**SP552: Social-Emotional Assessment in Schools**

**3 Credit Hours**

**Spring 2017**

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| **Course Introduction** |

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| **Instructor:** | Dan Koonce, Ph.D. |
| **Office and Hours:** | 325 Wells Street, 523, **T:** 10:30am – 12:50am; **TH:** 10:30am – 11:50am |
| **Phone:** | (312) 467-2338 |
| **E-mail:** | dkoonce@thechicagoschool.edu |
| **Course Website:** | CANVAS |

**Official Course Description**

This course provides access to core knowledge related to preventing, preparing for, responding to, and recovering from crises impacting students and schools. Additionally, candidates will be introduced to the concepts of prevention and universal screening. A practical application of these topics will be conducted as a means of understanding how to address the social-emotional needs of children using a systems approach of behavioral support.

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| **Institutional Learning Goals Addressed** |

**Institutional Learning Goals**

**Scholarship**

Graduates will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work in the area of behavioral assessment.

**Diversity**

Graduates will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.

**Professional Practice**

Graduates will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology.

**Professional Behavior**

Graduates will be able to function in a professional and ethical manner.

**Program Competency (Data-Based Decision Making and Accountability)**

* School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Program Competency (Consultation and Collaboration)**

* School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**Program Competency (Diversity in Development and Learning)**

* School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Program Competency (Research and Program Evaluation)**

* School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

**Course Learning Outcomes**

1. Students will become familiar with the essential features and secondary characteristics of the most prevalent behavior disorders found in children and adolescent populations.
2. Students will demonstrate clinical competence in the administration, scoring, and interpretation of the most commonly used assessment instruments, and develop an intervention plan based on the assessment results.
3. Students will gain a basic understanding of classification systems for children’s social, emotional, and behavioral disorders.
4. Students will demonstrate knowledge in using assessment data for classification and decision-making.
5. Students will learn the appropriate use of assessment measures to identify children with social, emotional, and behavioral needs. As such, students will be able to select appropriate instruments based on presenting problems, and become familiar with the merits and limitations of the most commonly used assessment instruments.
6. Students will be able to demonstrate clear written communication of assessment information and intervention recommendations appropriate for families and school personnel.
7. Students will become familiar with the most efficacious treatment regimens for various behavior disorders prevalent in children and adolescents and demonstrate knowledge in linking assessment to selecting an effective intervention.
8. Students will demonstrate knowledge related to preventing, preparing for, responding to, and recovering from crises impacting students and schools.
9. Students will understand the role of school crisis intervention teams to prevent and reduce school violence and trauma.
10. Students will identify the major components of comprehensive school crisis plans.

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| **Required and Optional Texts and Electronic Reserves** |

**Required Texts**

Whitcomb, S. & Merrell, K. W. (2014). Behavioral, social, and emotional assessment of children and adolescents (4th ed.), New York: Routledge.

ISBN: 9780415884600 (paperback)

Publisher’s Price: $83.95

**Required Readings on eReserve**

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). General school crisis planning issues. In S. E. Brock, A. B. Nickerson, M. A. Reeves, S. R. Jimerson, R. A. Lieberman, & T. A. Feinberg (Eds.), *School crisis intervention and prevention: The PREPaRE model* (pp. 47-70). Bethesda, MD: National Association of School Psychologists.

Chafouleas,S. M.,  Kilgus, S. P., & Wallach, N. (2010). Ethical dilemmas in school-based behavioral screening. Assessment for Effective Intervention, *35(4)*, 245–252.

Dever, B. V., Raines, T. C., & Barclay, C. M. (2012). Chasing the unicorn: Practical implementation of universal screening for behavioral and emotional risk. *School Psychology Forum: Research In Practice*, 6(4), 108-118.

Doll, B., & Cummings, J. (2007). *Transforming school mental health services: Population-based approaches to promoting the competency and wellness of children*. Bethesda, MD: NASP. (SELECTIVE CHAPTERS)

Espelage, D.L., & Holt, M.K. (2012). Understanding and preventing bullying and sexual harassment in school. In K .R. Harris, S. Graham, T. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA educational psychology handbook, Vol 2: Individual differences and cultural and contextual factors* (pp. 391-416). Washington, DC: American Psychological Association.

Gregory, A., Skiba, R. J., & Noguera P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher, 39,* 59-68.

Harry, B. (2007). The disproportionate placement of ethnic minorities in special education. In L. Florian (Ed.),*The SAGE handbook of special education* (pp. 67-84). Thousand Oaks, CA: Sage Publications Ltd.

Louvar Reeves, M. A., Conolly-Wilson, C. N., Pesce, R. C., Lazzaro, B. R., &. Brock, S. E. (2012a). Preparing for comprehensive school crisis. In S. E. Brock & S. R. Jimerson (Eds.), *Best practices in school crisis prevention and intervention* (pp. 245-264, 2nd ed). Bethesda, MD: National Association of School Psychologists.

Merrell, K. W., & Gueldner, B. A. (2010). Using social emotional learning to foster academic learning. In K. W. Merrell & B. A. Gueldner (Eds.), *Social and emotional learning in the classroom* (pp. 68-82). New York: Guilford Press.

Volpe, R. J., Briesch, A. M., & Chafouleas, S. M. (2010). Linking screening for emotional and behavioral problems to problem-solving efforts: An adaptive model of behavioral assessment*. Assessment for Effective Intervention, 35,* 240-244.

**Assignments**

1. Conduct individual scoring and interpretation assignments using the Behavior Assessment System for Children – Second **or** Third Edition (BASC-2 or BASC-3) - **(200 points).** Each student will conduct a comprehensive evaluation (multifaceted and multi-informant) of two children between the ages of 6 to 17 years old. The participants should be children demonstrating some social-emotional difficulties and may be in need support within the school setting. In cases where the practicum site is **unable** to provide multiple cases, the student may identify another case outside their practicum site. Students will use a combination of the **two** forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), or Self-Report of Personality (SRP). The culmination of these assessments will lead to the development of interpretative reports based on the interpretation of the BASC-2/BASC-3 instruments. Obtaining written consent for conducting the evaluation is required.

All testing and report writing will be done in accordance APA and NASP Ethical Standards. Reports must include appropriate permission forms. DO NOT SUBMIT INFORMATION THAT YOU HAVE NOT PHOTOCOPIED. Students are required to complete report re-writes until they are of acceptable quality. Re-writes are due within 5 calendar days of when the report is returned. However, students are graded on the first draft of each report.

1. Assessment of a Construct and Intervention/ Recommendations. **(30 points)**. Each student will select a construct that has been targeted for intervention (e.g., anger management, executive functioning, social skills, motivation). There will be two products generated from this assignment.

Product 1: Each student should (a) provide background information on the construct, (b) compare at least two different approaches to assessing the construct, and (c) discuss implications for assessing intervention outcomes. The construct must be typed, fully developed, and posted as a PPT or Prezi online via CANVAS. The construct project will be graded pass-fail. **(15 points)**.

Product 2: Each student will present to the class 20 or more intervention recommendations for a specific diagnostic category or group. Topics will be assigned during the first week and/or second week of the course. The discussion of these intervention recommendations will be presented in 10 minutes or less (an egg timer will be used during your facilitation of this assignment to ensure your efficiently sharing the information). The recommendations should not be read to the class—they should be discussed with your colleagues. Recommendations must be typed, fully developed, and posted on online via CANVAS on the Discussion Forum. The intervention project will be graded pass-fail. Students may **not** work with a partner. Students should be sure to closely follow the **rubric** that indicates aspects of recommendations that we look for when grading reports. (in 10 minutes or less, with copies for each class member). **(15 points)**

1. Evaluate a school or district crisis plan based upon the essential components addressed through the course**. (20 points)**. Each student will be asked to obtain a copy of the crisis/safety plan from his or her respective practicum site. Using small group and whole class discussion formats students will evaluate the plans and submit a structured summary, using the assignment requirements posted in CANVAS, of its completeness and recommendations for improvement.
2. Complete final examination**. (25 points)**. Each student will develop a PPT or Prezi based on one of the social emotional cases completed for requirement 1. The length of the presentation will be limited to 15 minutes. This will be presented during the day the case is due. A timer will be used to monitor the 15-minute period. Each case summary is graded pass-fail. The presentation should focus on integration of the data collected and culminating in providing a diagnostic/educational decision about the child’s outcome. More detailed information about the presentation will be discussed in class.
3. Flip the Classroom. **(10 points)**. Based on your assignment to a randomly assigned group, you will be required to conduct an interpretation of a case using data made available to you by the instructor. Please be aware that a portion of the work will be done outside the classroom and return to class with a completed product. The processing of the case will take place in class with a significant amount of feedback. An important aspect of this assignment is a to assault the data by discussing with the case with your group members, the instructor and your colleagues in the class.
4. In class reflection activities **(10 points each; 4 reflections).** Each student will complete four reflection products based on their experiences in conducting the program evaluation project. Specific prompts will be used for each reflection product. In order to process and reflection on the products produced after each reflection session, students will be randomly assigned to groups to discuss themes, challenges and areas of growth as a consequence of the project.

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| **Course Rubric** |

| **Learning Outcomes Addressed** | **Demonstration Level 1** | **Demonstration Level 2** | **Demonstration Level 3** | **Demonstration Level 4** |
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| Students will become familiar with the essential features and secondary characteristics of the most prevalent behavior disorders found in children and adolescent populations. | *Student has little to no knowledge of the principles and concepts regarding social-emotional assessment and its application to the field of school psychology.* | *Student is able to articulate their knowledge of the principles and concepts regarding the social- emotional assessment and its application to the field but has not taken an active role in learning.* | *Student is fluent with their knowledge and application of the principles and concepts related to the social-emotional assessment and its application to the field.*  *Demonstrates progress in writing and articulating the of evaluation systems applications.* | *Student has excelled with their knowledge, application and integration of the principles and concepts related to the social-emotional assessment.*  *Demonstrates an active role in learning and applying the principles of required for integrating the results of assessments and system evaluations.* |
| Demonstrate clinical competence in the administration, scoring, and interpretation of the most commonly used assessment instruments, and develop an intervention plan based on the assessment results. |
| Gain a basic understanding of classification systems for children’s social, emotional, and behavioral disorders. |
| Demonstrate knowledge in using assessment data for classification and decision-making. |
| Learn the appropriate use of assessment measures to identify children with social, emotional, and behavioral needs. As such, students will be able to select appropriate instruments based on presenting problems, and become familiar with the merits and limitations of the most commonly used assessment instruments. |
| Demonstrate clear written communication of assessment information and intervention recommendations appropriate for families and school personnel. |
| Become familiar with the most efficacious treatment regimens for various behavior disorders prevalent in children and adolescents and demonstrate knowledge in linking assessment to selecting an effective intervention. | *Student has little to no knowledge of the principles and concepts regarding social-emotional assessment and its application to the field of school psychology.* | *Student is able to articulate their knowledge of the principles and concepts regarding the social- emotional assessment and its application to the field but has not taken an active role in learning.* | *Student is fluent with their knowledge and application of the principles and concepts related to the social-emotional assessment and its application to the field.*  *Demonstrates progress in writing and articulating the of evaluation systems applications.* | *Student has excelled with their knowledge, application and integration of the principles and concepts related to the social-emotional assessment.*  *Demonstrates an active role in learning and applying the principles of required for integrating the results of assessments and system evaluations.* |
| Demonstrate the use and rationale for conducting a universal screening to identify the needs of students’ with mental health and social-emotional concerns. |
| Understand the role of school crisis intervention teams to prevent and reduce school violence and trauma. |
| Identify the major components of comprehensive school crisis plans. |

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| **Class Schedule, Assignments, and Grading** |

| **Week** | **Topic** | **Course Learning Outcomes** | **Readings and Assignments** | **Points / Due Date** | **Assessment Method / Tool** |
| --- | --- | --- | --- | --- | --- |
| Week 1  Jan 10 | Population-based Mental Health Services  Assessing School Risk; Understanding Crisis Theory | 8, 9, 10 | D & C Chpts. 1 & 2 |  |  |
| Week 2  Jan 17 | Student level social, emotional and behavioral assessment | 1, 2, 3, 4, 5 | BASC-3 Manual  Teacher Rating Scale (TRS)/ Parent Rating Scale (TRS): Administration/Scoring/ Interpretation |  |  |
| Week 3  Jan 24 | Student level social, emotional and behavioral assessment  Assessment of Internalizing/Externalizing Problems | 1, 2, 3, 4, 5 | W & M Chpts. 7, 10,11  BASC-3 Manual  Self-Report of Personality  Administration/Scoring/ Interpretation  **Flip the Classroom** | **10 points** | Rubric in CANVAS |
| Week 4  Jan 31 | Classification Systems  Exploration into Social Cognitive Theory | 3, 4 | W & M Chpts. 1 & 3 |  |  |
| Week 5  Feb 7 | Projective-Expressive Assessment Techniques  Evaluating Student Outcomes | 1, 2, 4, 5 | **Assessment of a Construct Due** | **15 points** | Rubric in CANVAS |
| Week 6  Feb 14 | Universal Screening | 4, 5, 6, 8 | Dever et al (2012).  Chafouleas et al (2010) |  |  |
| Week 7  Feb 21 | Service Learning Activity at Under Carrey’s Care | 4, 5, 6, 8 | No Assigned Readings  **Intervention/ Recommendation Development Due** | **15 point** | Rubric in CANVAS |
| Week 8  Feb 28 | Crisis Intervention and Evaluation; Review Crisis Plans | 8, 9, 10 | Brock et al (2012)  Louvar-Reeves et al (2012) | Sept. 17 |  |
| Week 9  March 7 | Case Study Work in Class | 3, 4, 5, 6 | No Assigned Readings | 5 –minute case presentations |  |
| Week 10  March 14 | Case Study Work in Class | 3, 4, 5, 6 | No Assigned Readings  **Social Emotional Report #1** | **90 points** | Rubric in CANVAS |
| Week 11  March 21 | Diversity in Assessment (Disproportionality) | 1, 4 | **Crisis Plan Evaluation Due**  Gregory, Skiba  & Noguera (2010); Harry (2007); Raines et al (2012)  **Discussion of Universal Screening Results** | **20 points** | Rubric in CANVAS |
| Week 12  March 28 | Assessing Social Skills and Social Emotional Strengths/Bulling  Evaluating Student Outcomes | 1, 2, 4, 5 | W & M (Chpt. 13)  Espelage & Holt (2012)  Volpe, Briesch, & Chafouleas (2010). |  |  |
| Week 13  April 4 | Student Presentations | 4, 5, 6, 7 | **Social Emotional Report #2**  **Final Exam** | **90 points**  **25 points** | Rubric in CANVAS |
| Week 14  April 11 | Student Presentations | 4, 5, 6, 7 | **Final Exam** | **25 points** | Rubric in CANVAS |

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| **Total Course Points** |

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| **Assignment** |  | **Points** |
| Flip the Classroom |  | 10 |
| Assessment of a Construct Due |  | 15 |
| Intervention/ Recommendation Development |  | 15 |
| Social Emotional Report #1 |  | 90 |
| Social Emotional Report #2 |  | 90 |
| Crisis Plan Evaluation |  | 20 |
| Final Exam / Case Presentation |  | 25 |
|  | **Total Points** | 265 |

**Credit Hour Requirements (for On Campus 14 Week Courses)**

* **One credit hour** is equivalent to a minimum of 53 minutes of faculty instructional time per week (742 minutes or 12.4 hours in 14 weeks) plus out-of-class student preparation time as defined by degree level.
* **Three credit hours** are equivalent to a minimum of 160 minutes (2.65 hours) of faculty instruction time per week (2226 minutes or 37 hours in 14 weeks) plus out of class student preparation time as defined by degree level.

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| **On Campus 14 Week Courses** | **Total Out of class Time**  **Per Week in Minutes** | | **Total Out of class Time**  **Per Week in Hours** | |
| **Degree Level** | **One Credit Hour** | **Three**  **Credit Hours** | **One Credit Hour** | **Three**  **Credit Hours** |
| Bachelor’s level courses | 106 | 318 | 1.75 | 5.3 |
| Master’s level courses | 159 | 477 | 2.65 | 8 |
| Doctoral level courses\*  *\*Dissertation preparation time additional* | 159\* | 477\* | 2.65\* | 8\* |

**Statutory Holidays or Instructor Absences**

Assignments and assessments are designed for students to achieve competencies as described by the learning outcomes.  For class time that is cancelled due to statutory holidays or instructor absences, students will be guided by faculty and course requirements to continue with learning opportunities to contribute to achieving competencies.

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| **Program Procedures** |

**Written Assignments**

* APA Style: All assignments are written in APA style using the Publication Manual of the American Psychological Association, 6th edition.
* Title and Reference Pages are required, as are inline citations.
* Papers will be graded using the Written Assignment Guidelines posted in the course.

**Rework**

* Instructors may allow a student to resubmit an assignment if they believe that it would advance the student’s learning and skill mastery. Instructors are directed to use this option with discretion.

**Late Assignments:**

* Late assignments may be accepted only with prior permission.
  + Prior permission means that you make the request more than 24 hours before the assignment is due and that you justify the late submission to the instructor.
  + Permission to turn in an assignment late is given at the instructor’s discretion.
  + Unless there is some extenuating circumstance, late papers must be turned in during the week following the due date.
  + Papers submitted late without permission will automatically lose one letter grade if submitted one day beyond the due date.
  + Papers submitted four or more days past the due date will not be graded and you will receive a zero for that assignment.

**Feedback**

* Please review your graded work and comments. Incorporate feedback into your next assignment.
* Written assignment feedback is provided within 96 hours of the due date for the assignment (usually midnight Central Time of Monday of the Week).

**Class Presence, Participation, and Follow-Up**

* Active participation is crucial to the learning process.
* Unless you are notified that there is a school -wide systems problem, you are responsible to post on time, all the time. Plan to have back-up systems-computers at work, library, or commercial access point.

**Grading Petitions in Writing Only**

Sometimes, discrepancies arise between a student's and an instructor's perceptions regarding grades. You are always welcome to discuss your grades with the instructor during office hours. However, if you want me to consider changing your grade, then you must turn in a petition in writing within one week of receiving your grade on the assignment. You must outline specifically why and how your work warrants more credit. Submitting written petitions does not guarantee point adjustments.

**Team Participation and Grading**

For team projects, usually each team member will receive the same grade for the project, but team members may be assigned different grades if it is determined that one or more members is/are not fully participating.

* To receive credit for team assignments, students are to participate actively with the team and contribute to the project.
* Students are graded on the process of team interaction/cooperation as much as the final product that the team produces.
* As to process, students will want to review the Student Handbook on expected code of behavior, so that a safe and positive environment is maintained. If conflict occurs, please address it directly with the individual involved and avoid beyond the scenes conversations that usually only escalate conflict.
* Although there are no set requirements for number of postings and/or days for participation in the team, students will want to be considerate and check-in often, keeping fellow team members advised as to one's whereabouts, progress to date on each assignment, upcoming schedule conflicts, if any, etc. In addition, the team as a whole is responsible for all team assignments. Waiting an inordinate amount of time for contributions from a non-responsive team member, or putting forth that the final project was not completed due to "someone else's" mistake, lack of effort, miscommunication, is not acceptable.
* Team projects are to be treated like workplace projects: deadlines are to meet, and team members are to find a way to meet that deadline. In the workplace, one's paycheck depends upon that effort; in the classroom, one's grade is dependent upon same. Students are encouraged to dialogue in an asynchronous environment. If all team members agree that synchronous dialogue would be beneficial, they may opt to conduct such a meeting through GoToMeeting (provided by the school) telephone conference calls or instant messenger.
* If at any time it is perceived that any offline meetings are deliberately exclusionary, isolating a student who cannot participate, students will be required to conduct all team activities within the confines of the asynchronous team environment.

**Grade Point Classification**

<http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Grade_Point_Classification>

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student’s transcript. Instructors award one of the following grades:

| **Grade** | **Percentages** | **Points** | **Description** |
| --- | --- | --- | --- |
| A | 94 – 100% | 4.00 | Superior |
| A- | 90 – 93% | 3.67 | Excellent |
| B+ | 88 – 89% | 3.33 | Very Satisfactory |
| B | 83 – 87% | 3.00 | Satisfactory |
| B- | 80 – 82% | 2.67 | Marginally Satisfactory |
| C | 70 – 79% | 2.00 | Below Expectations |
| F | 69 and below | 0.00 | Unacceptable |
| P | 80 – 100% | 0.00 | Pass (not calculated into GPA) |
| NP | 79 and below | 0.00 | No Pass (not calculated into GPA) |
| CR | Meets course requirements | 0.00 | Credit |
| NC | Does not meet course requirements | 0.00 | No Credit |
| IP | N/A | 0.00 | In Progress (temporary grade) |
| W\* | N/A | 0.00 | Withdrawal (up to 67% of course completed) |
| AU | N/A | 0.00 | Audit |
| I | N/A | 0.00 | Incomplete |

\* The W grade may be assigned by administrative staff in accordance with the drop/withdrawal schedule.

**Statement on Final Grades**

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Student ePortal.

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| **Institutional Policies from the Student Handbook** |

The Chicago School of Professional Psychology Policies are found in the TCSPP Catalog (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections): <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2003>

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| **POLICY** | **LINK** |
| **Access Accommodations** | <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2003#Access_Accommodations> |
| **Commitment to Diversity** | http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2001&hl=diversity&returnto=search#Statement\_of\_Commitment\_to\_Diversity |
| **Concerns about Academic Performance and Professional Comportment** | <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2004&hl=academic+integrity&returnto=search#Concerns_about_Academic_Performance_and_Professional_Comportment> |
| **Incomplete Grade Policy** | <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Incomplete> |
| **Military Leave of Absence** | <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Student_Status> |
| **Professional Comportment** | <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2004&hl=academic+integrity&returnto=search#Professional_Comportment> |
| **Religious Accommodations** | <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2003#Religious_Observance> |
| **Statement of Academic Integrity** | <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2004&hl=academic+integrity&returnto=search#Statement_of_Academic_Integrity> |
| **Use of Computing Resources** | <http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2004&hl=academic+integrity&returnto=search#Use_of_Computing_Resources> |

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| **Recommended Best Practices** |

**Electronic Communication Etiquette**

Learning and working online means that communication often lacks the benefit of visual support of body language and tone of voice. This can easily lead to misunderstandings or unintentional offense. Reviewing what is written in an email or posted in a discussion forum will serve to better support successful online participation.

Students are advised to observe the below guidelines when participating in an online course or communicating with others. Professional behavior is an institutional learning goal, and all are expected to behave as professionals in all aspects of communication.

* Be respectful, professional, and careful about what is said and how it is said.
* Be aware of the image being projecting online. Use clear writing and good form.
* As others cannot read nonverbal cues such as facial expressions or easily interpret the tone of written communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor (e.g. sarcasm may not be apparent in words alone).
* Respect the time of others. Keep communication short and to the point. Also, be sure to stay on topic.
* With disagreeing with others, be polite and gracious.
* On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that receivers may immediately grasp the topic being advanced.
* When someone else errs and/or does not follow proper protocol, consider whether it is necessary to provide correction. If correction is in order, be polite and, if discretion is advised, address the issue privately rather than in a public way.
* Avoid using ALL CAPS, especially when you are disagreeing! This is perceived as shouting and is considered rude.
* Comply with copyright laws.
* Be mindful of compatibility concerns. Be sure that files uploaded to online platforms can be viewed by others.
* Be aware of issues that might arise due to cultural and languages differences.
* Do not to violate the privacy of others. Do not send commercial advertisements or SPAM to other students, instructors, or staff.

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| **Student Academic Supports and Resources** |

### BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

### CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

1. Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
2. Access the community user boards and discussions.
3. Ask HelpDesk:
   1. Submit a ticket with your question or issue by filling out the form provided in the course.
   2. Contact the Help Desk by phone: 800-747-8367.
   3. Have a live IM chat with a HelpDesk representative.

### IT SUPPORT

Students may contact HelpDesk at: 800-747-8367.

### LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at:

* <http://chi.librarypass.org/>
* <http://la.librarypass.org/>
* <http://dc.librarypass.org/>

Here patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

**NATIONAL CENTER FOR ACADEMIC AND DISSERTATION EXCELLENCE (NCADE)**

1. **Academic Success Programs**- Contact: [kmitova@thechicagoschool.edu](mailto:kmitova@thechicagoschool.edu)

* Onboarding and Orientation
* Writing Assessment and Academic Writing Seminar
* One-on-one writing consultations (on-the-ground and online)
* Time management and learning style consultations
* Presentations on APA writing style and formatting