I. Locator Information:

Instructor: Dr. Marlina Duncan

Course #: EDMG 463-01

Course Time: TR 3:45PM-5:00PM

Course Location: SBE 105

Office Location: Butler 251

Email address: mduncan3@uncfsu.edu

Office hours: Wednesday and Thursday 11:00 AM - 2:00PM; or by appointment

Semester Credit Hours: 3

Office Phone: (910) 672-2126

The following statement should appear on the first page of each course syllabus:

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

II. COURSE DESCRIPTION
A study of the objectives, materials and teaching procedures designed to facilitate students’ learning of middle school science. It is designed to provide students with experiences prerequisite to the student teaching period.

III. TEXTBOOKS


The instructor will provide additional information as deemed appropriate to augment the material in the textbook(s).

IV. STUDENT LEARNING OUTCOMES
- Degree Program
  - Undergraduate http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm

North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.
  - Teachers demonstrate leadership
  - Teachers establish a respectful environment for a diverse population of students
  - Teachers know the content they teach
  - Teachers facilitate learning for their students

This course is designed to:

1. Communicate scientific ideas, in writing and orally, using common and scientific language.

2. Develop teacher-made tests and other assessment tools (open-ended questions, portfolios, and performance tasks) to measure student learning consistent with the goals and objectives of the course, analyze and interpret results, and use findings to plan future instruction.

3. Employ a variety of assessment methods, in addition to paper and pencil tests, to evaluate student performance.

4. Demonstrate skill in long and short range planning for courses across the high school science curriculum.
5. Develop teaching strategies that facilitate student learning of scientific facts, techniques/procedures, concepts, principles and problem solving skills.

6. Design science lessons that use a variety of modes of instruction and address different learning styles.

Twenty-first (21st) Century Teacher candidates have the knowledge and understanding of scientific inquiry, process skills, concepts and application relative to the life, physical, and earth sciences. Teacher candidates are knowledgeable in and are able to design and implement science learning activities that:

a) Demonstrate appropriate safety practices and procedures to ensure the welfare and safety of all students and living organisms in the learning environment, including proper maintenance and disposal of materials.

b) Use the unifying concepts and processes in the life, physical, and earth sciences.

c) Involve the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.

d) Involve the application of science skills, equipment and processes, technological tools and mathematical knowledge and skills.

e) Allow students to develop and apply content knowledge and critical thinking skills that lead to the development of scientific literacy.

Teachers (in-service and pre-service) completing the course will be able to:

1. Devise and implement units, lessons, activities, and demonstrations to illustrate scientific principles and concepts based on the needs, abilities, and interest of diverse school children.

2. Determine sources of information, equipment, and supplies that may be obtained inside and outside of the school environment (e.g., grants, field trips, guest speakers, special events, natural resources).

3. Demonstrate ways to integrate science (biology, physical science, and earth science) with various other disciplines.

4. Develop learning competitions (games) to include both an engagement and learning component.

5. Partner with leaders in education who work outside of a public or private school environment to teach science.

V. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

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>
</tr>
</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>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

VI. CONTENT
In order to achieve the above objectives, the activities are chronologically arranged so that you will gain knowledge and experience in the various aspects of teaching mathematics according to the NCTM Principles & Standards and the North Carolina Standard Course of Study. The first activity asks you to reflect on “What is Mathematics?” and formalize your philosophy of math education because your philosophy will determine your perspective on the other projects.

In EDUC 463, students will gain exposure to diversity topics and participate in learning activities that increase awareness of learner differences, racial, ethnic and cultural variations, and the role of the teacher in creating a respectful and understanding learning environment among the students. In addition, by the
end of the course, students will be able to demonstrate knowledge of diversity through papers, creating lesson plans, teaching lessons, and creating a plan for working with families and communities.

Each week extensive reading assignments will be made. You are expected to read, analyze, reflect on each required reading assignment and contribute on the discussion each week. In addition, you will be responsible for leading the discussion for the group during at least one reading assignment.

Since lesson planning is crucial to successful teaching, you will develop both long term unit plans and daily lesson plans within that unit. As the semester proceeds, you will develop more complex lesson plans with all the supplementary material, including manipulatives, visuals and technology, etc., that would be needed to teach that lesson. For your Teaching Concept Presentation you will be assigned a general topic and then design a one-day lesson on a specific aspect of that topic for class presentation on a specified date. As you teach this lesson you need to incorporate some instructional aid. In the Unit Planning Project you will develop a unit plan and then daily lesson plans for at least a week, including all supplementary materials for you and your students’ use and also both formative and summative assessment instruments.

Early in the semester we shall focus on formulating classroom and academic expectations/procedures that are crucial to establishing a positive and productive learning environment. Each of you will then develop your own set of expectations/procedures for a particular class that you might teach. Before you do this we shall discuss many appropriate academic policies and classroom management strategies and how to implement them. To give you more ideas on which to reflect, you are asked to interview an in-service teacher about their teaching and classroom management strategies.

Other activities help to provide you with the knowledge of resources, such as professional journals or meetings and the Internet. As we explore methods of teaching the mathematics curriculum at the high school level, we shall discuss and experiment with appropriate ways of incorporating various forms of technology as a tool for learning mathematical concepts and procedures.

Throughout the semester you should be assembling all the resources you are given and compiling a working portfolio. This portfolio should be organized for ease of location of materials during your student teaching and first years of your teaching career.

VII. COURSE REQUIREMENTS/PERFORMANCE OBJECTIVES
In this course, the emphases will be upon quality and the demonstration of competence. A student's work or performance will not be accepted, and will not count as a requirement/performance, until the instructor has deemed it to be of acceptable quality as stated in the first paragraph above under Terminal Objectives for the Course.

ASSIGNMENTS

Field Experience (100 pts)
This course is designed to provide opportunities for prospective science teachers to experience classes in the public schools from the viewpoint of a teacher. Requirements:

1. Keep journal entries of each visit to the schools.
2. A personal interview must be conducted with a science teacher.
3. Write an assessment of and reflections on the presented lessons.
Analysis of Teacher Interview (50 pts)
Interview (in person or on the phone) an in-service middle or high school teacher, preferably but not necessarily a science teacher, about his/her philosophy of teaching, teaching methods, classroom management, grading system. In a maximum of two typed pages, with separate paragraphs for each of the four areas mentioned, present the best of that teacher’s ideas. Also, you may include one or two things you disagreed with or would avoid. Ask the teacher for what courses or grade levels he/she uses each strategy or method (particularly true at the high school level). For middle school teachers indicate at top of page what grade level he/she is teaching. Also, share any strategies for dealing with more serious discipline problems (in & out of class), which may be school policies. Points will be given for clear communication of policies. I shall make a book of these synopses for the class. Include your name but neither the teacher’s name nor school on any pages.

Concept Teachings (80 pts/2 ea)
You will choose a particular concept and design a lesson teaching this particular concept. Using a textbook or other resources, write a daily lesson plan including the course and level in which you are teaching the topic, performance objective(s) as stated to the students, special materials (manipulatives/technology) needed, essential pre-requisite knowledge, motivation of the lesson, beginning of class (homework check) (5 minutes), opening activity (about 5-8 minutes long), a development activity (about 20-25 minutes), major questions (incorporated into lesson as they would be asked), class problems that would be typical of problems on the homework assignment, and a closing activity or summary (about 5 minutes).

Lesson plan should contain an estimated time for each part of the lesson. Prepare a brief homework assignment from the previous day’s lesson and distribute it during the class prior to your presentation so that your students have it completed on the day of your presentation. You should have the opening activity (and possibly answers to homework, if appropriate) and class problems appropriately displayed. For your lesson, use an instructional aid or some form of technology to help your students understand and apply the concept you are teaching. Describe your aid or how the technology is to be used in this lesson. If the manipulative is ready made, tell how you adapted it for your lesson and how you could make it, if necessary. If it is homemade, give directions for making it. If you used technology, give general directions as to how to use the technology to achieve your objectives. You may use manipulatives or make your own. Please have enough materials for the entire class to participate.

When you teach your lesson you need to have a copy of your lesson plan for each of your colleagues and myself. Also, submit all the materials you used (lesson plan, transparencies, actual instructional aids, peer evaluations, Instructional Aid Form, etc.) along with your lesson. If possible, please give me everything in a large manila envelope with your name on it. You may talk with me before you teach your lesson.

Evaluation criteria will include: the lesson plan, the appropriateness and description of the instructional/technology used, the presentation (inc. time management) of the lesson and peer evaluation. A form for peer evaluation will ask your colleagues to list 2 good comments about your teaching and 2 areas to improve and what NCSCOS/Essential Standard(s) were addressed in the lesson.

In your presentation, make sure your classmates understand the objective(s) and use of the instructional aid and/or technology and actually have them solve some problems using these. Write the objective(s) on the board before the presentation. You may use group or individual activities. Your presentation should be a maximum of 35 minutes.

Professional Journal Articles (50 pts)
Read an article on science topics from a professional journal such as Science Scope, The Science Teacher, Journal of Science Teacher Education, etc. and in 1-2 pages summarize the article and include your
reflections of the article. Put the reference at the top of the page. Provide a complete reference (title, author, etc.) for each article. Indicate if and how the ideas in the article would be helpful to you and your students. Include a copy of the article (teacher will keep). Please submit TWO copies of your abstract.

Lesson Plan Analysis (20 pts)
Download a middle school or high school lesson/activity from http://www.mcrel.org/lesson-plan/science or other internet source. Specify at what level or for what course it would usually be used and in 1-2 pages tell how you might use this lesson/activity in your class, what concepts it would help students learn and why you think it would help your students. Give Internet address in your review and print out the homepage of the site.

Reflection Papers (80 pts/ 2ea)
You will provide your reflections on the following: classroom management; technology; diversity; and parents/communities in education. The reflection papers should be 1-2 pages double spaced. Use APA style for citations.

Unit Plan (300pts.)

The purpose of this assignment is for you to design and plan a sequence of experiences to achieve student learning outcomes and the ways you will document the success of your plans if implemented. Since you are enrolled in your methods course, you may use the characteristics of the children with whom you are working to plan your unit. You will need to identify the learning characteristics of the children, demographics, family situations, unique developmental needs of the children, and the characteristics of the school where this classroom resides. Remember that the class should be described as an extension of the community and a description of the resources available in the school and that community should be included. You may research school district websites and the website of the Department of Public Instruction to assist you in securing the demographic information on your school.

The unit plan should cover, at minimum, 10 hours of instruction. Based on your assigned field experience classroom, the unit may last two weeks (1 hour per day for 10 classes) or more or less as is appropriate for the grade level of the students. The unit must conform to the North Carolina Standard Course of Study (NCSCS) goals and objectives; and include (1) the components of the six point lesson plan; (2) a context; (3) a rationale for the choice of the topic and the strategies to be used; (4) a unit assessment plan; (5) a classroom management plan; (6) follow-up plans; (7) resource lists for students and teacher; and (8) information/activities that foster the home/school connection. Additionally, the unit must be theme based and interdisciplinary, must include activities that require cooperative learning strategies and technology, must address the content from a global perspective and exemplify multicultural education, and it must include a description of the teaching strategies and materials to be used for each learning objective to be facilitated with a rationale for choosing that strategy or resource.
### GRADING SCALE

<table>
<thead>
<tr>
<th>POINTS</th>
<th>LETTER GRADE</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>840-740</td>
<td>A</td>
<td>100 - 90</td>
</tr>
<tr>
<td>739-640</td>
<td>B</td>
<td>89 - 80</td>
</tr>
<tr>
<td>639-560</td>
<td>C</td>
<td>79 - 70</td>
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<tr>
<td>559-479</td>
<td>D</td>
<td>69 - 60</td>
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<tr>
<td>479-below</td>
<td>F</td>
<td>59 - below</td>
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</table>

*The instructor reserves the right to modify the grading criteria as deemed necessary. Students will be notified of any such changes.*

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### VIII. COURSE OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 19</td>
<td>Class Administrative Concerns, Introduction to Class</td>
</tr>
<tr>
<td>2</td>
<td>Aug. 26</td>
<td>National Science Education Standards, North Carolina Essential Standards, North Carolina Standard Course of Study</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 2</td>
<td>Principles of Practice/Scientific Method</td>
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<tr>
<td>4</td>
<td>Sept. 9</td>
<td>Uncovering Student Ideas in Science</td>
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<tr>
<td>6</td>
<td>Sept. 16</td>
<td>Developing a Lesson/Unit Plan New Approaches to Teaching</td>
</tr>
<tr>
<td>7</td>
<td>Sept. 23</td>
<td>Using Science Methods to Teach Critical Thinking</td>
</tr>
<tr>
<td>8</td>
<td>Sept. 30</td>
<td>Science Inquiry/How People Learn Guided Inquiry</td>
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<tr>
<td>9</td>
<td>Oct. 7</td>
<td>Developing Understanding through Inquiry-Based Model Strategies that Engage the Brain</td>
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<tr>
<td>10</td>
<td>Oct. 14</td>
<td>MIDTERM</td>
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<tbody>
<tr>
<td>11</td>
<td>Oct. 21</td>
<td>Concept Teaching Journal Presentation</td>
</tr>
<tr>
<td>12</td>
<td>Oct. 28</td>
<td>Concept Teaching Journal Presentation</td>
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<tr>
<td>13</td>
<td>Nov. 4</td>
<td>Concept Teaching Journal Presentation</td>
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<tr>
<td>14</td>
<td>Nov. 11</td>
<td>Concept Teaching Journal Presentation</td>
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<tr>
<td>15</td>
<td>Nov. 18</td>
<td>Concept Teaching Journal Presentation</td>
</tr>
<tr>
<td>16</td>
<td>Dec. 2</td>
<td>Reflections</td>
</tr>
<tr>
<td>17</td>
<td>Dec. 6</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

*The instructor reserves the right to modify the course outline/schedule as deemed necessary. Students will be notified of any such changes.

IX. TEACHING STRATEGIES
This course will involve lectures/demonstrations, student discussions, simulated teaching experiences, cooperative learning groups, computer experiences, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research.

X. UNIVERSITY POLICIES

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. [http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm](http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm)

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): All 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 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 his 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.

**Academic Integrity:** Dishonesty in Academic Affairs. Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. *Fayetteville State University Undergraduate Catalog pg. 85*

**Class Attendance:** Students are expected to attend all class meetings, 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.*

**Requesting an Absence due to Religious Observance:**
A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the *Request for Class Absence Due to Required Religious Observance* form and submit it to the Center for Personal Development.

B. If the student has provided the *Request for Class Absence Due to Required Religious Observance* form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this *Policy*. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this *Policy*. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete:** A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**COURSE WITHDRAWAL POLICY**

In order to drop this course student must initiate and complete the required procedure. The last day to drop is October 28, 2011. The instructor will not drop a student from a course simply because that student has stopped attending the class.

**Inclement Weather:** We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

**Register your phone for emergency text alerts** (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

- Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://example.com) page.
- Enter your Banner ID.
- Enter your cell phone number, then enter it again to verify.
- Click Submit.

**XII. REFERENCES**

The textbook is the primary reference for this course. However, the information necessary for a clearer understanding of the concepts presented may be missing from this resource. Therefore, the student is encouraged to research each topic on his/her own with references available in the FSU Chestnutt Library, Cumberland County Library system, National Science Teachers Association, North Carolina Department of Public Instruction and Learn NC.

**OTHER RESOURCES**

Project 2061. Association for the Advancement of Science (www.aas.org)

North Carolina Science Teachers Association (NCSTA)
www.ncsta.org

National Science Teachers Association (NSTA)
www.nsta.org

North Carolina Essential Standards (Science)
http://www.ncpublicschools.org/acre/standards/new-standards/#science

North Carolina Extended Content Standards (Science)
http://www.ncpublicschools.org/acre/standards/extended

North Carolina Standard Course of Study (Science)
http://www.ncpublicschools.org/curriculum/science

North Carolina Professional Teaching Standards
http://www.learnnc.org/ncpts/2009-PTS/PTS1