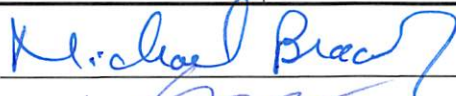
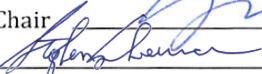
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>11-8-21</u> UFS Approval _____ SCNS Submittal _____
	Department <u>Exceptional Student Education</u> College <u>Education</u> <i>(To obtain a course number, contact erudolph@fau.edu)</i>		Confirmed _____ Banner Posted _____ Catalog _____
Prefix <u>SLS</u> Number <u>2212</u>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code _____	Type of Course <input style="border: 1px solid red;" type="text" value="Lecture"/>	Course Title <u>Self-Monitoring of Performance and Attention</u>
Credits <i>(Review Provost Memorandum)</i> <u>2</u>	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i> Students will develop and apply self-monitoring strategies that support their academic, social, and employment activities. The central focus of this course is to develop skills using a variety of available resources that will help students monitor and control their attention and behavior, contributing to college and career success. This course is open to all students at FAU.	
Effective Date <i>(TERM &amp; YEAR)</i> <u>Spring 2022</u>	Prerequisites, <b>with minimum grade*</b> <u>No prerequisites</u>		Corequisites <u>No corequisites</u>
		Registration Controls <i>(Major, College, Level)</i> <u>None</u>	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> <u>None</u> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b> <u>Master's degree in Education</u>			
Faculty Contact/Email/Phone <u>Diana Valle-Riestra (dvalleriestra@fau.edu)</u>		List/Attach comments from departments affected by new course <u>All COE departments (see attached)</u>	
Approved by Department Chair <u></u> College Curriculum Chair _____ College Dean <u></u> UUPC Chair <u>Dan Macroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____		Date <u>10/18/2021</u> <u>10/21/2021</u> <u>10/21/2021</u> <u>11-8-21</u> <u>11-8-21</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**Department of Exceptional Student Education  
College of Education  
Florida Atlantic University**

**Instructor:**  
**Phone:**  
**Office Hours:**

**Office:**  
**E-mail:**  
**Class Day/Time:**

Insert  
Picture  
Here

**COURSE NUMBER: SLS 2212**

**TERM:**

**CRN:**

**2 CREDITS**

**COURSE TITLE:** Self-Monitoring of Performance and Attention

**COURSE DESCRIPTION:** Students will develop and apply self-monitoring strategies that support their academic, social, and employment activities. The central focus of this course is to develop skills using a variety of available resources that will help students monitor and control their attention and behavior, contributing to college and career success. This course is open to all students at FAU.

**INSTRUCTIONAL METHOD:** This class is designated as “In-person: Attendance Mandatory.” Class sessions will take place on campus with social distancing protocols. If missing class for a University-approved reason, students must email the instructor before class.

**PREREQUISITE or COREQUISITE:** None. This is the first course in the Executive Functioning Sequence.

**REQUIRED TEXTS/READINGS:** No required text for this class. Readings will be provided by the instructor in class or via Canvas. Selected readings will be provided in multiple formats as appropriate. Please refer to the course schedule for required readings.

**REQUIRED MATERIALS AND TECHNOLOGY:**

Students will need to have access to a cell phone and a laptop / computer / or a tablet. Your FAU email will be used to communicate in this class, so students are expected to check their email daily and respond to emails from the professor.

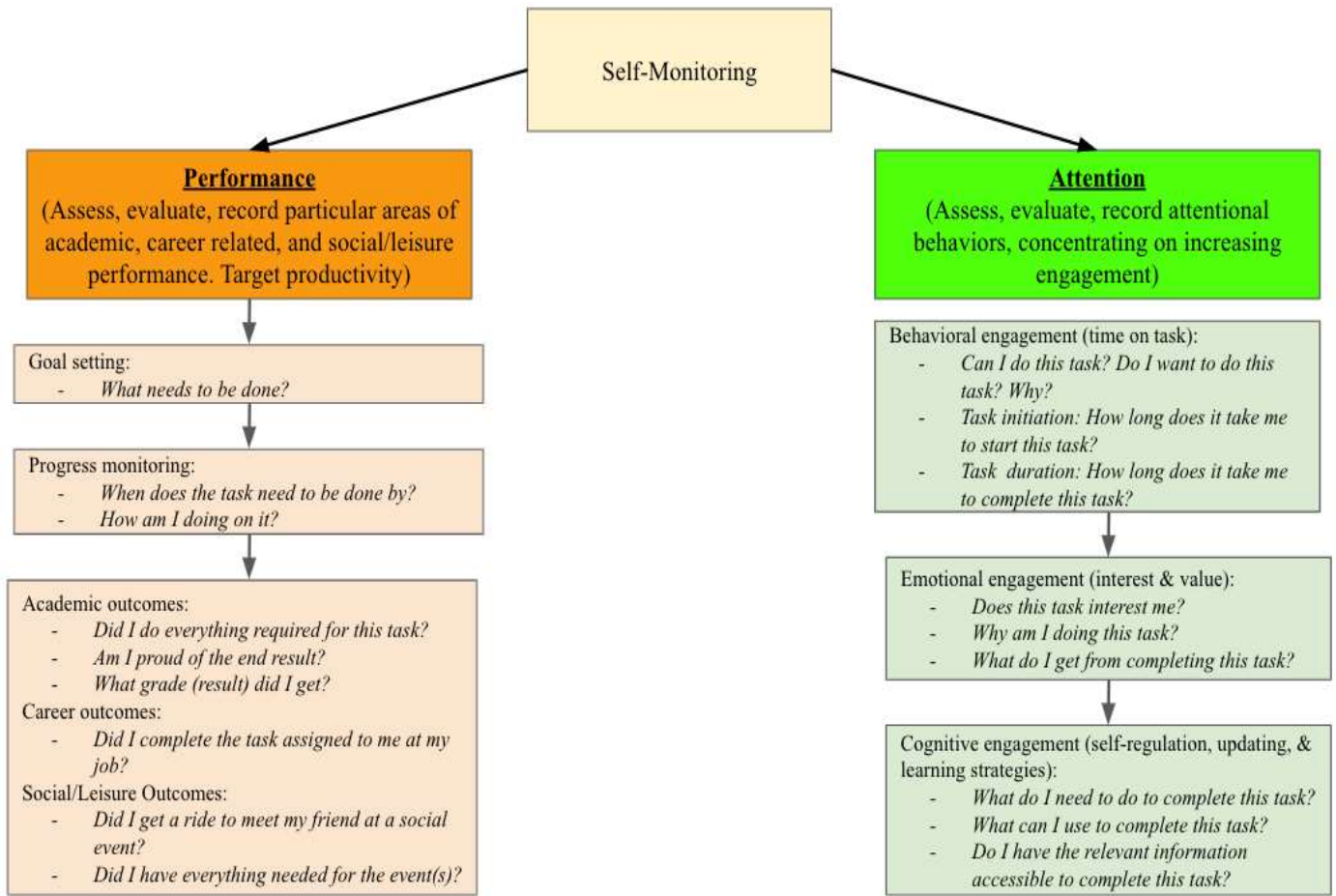


All written materials will be provided by the instructor in class or on Canvas (<https://canvas.fau.edu>). Materials will be provided in multiple formats as appropriate. Please refer to the course schedule for materials.

**COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:** At the end of this course, students will be able to:

1. Explain the difference between self-monitoring of performance and self-monitoring of attention.
2. Define goals for self-management and monitor oneself in achieving those goals.
3. Document and observe one's own behavior and identify strategies that are needed to complete academic, career related, and social/leisure tasks.
4. Identify and demonstrate use of strategies that can be used for self-monitoring of performance.
5. Identify and demonstrate use of strategies that can be used for self-monitoring of attention.
6. Assess the success of the use of strategies and task/goal completion.

**CONTENT OUTLINE:**



**COURSE EVALUATION METHOD:** Course evaluation will be based on in-class activities and a reflection project. In-class activities will be based on course content and will focus on self-evaluating pre-existing skills, learned skills, and continuously monitoring and assessing select work students complete during the semester. The project will be completed in the form of a PowerPoint Presentation and will require students to reflect on the progress they have made in select areas and present it to the class.

- 1) **Self-Monitoring Skills Pre-Survey:** This evaluation will be done at the beginning of the semester. Students will complete a survey that allows them to honestly self-assess their self-monitoring skills. **(10 points)**
- 2) **Self-Monitoring Skills Post-Survey:** This evaluation will be completed at the end of the semester. Students will complete a survey that allows them

to honestly self-assess their self-monitoring skills towards the end of the semester. **(10 points)**

- 3) **Goal Setting/ Progress Monitoring Template:** Students will complete a goal setting template for a class of their choice for the semester. Students will monitor their progress toward completing their goals set for the class of their choosing and bring it in for bi-weekly peer check-in sessions. In these sessions, students will determine how they are progressing towards their goals and decide whether the criteria of their goals need to be adjusted. **(10 points)**
  
- 4) **Engagement Self-Assessment:** Students will be asked to complete a self-assessment on two (2) assignments of their choice throughout the semester, assessing their behavioral engagement, emotional engagement, and cognitive engagement. Each self-assessment is 5 points. **(10 points)**
  
- 5) **Reflection PowerPoint Presentation:** Students will create a PowerPoint Presentation based on a template provided by the instructor. The PowerPoint will be a reflection and a self-evaluation of their self-monitoring, goal setting and progress monitoring, and engagement experience throughout this course. Students will present their PowerPoint Presentations to the class. *See rubric.* **(60 points)**
  
- 6) **Attendance and Participation:** Attendance and participation are important. Students are expected to follow the course schedule. If a student is absent from class, it is his/her responsibility to obtain the information missed and be prepared for the next class session. **(10 points)**

<b>Assignment</b>	<b>Possible Points</b>	<b>Earned Points</b>
Self-Monitoring Skills Pre-Survey	10	
Self-Monitoring Skills Post-Survey	10	
Goal Setting/Progress Monitoring Template	10	
Engagement Self-Assessment	10	
Reflection PowerPoint Presentation	60	
Attendance and Participation	10	
<b>TOTAL</b>	<b>110</b>	

**COURSE GRADING SCALE:** Final grades will be calculated by adding together the total number of points obtained on each assignment and converting to percentage. Grades will be determined using the following grading scale:

A =93-100  
 B- =80-82  
 D+=67-69

A- =90-92  
 C+=77-79  
 D =63-66

B+=87-89  
 C =73-76  
 D-=60-62

B =83-86  
 C-=70-72  
 F =Below 60

**COURSE SCHEDULE FOR SEMESTER**

<b>WEEK/ DATE</b>	<b>TOPICS</b>	<b>READINGS &amp; ASSIGNMENTS</b>
<b>1</b> <i>Insert date</i>	Introduction into Self-Monitoring	<ul style="list-style-type: none"> <li>- <a href="https://iris.peabody.vanderbilt.edu/module/sr/cresource/q2/p04/">https://iris.peabody.vanderbilt.edu/module/sr/cresource/q2/p04/</a></li> <li>- Self-Monitoring Skills Pre-Survey</li> </ul>
<b>2</b> <i>Insert date</i>	Goal Setting: Short Term - SMART Goals	<ul style="list-style-type: none"> <li>- Goal Setting Template</li> <li>- <a href="https://degrees.snu.edu/blog/the-importance-of-goal-setting-for-adult-students">https://degrees.snu.edu/blog/the-importance-of-goal-setting-for-adult-students</a></li> </ul>
<b>3</b> <i>Insert date</i>	Goal Setting: Long Term - SMART Goals - Goal Objectives	<ul style="list-style-type: none"> <li>- Identify Long-term Goals and Objectives</li> </ul>
<b>4</b> <i>Insert date</i>	Progress Monitoring - Using Checklists	<ul style="list-style-type: none"> <li>- Create Self-Monitoring Checklist</li> <li>- <a href="https://www.interventioncentral.org/tools/self-check-behavior-checklist-maker">https://www.interventioncentral.org/tools/self-check-behavior-checklist-maker</a></li> </ul>
<b>5</b> <i>Insert date</i>	Academic Outcomes	<ul style="list-style-type: none"> <li>- Self-Reflection: <i>What do I want my academic outcomes to be?</i></li> <li>- Revisit SMART goal: <i>Am I on track to meeting my outcome (goal)? If no, do I need to revise? How and in what ways?</i></li> </ul>
<b>6</b> <i>Insert date</i>	Career-Related Outcomes	<ul style="list-style-type: none"> <li>- <a href="https://worksupport.com/documents/Self_Monitoring.pdf">https://worksupport.com/documents/Self_Monitoring.pdf</a></li> <li>- Self-Reflection: <i>What do I want MY career related outcomes to be?</i></li> <li>- Revisit SMART goal: <i>Am I on track to meeting my outcome (goal)? If no, do I need to revise? How and in what ways?</i></li> </ul>

<p><b>7</b> <i>Insert date</i></p>	<p>Social/Leisure Outcomes</p>	<ul style="list-style-type: none"> <li>- Self-Reflection: <i>What do I want my social and leisure outcomes to be? What kind of quality of life do I want for myself?</i></li> <li>- Revisit SMART goal: <i>Am I on track to meeting my outcome (goal)? If no, do I need to revise? How and in what ways?</i></li> </ul>
<p><b>8</b> <i>Insert date</i></p>	<p>Consistency and Accountability</p>	<ul style="list-style-type: none"> <li>- Watch video: Becoming Accountable <a href="https://www.youtube.com/watch?v=nvuYCtv4Pcw">https://www.youtube.com/watch?v=nvuYCtv4Pcw</a></li> <li>- Discussion: <i>What are some ways we can hold ourselves accountable?</i></li> </ul>
<p><b>9</b> <i>Insert date</i></p>	<p>Scheduling</p>	<ul style="list-style-type: none"> <li>- Self-Reflection: Schedule improvement - <i>How can I improve scheduling my tasks to effectively self-monitor?</i></li> <li>- Discussion: <i>What are different scheduling techniques to keep track of tasks? Pros and cons of each.</i></li> </ul>
<p><b>10</b> <i>Insert date</i></p>	<p>Evaluating Goals</p>	<ul style="list-style-type: none"> <li>- Revisiting SMART Goals</li> </ul>
<p><b>11</b> <i>Insert date</i></p>	<p>Cognitive Engagement and Management</p>	<ul style="list-style-type: none"> <li>- Engagement Self-Assessment</li> </ul>
<p><b>12</b> <i>Insert date</i></p>	<p>Presentations</p>	<ul style="list-style-type: none"> <li>- Reflection PowerPoint Presentation &amp; Feedback</li> </ul>
<p><b>13</b> <i>Insert date</i></p>	<p>Presentations</p>	<ul style="list-style-type: none"> <li>- Reflection PowerPoint Presentation &amp; Feedback</li> </ul>
<p><b>14</b> <i>Insert date</i></p>	<p>Review &amp; Acknowledgements</p>	<ul style="list-style-type: none"> <li>- Group Debriefing</li> </ul>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Self-Monitoring Skills Pre-Survey**

**Directions:** Please complete the survey below by circling the correct choice.

1. I am able to recognize my mistakes.

Always	Sometimes	Never
--------	-----------	-------

2. I keep track of deadlines and due dates.

Always	Sometimes	Never
--------	-----------	-------

3. I know when to ask for help.

Always	Sometimes	Never
--------	-----------	-------

4. I am able to apply feedback from my own personal reflection and others.

Always	Sometimes	Never
--------	-----------	-------

5. I check my assignments multiple times before turning them in to make sure I meet all the requirements and that the work I am turning in is a good reflection of me.

Always	Sometimes	Never
--------	-----------	-------

6. I review my assignments once they have been graded.

Always	Sometimes	Never
--------	-----------	-------

7. When learning something new, I take breaks to check for understanding.

Always	Sometimes	Never
--------	-----------	-------

8. I frequently check my grades and overall progress in each class.

Always	Sometimes	Never
--------	-----------	-------



9. When working on a task, I ask myself questions like: Do I need to make some changes? What is working and what is not working?

Always	Sometimes	Never
--------	-----------	-------

10. I am able to follow directions effectively.

Always	Sometimes	Never
--------	-----------	-------

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Self-Monitoring Skills Post-Survey**

**Directions:** Please complete the survey below by circling the correct choice.

1. I am able to recognize my mistakes.

Always	Sometimes	Never
--------	-----------	-------

2. I keep track of deadlines and due dates.

Always	Sometimes	Never
--------	-----------	-------

3. I know when to ask for help.

Always	Sometimes	Never
--------	-----------	-------

4. I am able to apply feedback from my own personal reflection and others.

Always	Sometimes	Never
--------	-----------	-------

5. I check my assignments multiple times before turning them in to make sure I meet all the requirements and that the work I am turning in is a good reflection of me.

Always	Sometimes	Never
--------	-----------	-------

6. I review my assignments once they have been graded.

Always	Sometimes	Never
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7. When learning something new, I take breaks to check for understanding.

Always	Sometimes	Never
--------	-----------	-------

8. I frequently check my grades and overall progress in each class.

Always	Sometimes	Never
--------	-----------	-------

9. When working on a task, I ask myself questions like: Do I need to make some changes? What is working and what is not working?

Always	Sometimes	Never
--------	-----------	-------

10. I am able to follow directions effectively.

Always	Sometimes	Never
--------	-----------	-------

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Goal Setting Template

**Directions:** Complete the S.M.A.R.T. goal template. Make sure each section is completely filled out.

Goal:	I will _____ by _____. I will reach my goal by _____.
-------	---



What EXACTLY do you want to accomplish?
How will I know when I meet my goal?
Is it possible to meet this goal with effort by my timeline?
Is this goal worth working hard to accomplish? Does it help me with my long-term goals?
What is the deadline I have set to meet this goal?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Engagement Self-Assessment**

Directions: Complete the self-assessment below by filling in the areas that require a written answer and checking the answer that require one.

Assignment:	
-------------	--

1. Did you plan for what you needed to get or do before starting the assignment?

Yes

No

If you answered no, why not? \_\_\_\_\_

2. Did you start this assignment right away?

Yes

No

If you answered no, why not? \_\_\_\_\_

3. How long did the assignment take you to complete? \_\_\_\_\_

a. Was this longer than you expected?

Yes

No

If you answered yes, why? \_\_\_\_\_

4. Are you happy with the way the assignment turned out?

Yes

No

If you answered no, why not? \_\_\_\_\_

5. Did you want to do this assignment?

Yes

No

If you answered no, why not? \_\_\_\_\_

**Reflection PowerPoint Presentation**

<b>Student Name:</b>			
	<b>Not Meeting 0-5</b>	<b>Meeting 6-10</b>	<b>Exceeding 11-15</b>
<b>Definitions</b>	The student did not accurately define self-monitoring, progress monitoring, and engagement.	The student accurately defined self-monitoring, goal setting, progress monitoring, and engagement.	The student accurately defined self-monitoring, goal setting, progress monitoring, and engagement and provided examples of each.
<b>Difficulties</b>	<p>The student listed one (1) difficulty or no (0) difficulties he/she had with self-monitoring at the beginning of the semester with no justification (reasoning).</p> <p>The student listed one (1) difficulty or no (0) difficulties he/she had with setting goals and monitoring their progress at the beginning of the semester with no justification (reasoning).</p> <p>The student listed one (1) difficulty or no (0) difficulties he/she had with staying engaged at the beginning of the semester with no justification (reasoning).</p>	<p>The student listed at least two (2) difficulties he/she had with self-monitoring at the beginning of the semester.</p> <p>The student listed at least two (2) difficulties he/she had with setting goals and monitoring their progress in the beginning of the semester.</p> <p>The student listed at least two (2) difficulties he/she had with staying engaged in the beginning of the semester.</p>	<p>The student listed three (3) or more difficulties he/she had with self-monitoring at the beginning of the semester and provided example(s).</p> <p>The student listed at three (3) or more difficulties he/she had with setting goals and monitoring their progress in the beginning of the semester and provided example(s).</p> <p>The student listed at three (3) or more difficulties he/she had with staying engaged in the beginning of the semester and provided example(s).</p>

<p><b>Strategies</b></p>	<p>The student listed one (1) strategy or did not list any strategy he/she learned or use now to self-monitor with no justification (reasoning).</p> <p>The student listed one (1) strategy or did not list any strategy he/she learned or use now to set goals and monitor progress with no justification (reasoning).</p> <p>The student listed one (1) strategy or did not list any strategy he/she learned or use now to stay engaged with no justification (reasoning).</p>	<p>The student listed at least two (2) strategies he/she learned or use now to self-monitor.</p> <p>The student listed at least two (2) strategies he/she learned or use now to set goals and monitor their progress.</p> <p>The student listed at least two (2) strategies he/she learned or use now to stay engaged in tasks.</p>	<p>The student listed three (3) or more strategies he/she learned or use now to self-monitor and provided examples.</p> <p>The student listed three (3) or more strategies he/she learned or use now to set goals and monitor their progress and provided examples.</p> <p>The student listed three (3) or more strategies he/she learned or use now to stay engaged and provided examples.</p>
<p><b>Role Play (Presentation)</b></p>	<p>The group was not prepared</p> <ul style="list-style-type: none"> <li>- presentation had three (3) or more errors</li> <li>- not all group members were involved in the presentation</li> <li>- not well practiced</li> <li>- difficult to follow</li> </ul>	<p>The group was prepared</p> <ul style="list-style-type: none"> <li>- presentation had two (2) or less errors</li> <li>- some group members were involved in the presentation</li> <li>- was fluid and well-rehearsed</li> </ul>	<p>The group was very prepared</p> <ul style="list-style-type: none"> <li>- presentation had no errors</li> <li>- all group members were involved in the presentation</li> <li>- was fluid and well-rehearsed</li> </ul>
<p><b>Total Points (60)</b></p>			

## **POLICIES AND PROCEDURES**

### **ATTENDANCE POLICY STATEMENT:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **DISABILITY POLICY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)

### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER:**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### **CODE OF ACADEMIC INTEGRITY POLICY STATEMENT:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community,



which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

### **VIRTUAL LEARNING EXPECTATIONS FOR STUDENTS:**

The Department of Exceptional Student Education (ESE) strives to create a safe, secure and productive learning environment where students, faculty, and staff can work together confidently and in mutual respect. To encourage the active participation and success of our students in virtual learning class sessions, we the ESE faculty and staff require that students adequately prepare, fully engage, and demonstrate proper etiquette during class sessions conducted via videoconferencing (e.g., Zoom, Webex).

***Preparing for Virtual Class Sessions.*** Technology can simultaneously be our friend and foe. Thus, it is best to prepare and test your equipment and connection prior to class-time by doing the following:

§ **Test your video and audio.** Begin testing your video, audio, and WiFi connection 5-10 minutes prior to class session start time. This can be done at: [zoom.us/test](https://zoom.us/test).

§ **Connect via a stable, high-speed WiFi signal.** You are expected to connect via stable, high speed WiFi, rather than 3, 4 or 5G connections. Videoconferencing works more consistently and better (e.g., fewer freezing and dropped connections) when connected via a stable, high-speed WiFi signal.

§ **Use a desk or laptop computer with a webcam.** Videoconferencing can be conducted via Apps or browser on cellular telephone or tablet devices, but to avoid technical difficulties, have access to all features of the videoconferencing software, and adequately view shared screens, you are expected to use a desk or laptop computer to access virtual learning class sessions.

***During Virtual Class Sessions.*** In virtual learning class sessions, we seek to simulate the face-to-face experience to the best of our ability, thus the following requirements are in effect for learning environments during virtual learning class sessions:

§ **Turn on your video, adjust your camera, and look at the camera.** Connect with your video enabled, your camera at eye level and positioned so that natural or artificial light is facing you (i.e., coming from behind your monitor). Wear professional attire, meaning, no PJs, revealing or inappropriate or clothing with obscene logos, text, etc.

§ **Mute your audio unless you are speaking.** Reduce or eliminate background noise and unmute to communicate often/as needed to the class session.

§ **Utilize a quiet, distraction-free environment.** Use a simple, quiet, distraction-free space to fully engage in the class’ activities. Sit at a desk/table to maintain the camera at eye level. During the virtual class session, you should engage in class activities *exclusively* and no additional activities.

**Virtual Learning Etiquette.** Here are some general rules for courtesy/engagement in virtual class sessions conducted via videoconferencing:

§ **Limit distracting actions.** Limit eating, drinking, unnecessary movement, and other distractions (e.g., people, pets, music or TV/background noise) during the virtual class session. These actions may distract you, the instructor, and others.

§ **Try not to multitask.** Give your full attention and participation during the class session. Engaging in multitasking (e.g., browsing other windows, online shopping, texting, working on other tasks) significantly limits your engagement and interaction.

§ **Arrive on time and remain until the end.** Begin connecting 5-10 minutes prior to class start time to allow time to test your connection and set up your virtual learning environment. If you lose connection, re-connect promptly.

§ **Engage Appropriately and adhere to the University Honor Code.** Respect the rights of yourself and other learners in the virtual class session by participating in ways that convey consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language – both written and verbal. (e.g., while using “chat” feature or speaking to the group or individuals). Adherence to FAU’s [Code of Academic Integrity](#) is required within virtual learning environments as well.

§ **Recording Sessions.** Respect the intellectual property and other rights of the course instructor and your peers in the virtual class session. Recording, screen capture, or creation of any permanent product(s) of the course session (for private or public use) is only allowed with the expressed permission of the instructor.

\*\*\*\*\*

**Instructions:** Complete the section below indicating that you have read, understand, and will adhere to the principles and guidelines outlined above for engaging in class sessions conducted via videoconferencing (e.g., Zoom, Webex).

\_\_\_\_\_  
**Student Name**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Instructor Name**

\_\_\_\_\_  
**Course Prefix, Number, and Title**

\_\_\_\_\_  
**Date**

**BIBLIOGRAPHY**

- Baars, M. A. E., Bijvank, M. N., Tonnaer, G. H., & Jolles, J. (2015). Self-report measures of executive functioning are a determinant of academic performance in first-year students at a university of applied sciences. *Frontiers in Psychology, 6*, doi: 10.3389/fpsyg.2015.01131
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