Second language assessment: Principals and strategies (FL 513)

SOU Summer Language Institute
July 15 – August 2, 2024
M-F 8:00-9:50am

Contact information

¡Hola! My name is Rachel Shively and I'm a professor of Spanish and applied linguistics at Illinois State University. Please contact me at any time with any questions or concerns. If you email me, I normally will respond within 24 hours. I'm also happy to meet with you in person. Just email me to set up a time. ☺

Email: rshivel@ilstu.edu

Course description

Welcome to Second Language Assessment! In this course, we'll explore the topic of second language assessment, that is, gathering evidence to inform our understanding of a person's knowledge and abilities in a second or additional language. We'll focus on the communicative approach to language teaching and, in that context, examine different forms of classroom-based assessment such as quizzes, tests, performance assessments, self- and peer- assessment, and portfolios. Additionally, we'll discuss principles for designing equitable and effective assessments, as well as strategies for giving students quality feedback. An important aspect of the course will be aligning assessments with learning objectives and instructional activities. Activities in this course will include readings, discussion, reflection, analysis, and the creation of assessments in the context of an instructional unit from your own teaching.

Please bring to Guanajuato all the materials from one unit or chapter that you have previously taught (i.e., unit and lesson plans, textbook, activities, handouts, etc.), including all your assessments for that unit. Ideally, pick a unit that doesn't currently work as well as you'd like and which you would like to revise.

Course objectives

By the end of this course, you'll be able to:

- Design effective assessments for the communicative language classroom.
- Provide students with quality feedback and effectively evaluate student work.
- Align desired learning outcomes and instructional activities with assessments.
- Apply various assessment techniques to carry out formal, informal, formative, and summative assessments.
- Critically analyze existing classroom assessments considering aspects such as validity, reliability, constructs, item format, washback, and alignment with objectives and instruction.

Course materials

All course readings are listed in the schedule below and will be available for free on the SOU Moodle course website (https://inside.sou.edu). You are asked to turn your assignments in on SOU Moodle as well.

Grading scale

A	100-94%	B-	83.9-80%	D+	69.9-67%
A-	93.9-90%	C+	79.9-77%	D	66.9-64%
B+	89.9-87%	C	76.9-74%	D-	63.9-60%
B	86.9-84%	C-	73.9-70%	F	59.9-0%

Assessments

Participation (10%)
Critique of existing assessments (25%)
Instructional unit redesign (20%)
Integrated performance assessment and rubric development (30%)
Presentation (15%)

Participation (10%)

Due to the intensive format of the SLI program, class attendance and punctuality are very important. No absences are allowed. Each absence will result in a 10% reduction in your final course grade. In the case of illness or some other emergency, please contact both the professor and the SLI director.

Your participation grade will be based on (1) attendance, (2) preparation for class, and (3) active and informed engagement in class discussions and activities. The following rubric will be used to evaluate your participation.

Participation: grading criteria

Points	Description
A	Full participation in class (in large group and small group interaction), asking quality questions, providing responses, and sharing knowledge with others—but also "shares the air" by not constantly dominating discussion. Always prepared for class having read and completed assignments. Fully engaged and thinking critically about the course material.
B	Above average participation as mostly a listener with some involvement in class (in large group and small group interaction). Some questions, some responses, and some sharing of knowledge. Always prepared for class having read and completed assignments. Fully engaged and thinking critically about the course material.
C	Does the minimum of what is expected: comes to class and completes assignments. Normally a listener in small- and large-group interactions. Asks and answers some questions. Sometimes distracted and/or unprepared and does not engage fully in the course material.
D	Does not demonstrate a time commitment to the course (e.g., is not well-prepared). Often does not participate, even when a group requests participation. Not interested in engaging with others to explore the course material.
F	Acts in a manner that disrupts the learning of self and others. Creates an uncomfortable environment for others (disrespect, incivility, etc.).

Critique of existing assessments (25%)

You will be asked to analyze and discuss the qualities (both positive and negative) of two assessments in your existing instructional unit (at least one should be a performance assessment) in a written report (typed, 3-4 pages, 12-point font, 1-inch margins, double-spaced), making reference to the concepts studied in this course. For each of the two existing assessments that you choose to critique, please address the following issues in your paper and consult the rubric below:

- **Technical aspects:** validity, reliability, measurement of intended constructs
- **Assessment techniques:** alignment of assessment with learning objectives, standards, and learning activities; authenticity, scoring, item format, practicality
- **Ethical aspects:** access skills, washback, providing students enough practice and appropriate learning activities and feedback to be successful on the assessment

Please turn in both your paper and the two existing assessments that you critiqued.

Critique of existing assessments: grading criteria

	A	B	C
Technical aspects	Technical aspects of the existing assessment were thoroughly, critically, and thoughtfully discussed. Various aspects of validity and reliability were included, as was a discussion of item types and how they measured (or didn't measure) intended constructs.	Technical aspects of the existing assessment were adequately discussed. Some aspects of validity and reliability were included, as was a discussion of item types and how the measured (or didn't measure) intended constructs.	Technical aspects of the existing assessment were discussed in brief. Only a few aspects of validity and reliability and/or a brief discussion of item types and how the measured (or didn't measure) intended constructs were included.
Assessment techniques	For the existing assessments, all the following are discussed fully: alignment of assessment with objectives, standards, and learning activities; activities practicality, authenticity, scoring, and item format choices.	For the existing assessments, most of the following are discussed adequately: alignment of assessment with objectives, standards, and learning activities; practicality, authenticity, scoring, and item format choices.	For the existing assessments, some of the following are discussed adequately: alignment of assessment with objectives, standards, and learning activities; practicality, authenticity, scoring, and item format choices.
Ethics	Much attention has been paid to the ethical aspects of the existing assessments. Student access skills have been addressed, along with washback and the alignment of activities with assessments.	Some attention has been paid to the ethical aspects of the existing assessments. Most of the following have been adequately addressed: access skills, washback, alignment of activities with assessments.	Minimal attention has been paid to the ethical aspects of the existing assessments. Two of the following have been adequately addressed: access skills, washback, alignment of activities with assessments.
Clarity of expression	Ideas are expressed clearly and concisely using academic language. The written report is well organized and coherent.	Most ideas are expressed clearly. Academic language, organization, and/or coherence are lacking in some parts.	Ideas are often not expressed clearly. Academic language, organization, and/or coherence are lacking.

Instructional unit redesign (20%)

You will be asked to revise the instructional unit plan that you brought with you applying information and techniques learned in this course. You will be provided with a unit plan template that you should use for this assignment. You do not need to create the materials or assessments for your unit at this stage, only the description of what the unit will include. Be sure your description of assessments and activities is thorough. Your revised unit should have the following characteristics:

- **Theme** should reflect important learning and be worth studying. It should address a "big idea" that has enduring value beyond the classroom.
- **Learning objectives** should reflect observable behaviors, align with national standards, represent understanding of the theme and increased communication, and engage higher-order thinking.
- **Integrated performance assessment (IPA)** should be the summative assessment for the unit, aligned with learning objectives, and reflect best practices in creating performance assessments (e.g., real-life task, authentic language, engaging and relevant, etc.).
- **Formative assessment** should provide students feedback along the way to prepare them to be successful on the summative assessment.
- **Learning activities** should be aligned with objectives and assessments and give students opportunities to develop the grammar, vocabulary, cultural knowledge, and other skills needed to succeed on the summative assessment.

You are asked to discuss the choices that you made in a discussion paper (1-2 pages, 12-point font, 1-inch margins, double-spaced), making reference to the concepts and techniques studied in this course. Please address the following questions in your paper, but be sure to synthesize the information and present it in essay format (please don't just answer each question one by one):

- What revisions did you make to your unit based on what you have learned in this course?
- In what ways do your assessments (formative and summative) align with your theme and learning objectives, following backward design?
- In what respects do your assessments reflect best practices?
- How do your unit learning activities and formative assessments prepare students to be successful on the summative performance assessments?

Unit redesign and IPA: grading criteria

	A	B	C
Unit theme and learning objectives	The theme represents a "big idea." The learning objectives all reflect observable behaviors. Several involve higher-order thinking. They very clearly describe the	The theme to some extent reflects a "big idea." Most of the learning objectives reflect observable behaviors. There is little higher-order thinking	The theme may not reflect a "big idea." Most of the learning objectives do not reflect observable behaviors. They do not involve higher-order thinking.

	target behavior, the content of the objective, and the specific circumstances of the objective. Objectives are well aligned with national standards. Objectives are consistent with the unit theme.	involved. They describe the target behavior, the content of the objective, and the specific circumstances of the objective, although some of these aspects may not be clear. Objectives are aligned with national standards. Objectives are consistent with the unit theme.	They do not do a good job of describing the target behavior, the content of the objective, and the specific circumstances of the objective. Objectives may not be well aligned with national standards. Objectives may not be consistent with the unit theme.
Integrated performance assessment (IPA)	All tasks in the IPA involve authentic and contextualized language. All tasks are engaging, realistic, and include a meaningful real-world communication. The tasks are very well integrated with each other. The IPA is aligned perfectly with the unit learning objectives.	All tasks in the IPA involve somewhat authentic and contextualized language. All tasks involve real-world communication. The tasks are somewhat integrated with each other. The IPA is somewhat aligned with the unit learning objectives.	The tasks in the IPA mostly involve inauthentic and decontextualized language. Some tasks involve real-world communication, but not all. The tasks are not well integrated with each other. The IPA is not well aligned with the learning objectives.
Learning activities and formative assessment	The learning activities and formative assessments will ensure that students are well prepared with the knowledge and skills to succeed on the summative unit assessments.	The learning activities and formative assessments will provide students with some of the knowledge and skills needed to succeed on the summative unit assessments, but they could be improved.	The learning activities and formative assessments do not provide students with the appropriate knowledge and skills to be successful on the summative unit assessments.
Discussion paper	The paper thoroughly and thoughtfully discusses the backward design process of redesigning the unit, how assessments reflect best practices, and the alignment of assessment, learning activities, and learning objectives.	The paper adequately (but not very thoroughly or thoughtfully) discusses the backward design process of redesigning the unit, how assessments reflect best practices, and the alignment of assessment, learning activities, and learning objectives.	The paper does not thoroughly, thoughtfully, or clearly describe the backward design process of redesigning the unit, how assessments reflect best practices, or the alignment of assessment, learning activities, and learning objectives.
Clarity of expression	Ideas are expressed clearly and concisely using academic language. The written report is well organized and coherent.	Most ideas are expressed clearly, but some are less clear. Academic language, organization, and/or coherence are lacking in some parts.	Ideas are often not expressed in a clear and concise manner, making it difficult for the reader to process. Academic language, organization, and/or coherence are consistently lacking.

Integrated performance assessment and rubric development (30%)

You will be asked to create (or *substantially* revise) the tasks for the summative integrated performance assessment (IPA) that you described in the previous assignment (i.e., your revised instructional unit), keeping in mind the assessment concepts covered in this course. The IPA should include three tasks, one each in the interpretative, interpersonal, and presentational modes. The IPA tasks can be oral or written. You will also be asked to turn in a rubric for each task.

Make sure that your new or substantially revised **IPA**:

- Includes three tasks, one in each mode of communication, that are all related to the theme of your instructional unit.
- Aligns with learning objectives in your instructional unit.
- Elicits language that is as natural as possible.
- Has tasks that are as contextualized in real-life activities as possible.
- Includes meaningful topics that are engaging and relevant to your students.
- Reflects use of language in a meaningful real-world task.

Make sure that your new or revised **rubrics** include:

- Only those aspects that describe a quality performance on the task (you can also indicate "non-negotiables" separate from the rubric itself).
- Clear expectations.
- Realistic expectations for language use at the target proficiency level.
- Observable indicators.
- Criteria appropriate for the task and mode of communication.
- Useful feedback about student performance, including use of Spanish.

In addition, you will be asked to discuss the choices you made in this assignment in a discussion paper (typed, 1-2 pages, 12-point font, 1-inch margins, double-spaced). In your paper, please describe the choices that you made and how your IPA and rubrics reflect the characteristics listed above.

If you are substantially revising an existing IPA and/or rubric(s), please turn the originals in with your redesigned materials.

IPA and rubric development: grading criteria

	A	B	C
Integrated performance assessment (IPA)	The IPA includes three well-designed tasks, one in each mode of communication, that elicit language that is very natural and that is	The IPA includes three tasks, one in each mode of communication, that all elicit language that is somewhat natural and	The IPA includes three tasks, one in each mode of communication, but one or more elicit language that is pretty unnatural

	contextualized in an engaging, realistic, and meaningful real-world activities. The IPA is aligned perfectly with the learning objectives. Task instructions are clear.	that is contextualized in real-world activities. The IPA is somewhat aligned with the learning objectives. Task instructions are mostly clear.	and that is not contextualized in real-world activities. The IPA may not be well aligned with the learning objectives. Task instructions may often not be very clear.
Rubrics	The rubrics provide very clear expectations, includes excellent descriptors of a quality performance and only observable indicators. The criteria are very appropriate for the task, mode of communication, and proficiency level. The feedback students receive will be very useful and relevant.	The rubrics provide somewhat clear expectations, includes descriptors of a quality performance and mostly observable indicators. The criteria are almost always appropriate for the task, mode of communication, and proficiency level. The feedback students receive will be mostly useful and relevant.	The rubrics do not always have clear expectations and the descriptors do not (just) focus on a quality performance. Indicators may not always be observable. The criteria are mostly inappropriate for the task, mode of communication, and proficiency level. The feedback students receive will not be very useful.
Discussion paper	The paper thoroughly explains how the IPA and rubrics reflect best practices.	The paper explains superficially how the IPA and rubrics reflect best practices.	The paper does not clearly explain how the IPA and rubrics reflect best practices.
Clarity of expression	Ideas are expressed clearly and concisely using academic language. The written report is well organized and coherent.	Most ideas are expressed clearly, but some are less clear. Academic language, organization, and/or coherence are lacking in some parts.	Ideas are often not expressed in a clear and concise manner, making it difficult for the reader to process. Academic language, organization, and/or coherence are consistently lacking.

Presentation of unit redesign and IPA (15%)

The goal of this activity is for you to share your work in this course with your colleagues. You are asked to present about your instructional unit redesign and your IPA. Please use visuals to accompany what you say (e.g., Google Slides, Powerpoint). In your presentation, please include the following information:

- Briefly describe the teaching context for your unit (grade, level, etc.).
- Describe your redesigned unit: explain the new theme, the new unit objectives, and the new summative integrated performance assessment (IPA).
- Indicate how your IPA aligns with your unit objectives and what types of formative assessment will be used to help students prepare for the IPA.
- Show and describe each of the three tasks that you created or revised for your summative IPA and discuss the design principles that you used to create or revise your IPA.
- Describe a key "take-away" from this course that you hope to keep in mind as you implement future assessments in your teaching.

Your presentation should last 8-10 minutes. Afterwards, we will have time for questions and comments.

Presentation: grading criteria

Content: The unit and IPA, alignment, and key take-away are clearly and succinctly described.	10	9	8	7	6	5	4	3	2	1
Delivery: Visuals used are effective in presenting information. Information is presented in a clear, organized, and engaging manner.	10	9	8	7	6	5	4	3	2	1
Preparation: Presenter is well-prepared, professional, and observes the time limit.	10	9	8	7	6	5	4	3	2	1
Total points	_____ / 30 points									

Course schedule

Date	Preparation prior to class	In class
Week 1		
July 15	**Readings** *(see links in bibliography below)*: • ACTFL Standards for Foreign Language Learning: Preparing for the 21st Century Executive Summary • ACTFL performance descriptors for language learners • ACTFL Spanish Proficiency Guidelines	**Introduction**
July 16	**Readings**: Brown & Abeywickrama (2018), chapter 1 (pp. 1-18)	**Assessment concepts and issues**
July 17	**Readings**: Brown & Abeywickrama (2018), chapter 2 (pp. 27-51)	**Principles of assessment**
July 18	**Readings**: Wiggins & McTighe (2005), introduction (pp. 1-11) and chapter 1 (pp. 1-11)	**Assessment in curriculum design**
July 19	**Readings** *(see links in bibliography below)*: • CAST (2018): click on all the links in the graphic labelled "Universal Design for Learning Guidelines" and read the short descriptions at each link. • CAST (2020, pp. 1-5)	**Assessment in curriculum design**
Week 2		
July 22	**Readings**: Sandrock (2010), chapters 1-3 (pp. 1-32) **Due: CRITIQUE OF EXISTING ASSESSMENTS**	**Performance assessments and IPA**
July 23	**Readings**: Sandrock (2010), chapter 4 (pp. 35-63)	**Rubrics**
July 24	**Readings**: Brown & Abeywickrama (2018), chapter 3 (pp. 58-74)	**Classroom tests**
July 25	**Readings:** Brown & Abeywickrama (2018), chapter 12 (pp. 312-329)	**Self- and peer-assessment, portfolios, and narrative assessment**
July 26	**Readings:** Brown & Abeywickrama (2018), chapter 11 (pp. 286-302, 308-309) **Due: INSTRUCTIONAL UNIT REDESIGN**	**Grading and evaluation**
Week 3		
July 29	**Readings**: Brown & Abeywickrama (2018), chapter 6 (pp. 128-136) and chapter 8 (pp. 195-200)	**Assessing receptive skills**
July 30	**Readings**: Brown & Abeywickrama (2018), chapter 7 (pp. 156-160) and chapter 9 (pp. 227-230)	**Assessing productive skills**
July 31	**Readings**: Brown & Abeywickrama (2018), chapter 10 (pp. 260-283)	**Assessing grammar and vocabulary**
August 1	**Presentations**	
August 2	**Presentations** **Due: IPA AND RUBRIC DEVELOPMENT**	

Bibliography

American Council on the Teaching of Foreign Languages. (1999). *ACTFL performance descriptors for language learners*. ACTFL. http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners.

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American Council on the Teaching of Foreign Languages. (2012). Spanish proficiency guidelines. ACTFL. http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish.

Brown, H. D., & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson.

CAST. (2018). Universal Design for Learning Guidelines version 2.2. http://udlguidelines.cast.org

CAST. (2020). UDL tips for assessments. Wakefield, MA. https://www.cast.org/binaries/content/assets/common/publications/downloads/cast-udltipsforassessment-20200920-a11y.pdf

Sandrock, P. (2010). T*he keys to assessing language performance: A teacher's manual for measuring student progress*. ACTFL.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed). Association for Supervision and Curriculum Development.

Raider Reminder

All students must abide by the Code of Student Conduct and Equal Opportunity, Harassment, and Sexual Misconduct Policy. Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the University's mission and values. We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

COVID-19

We continue to monitor national and regional developments regarding COVID-related guidelines. Please refer to the Oregon Health Authority for guidance on what to do if you test positive for COVID.

SOU Cares and equity grievance reporting

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares System allows us to connect you with staff members who can assist with concerns and connect you to further available resources. This includes concerns regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcome to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to www.sou.edu/cares to submit a note of concern.

The Dean of Students' Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU's Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing this form.

Academic honesty statement and code of student conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited."

Such acts include, but are not limited to: copying from the work of another person or source, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another individual or source that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual or source; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. The examples above include the use of any generative artificial intelligence tool such as ChatGPT, Dall-E 2, Stable Diffusion 2, etc. that is inconsistent with the faculty's expressed expectations for the entire course or any assignment. Note that students are responsible for any inaccurate, biased, offensive, or otherwise unethical content they submit regardless of whether or not it makes use of AI in any way.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct. In case of loss, theft, destruction, or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all work that has been graded and returned to you.

Turnitin originality checker

Per SOU's [Code of Student Conduct,](#) each student's education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. In order to provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. In order to meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Although Turnitin may provide your instructor with an "artificial intelligence detection score" for your work along with an originality score, such analysis is highly unreliable and no AI detection software analysis will be used as evidence in relation to Academic Honesty and the Code of Student Conduct. Any student who does not wish to accept the EULA in a course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](#) and review the terms and conditions.

Emergency notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, and staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and mandatory reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU's confidential advising](#) or SOU's [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form.](#)

SOU academic support / disability resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/ modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, mental health, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access **since these services are not retroactive.**

All students may benefit from the ability to convert files posted in Moodle to alternate formats including audio, ebook and Braille. Learn more about file conversion.

Student Health & Wellness Center (SHWC)

SHWC is an integrative health center that provides both medical and mental health services to students. SHWC is open Monday - Friday 8am-5pm (Wednesdays 9am-5pm). Students can call (541) 552-6136 to schedule an appointment or go to their health portal at https://health.sou.edu/ to schedule an appointment online. Students can be seen the same day if they have an urgent need. They can call or walk-in to be seen that day. SHWC also offers 24/7 free, confidential mental health and well-being support through the TELUS program. Students can go to the TELUS home page to talk or chat with a provider.

Statement on military and other forms of active service duty

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other coursework due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

Attendance and financial aid

Students who receive federal financial aid are required to attend and participate in all of the courses for which they register, starting with the first week of class. For face-to-face courses, in-person attendance is necessary. The US Department of Education (USDE) describes the following activities as indicators of attendance and active participation (see the formal rules at the USDE website):

- Attending a synchronous class, lecture, recitation, or field or laboratory activity where there is an opportunity for interaction between the instructor and students;
- Submitting an assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial or webinar;
- Participating in an assigned study group, group project or an online discussion; or
- Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week engagement:

- Living in campus housing or using an institutional meal plan,
- Logging into an online class or tutorial without any further participation, or
- Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person course or those who do not participate in an online course as described above. Any students who are reported as no-shows will have their financial aid status reviewed and their award may be adjusted as a result.