academic Misconduct might include, but is not limited to:

- In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.
- Obtaining by the theft/purchase OR selling/ giving part or all of a test.
- Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

X. Student Disability Services

To arrange for reasonable accommodations, students with disabilities should contact Student Disability Services (SDS) at the following locations: Bldg. 100 ANNEX, Rm. 108, on the Daytona Beach Campus; Bldg. 7, Rm. 142 on the Deland Campus; Bldg. 1, Rm. 208 on the Deltona Campus; and Bldg. 2/100C on the Flagler/Palm Coast Campus. Students needing accommodations on the New Smyrna Beach should call (386) 506-3657 to arrange an appointment to meet an SDS Specialist on that campus. To apply for reasonable accommodations, a student with a disability must provide SDS with appropriate written documentation from a licensed medical or mental health professional, who is qualified to diagnose his/her disability. The diagnosis should clearly state what the disability is and delineate the expected academic limitations caused by the disability

Any student needing accommodations for any DSC entrance exam should meet with a student disability specialist prior to scheduling his/her exam.

To reach us, call (386) 506-3238 or 506-3086 for a TDD connection.