FAYETTEVILLE STATE UNIVERSITY
School of Education
Department of elementary Education

I. LOCATOR INFORMATION
Instructor: Ms. Jocelyn Smith-Gray
BU 341 (A)
910-672-1624
Office Hours: Wednesdays: 9:00 – 1:00 pm
Thursdays: 1:00-5:00 pm
Course Number and Name: Educ 306 01 Birth-Kindergarten Curriculum Development (Non-Teaching Majors)
Semester: Fall 2014 Face to Face
Meeting Times: Tuesdays 6:00-8:50 pm
Class Location: Butler Building Room 361
Credit Hours: 3

Approved by the State Board of Education
January 8, 2009
II. **FSU Policy on Electronic Mail**: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

III. **COURSE DESCRIPTION**

This course is geared for non-teaching Birth-Kindergarten students. The course covers child development for children aged birth-kindergarten and developmentally appropriate curriculum development for these ages. Other concepts introduced are the physical environment, teaching typical and atypical children, developing lesson plans, teacher-parent relationships. Students will develop lesson plans, create an integrated approach to curriculum development.

IV. **Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

V. **TEXTBOOK**


School of Education Conceptual Frame and Student Outcomes

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.

Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families.

The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for
all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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<tr>
<td>Themes and Indicators</td>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
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<tr>
<td>Establish a safe and supportive learning environment</td>
<td>Improve communication and collaboration skills</td>
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<td>Facilitate a caring and nurturing climate for all</td>
<td>Model effective oral, written, and non-verbal communication</td>
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<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
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<td>Model professional ethical standards at all times using digital technology and social media</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
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<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communication (2)</td>
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<td>------------------------------------------------</td>
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<tr>
<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
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<td>Develop positive relationships with parents, guardians, and/or caregivers</td>
<td>Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards</td>
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<td>Promote and participate in collegial interactions within the educational environment</td>
<td>Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used</td>
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<td>Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community</td>
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<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communication (2)</td>
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<tr>
<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
<td>in future teaching, learning, and professional growth</td>
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<td>Promote global awareness and the interconnectedness of content area/discipline</td>
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<td>Demonstrate knowledge of the relationship between core content and 21st Century</td>
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VII. STUDENT OUTCOMES

At the end of this course, facilitators of learning, as aligned with the all seven aspects of the Conceptual Frame will provide an integrated curriculum derived from Infant-Toddler Guidelines, BK state standards and the North Carolina Common Core Standards (language arts and math) (Kindergarten-Primary Grades) which includes the following areas:

**BK standards:** Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

Standard 2: BK teacher candidates foster relationships with families that support children’s development and learning,

Standard 5: B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.

Emotional/Social Development: To support the emotional/social growth and development of
children, BK teacher candidates
- promote children’s awareness of personal uniqueness, including cultural and racial identity.
- provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children.
- foster children’s increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
- support children’s ability to form and maintain relationships.

Physical Development, Health, Nutrition and Safety: BK teacher candidates embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They
- teach and model hygienic practices
- encourage development and opportunities to practice personal care and self-help skills
- have knowledge of creating a safe environment that supports self care and hygiene
- develop classroom safety rules and model safe practices
- create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities
- model and discuss healthy eating habits and frequent exercise

Cognitive Development (including Emergent Language and Literacy, Mathematics, Science, Social Studies, and the Arts)

Emergent Language and Literacy: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s
- development of receptive and expressive oral language
- literacy acquisition including print concepts, alphabetic principles, and phonemic awareness
- emergent written expression

Emergent Mathematics: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s construction of
- basic concepts of number and operations.
- spatial sense and understanding of measurement and geometry.
- understanding of patterns, relationships, and functions.
- basic principles of data analysis, including probability, experimentation and observation to make predictions.
- multiple strategies of mathematical processing
- representation of mathematical concepts

Emergent Science: BK teacher candidates understand the developmental sequence and use a wide range of child directed exploration and experimentation to facilitate development of
- perceptual functioning and motor skills in order to maintain safety during learning, play, and daily routines, including appropriate use of equipment and tools
- thinking skills relevant to observing, describing, questioning, sequencing, predicting, comparing, and contrasting
• understanding of the nature of science, the process of scientific inquiry, and the relationship between science and daily life.
• fundamental understanding of the physical world, of living organisms, and of the immediately perceptible earth environment

Emergent Social Studies: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s understanding of
• culture and cultural diversity
• time, continuity, and change (e.g., sequence of daily events, changes in body and environment)
• technology and economic development (e.g., wants and needs)
• Individuals, groups and institutions—their development and identities (e.g., awareness and appreciation of similarities and differences among individuals, families, etc.)
• civic ideals and practices—power, authority and governance (e.g., fairness and social justice)

Emergent Creative Arts: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s
• creative expression through the visual arts, dance and creative movement, music, and drama
• representation of ideas
• familiarity with and appreciation of a variety of art forms and artists
• integration of arts to support learning in all content areas (including cultural diversity)
• apply creativity to problem solving, risk-taking, and critical thinking

NC Common Core Standards

<table>
<thead>
<tr>
<th>NC Common Core Standards - Kindergarten</th>
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<tbody>
<tr>
<td><strong>Language Arts:</strong> Language, Speaking and Listening, Language, Writing</td>
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<tr>
<td><strong>Comprehension and Collaboration-Speaking and Listening</strong></td>
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<tr>
<td>Participate in collaborative conversations with diverse partners about kindergarten topics. Confirm read-a-loud text or oral presentation through other media by asking and answering questions, ask for clarification</td>
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<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
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<td>Present thoughts and ideas. Add drawings for symbolic representation of thoughts</td>
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<tr>
<td>and ideas</td>
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<tr>
<td><strong>Language</strong></td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td><strong>Operations and Algebraic Thinking</strong></td>
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<tr>
<td><strong>Number and Operations in Base Ten</strong></td>
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<tr>
<td><strong>Measurement and Data</strong></td>
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<tr>
<td><strong>Geometry</strong></td>
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</tbody>
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VIII. Course Requirements and Evaluation Criteria

1. Treasure Hunt (10 points)
2. Module Assignments (150 points)
3. Class Participation (50 points)
4. Five Tests—(50 points each= 250 points)
5. Online Observation Field book (50 points)
6. Online Integrated Unit Plan (200) Group Project
7. Field Book Forms – (Possible 25 points)

Total points= 735

Grade Scale
735 – 588 = A
587- 440 = B
439 - 292 = C
291- 144 = D
Below 143 = F

X. Academic Support Resources

http://library@uncfsu.edu
http://writing@uncfsu.edu
http://naeyc.org

XI. Course Outline and Assignment Schedule
All work is to be typewritten in 12 fonts and submitted via Blackboard only. Unless instructed otherwise. Late assignments will not be accepted.

Assignment Schedule (subject to change)

The writing style used should be formal, without the use of contractions, slang, or abbreviations. The guide for style is the Publication Manual of the American Psychological Association, (6th ed.) http://www.apastyle.org/. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work.
<table>
<thead>
<tr>
<th>Module</th>
<th>Course Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Module I</td>
<td>Chapter 1: Starting the Process&lt;br&gt;Chapter 1 Written Assignment = 10 points&lt;br&gt;Chapter 2: Observation and Assessment&lt;br&gt;Chapter 2 Written Assignment = 10 points&lt;br&gt;Chapter 3: Creating Curriculum&lt;br&gt;Chapter 3 Written Assignment = 10 points</td>
<td>September 9, 2014</td>
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<tr>
<td>Chapters 1-3</td>
<td>Open August 22&lt;br&gt;Close September 9</td>
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<td>Module I Test: September 10-12, 2014</td>
<td>September 12, 2014</td>
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<td>Module II</td>
<td>Chapter 4: The Learning Environment&lt;br&gt;Chapter 4 Written Assignment = 10 points&lt;br&gt;Chapter 5: Language and Literacy&lt;br&gt;Chapter 5 Written Assignment = 10 points&lt;br&gt;Chapter 6: Creativity: Art and Music&lt;br&gt;Chapter 6 Written Assignment = 10 points</td>
<td>October 7, 2014</td>
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<tr>
<td>Chapters 4-6</td>
<td>Open September 10&lt;br&gt;Close October 7</td>
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<td>Module II Test: October 8-10, 2014</td>
<td>October 10, 2014</td>
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<td>Module III</td>
<td>Chapter 7: The Child’s World: Social Studies and Dramatic Play&lt;br&gt;Chapter 7 Written Assignment = 10 points&lt;br&gt;Chapter 8: Sensory Play&lt;br&gt;Chapter 8 Written Assignment = 10 points&lt;br&gt;Chapter 9: Science&lt;br&gt;Chapter 9 Written Assignment = 10 points</td>
<td>October 28, 2014</td>
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<tr>
<td>Chapters 7-9</td>
<td>Open October 8&lt;br&gt;Close October 28</td>
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<td>Module III Test: October 29-31, 2014</td>
<td>October 31, 2014</td>
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<tr>
<td>Module IV</td>
<td>Chapter 10: Math&lt;br&gt;Chapter 10 Written Assignment = 10 points&lt;br&gt;Chapter 11: Fine Motor and Manipulatives&lt;br&gt;Chapter 11 Written Assignment = 10 points&lt;br&gt;Chapter 12: Large Motor and Outdoor Play&lt;br&gt;Chapter 12 Written Assignment = 10 points</td>
<td>November 18, 2014</td>
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<tr>
<td>Chapters 10-12</td>
<td>Open October 29&lt;br&gt;Close November 18</td>
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<td>Module IV Test: November 19-21, 2014</td>
<td>November 21, 2014</td>
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<td>Module V Chapters 13-14</td>
<td>Chapter 13: Construction: Blocks and Woodworking</td>
<td>December 1, 2014</td>
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<tr>
<td>Open November 19</td>
<td>Chapter 13 Written Assignment = 10 points</td>
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<td>Close December 1</td>
<td>Chapter 14: Evaluation and Documentation</td>
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<td></td>
<td>Chapter 14 Written Assignment = 10 points</td>
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<td>Module V Discussion Board = 10</td>
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| Module V Test: December 6-8, 2014 (Graduating Seniors) | December 8, 2014 Grades |
| (Seniors not graduating) December 9-11, 2014 | December 11, 201 Non grads |

Please visit the Resource link on Blackboard. Within the link you will find the module assignments. The assignments will be available for the duration of the course. Feel free to work ahead but note you will not be able to submit until the corresponding module link opens. For example Module I will open August 22, 2014 and will close on September 9, 2014. On September 10, 2014 Module II will be available. (Please see the schedule) Submit the correct module assignment in the correct assignment link. Failure to submit the correct assignment in the appropriate link will result in a deduction of points.

**Attendance and Participation (On Going) 50 Points**

(Absences beyond 2 will incur a penalty of reduction of letter grade per absence.)

Class attendance and participation in class are very important and constitute a part of the grade for the course. This is a performance-based course that will include presentations, discussions, and demonstrations of coursework.

**CLASS ATTENDANCE:** Attendance is crucial to your success in this course. Students are to attend class regularly and punctually. Attendance will be taken daily. Active participation in class is vital for learning. You may not miss more than two (2) classes. **If you miss 3 classes, your final grade will be dropped one letter.** Poor attendance, including arriving late, or leaving early, will negatively impact your grade. I WILL NOT offer special tutoring sessions for a missed class. It is your responsibility to secure notes and materials given during classes that you miss. A written, verifiable documentation that an absence could not be avoided – e.g. due to but not limited to, death in family, illness requiring hospitalization, car accident must be verified by police report, doctor’s note or academic course professional to require the absence excused. Attendance is essential to learning.

**Online Field Book: Due November 21, 2014** - 10 Observation Hours in Birth-Kindergarten School environments. Use activity sheets to guide observations. It is important to review the sheets prior to entering the field to ensure the correct sheets are used with the specified age groups of children. Compile into a professional looking online field book, which should be typed. Include reflections of observations.

**Field Experience Forms: Due November 20, 2014** - Please use the attached forms when completing field experience hours for EDUC 306. Every student is required to complete 10 hours of field work to receive a passing score in the course. Students can receive up to 25 points. The instructor must receive the forms by November 20, 2014. Students must submit the
Disposition Forms in a sealed envelope. This envelope should be sealed by the facilitating teacher. The facilitating teacher should provide a signature across the seal of the envelope. The signature on the Disposition Form should match the signature on the Time Sheet. **The Disposition Form cannot be faxed or emailed to the instructor. Students can either hand deliver the envelopes to my office or mail envelopes to the following address:

Fayetteville State University  
School of Education  
Attention: Jocelyn Smith-Gray  
1200 Murchison Road  
Fayetteville, NC 28301

Online Integrated Unit Plan—Group Project: Due December 2, 2014

- Theory Frame: Unit fosters which child development theorists? How?
  - Curriculum Web: Incorporating all areas of content (Math, Science, Literacy, Social Studies and Health)
  - Two plans (Activity Plan template) for each age level (Infant, Toddler, & Preschoolers)
  - Two Six Point Lesson Plans for Kindergartners
  - Each lesson adapted for differentiated instruction (Use the Individual Plan Sheets)
  - Each lesson fosters culturally responsive frame
  - Guidance plan for each lesson
  - Kindergarten lessons must include strand from NC Common Core State
    - Standards for language arts and math standards.
    - Use NCSCOS for Kindergarten science, social studies, art, music lessons
  - Infant and Toddler lesson plans. (Several documents are provided with developmentally appropriate standards)
  - Preschoolers (Several documents are provided with developmentally appropriate standards)
  - Child Interactive Bulletin Board (Provide a description of the interactive bulletin board explaining the objective, procedure and role of the child and teacher.) Feel free to use graphics to provide a visual.
  - Parent Activity Resource Book based on Unit Plan Theme: (This will not be a handbook of policy and procedures. Focus on a variety of activities that could be implemented in the home environment. Provide the parents with a list of resources that could support the needs of the children. The handbook should include supports for infants, toddlers, preschoolers and kindergartners aligned with the theme of the unit.

*The templates for all plans will be provided and located on Blackboard
XII. Disruptive Behavior in the Classroom
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): A students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair).
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Class Attendance
Students are expected to attend all class meeting, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities-they are responsible for informing faculty of the reasons for the absences in
advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.
XIII. References


