Course: EDUC 644 – Foundations and Curriculum Development (3-3-0)

Instructor: Dr. Catherine Elise Barrett - Dept. Middle Grades, Secondary, Special Ed.

Phone Number: (910) 672-1700

Email Address: cbarret1@uncfisu.edu

Semester: Spring 2015

Course Location: Online

Meeting Day & Time: Online

Office Location: Room 257 – Butler Building

Office Hours: T 11:00-3:00 p.m. or available via appointment as the second day will vary to meet the needs of students

Course Description: EDUC 644 (3-3-0) Foundations and Curriculum Development, serves as a comprehensive course designed to study the foundations of curriculum development ranging from exploring the philosophies of curriculum design to the use of technology in today’s K-12 schools. Principles and practices regarding the implementation and evaluation of goals and objectives in elementary, middle, and secondary school are discussed in addition to examining programming issues and research-based models proven to provide effective instruction in today’s schools.

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.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. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.

Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**Title IX – Sexual Misconduct** - Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: [http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf](http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf)

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- Ms. Pamela C. Fisher
  - Licensed Professional Counselor
  - Spaulding Building, Room 165
  - (910) 672-387
  - psmith@uncfsu.edu

- Ms. Linda Melvin
  - Director, Student Health Services
  - Spaulding Building, Room 121
  - (910) 672-1454
  - lmelvi10@uncfsu.edu

**Reporting an Incident of Sexual Misconduct** - The University encourages students to **report** incidents of sexual misconduct. A student who wishes to **report** sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual: Ms. Victoria Ratliff, Deputy Title IX Coordinator for Students, Spaulding Building, Room 155, (910) 672-1222, vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible. Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

**Deadlines and Quality for Assignments**

This course contains assignments that demonstrate your ability to synthesize and apply what you have learned.

**Reduction in Grade for Late Assignments** - An incredibly important aspect of a teacher’s job description is being able to **successfully** complete tasks according to guidelines and meet deadlines. Therefore, assignment due dates in this course are firm; missed deadlines will result in a deduction of points from overall course points. Assignments will not be accepted three (3) days after the due date and no points will be awarded. As you will note, late assignments will quickly reduce the final course grade and have the potential to cause a failing or unsatisfactory grade. Assignments submitted that are of poor quality will have similar consequences.
Reduction in Grade for Revisions - If an assignment is turned in on time, but fails to meet rubric criteria in terms of content, grammar conventions (i.e., spelling, tense, capitalization, etc.), organization, APA, and adherence to assignment instructions, the assignment will be returned and 25 points will be deducted from the overall course grade. Each time a poorly constructed paper is submitted an additional 25 points will be deducted; students may only resubmit a revised paper/project once. After a project or paper has been revised once, the project will receive the final grade assigned. If the project fails, you need to assess your long-term standing in the course. Therefore, I suggest closely reading all rubrics and assignment directions, so that you completely understand all requirements of the assignment. If you are not a strong writer, you will need to seek assistance prior to turning in the assignment.

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.

Standards

The course is aligned to the standards of the School of Education’s Conceptual Framework and the North Carolina Department of Public Instruction (DPI) Professional Teaching Standards and the Student Learning Outcomes associated with the Middle Grades and Secondary degree programs.

University College Core

1. Communication Skills: Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.
2. Reasoning Skills
   a. Reasoning Skills - Critical Thinking: Students will accurately evaluate the reasonableness of arguments’ evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.
   b. Reasoning Skills - Quantitative: Students will apply math to common everyday teaching situations, and they will calculate, interpret, and assess statistical data and concepts to improve instruction.
3. Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.
4. (Goal 5) Global Literacy: Students will appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them; interact effectively with culturally different peoples; understand cultural interdependence, and create solutions to intercultural problems.

Fayetteville State University School of Education Conceptual Framework

“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.”

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 undergirds 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.

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<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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| Caring Dispositions and Ethical Responsibility (1) | 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.  
**MG-Learning Outcome**: #1: Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP. #2: Teacher candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards and CAEP.  
**Assessment**: Final project: develop lesson plans that demonstrate ethical responsibility for students and learning. |
| Communication (2)                               | Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.  
**MG-Learning Outcome**: #8: Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.  
**Assessment**: Literature Review                                                            |
| Knowledgeable and Reflective (3)                | 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.  
**MG-Learning Outcome**: #1: Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP. #2: Teacher |
candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards and CAEP.

**Assessment:** Lesson Plan (Final Project) and Literature Review

### Research and Leadership (4)
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.

**MG-Learning Outcome:** #5: Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.

**Assessment:** Lesson Plan (Final Project) and Literature Review

### Respect for Diversity and Individual Worth (5)
Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.

**MG-Learning Outcome:** #6: Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.

**Assessment:** Lesson Plan (Final Project) and Literature Review

### Technological Competence and Applications for Student Learning (6)
Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.

**MG-Learning Outcome:** #4: Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.

**Assessment:** Lesson Plan (Final Project) and Literature Review

### Working with Families and Communities (7)
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.

**MG-Learning Outcome:** #6: Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.

**Assessment:** Lesson Plan (Final Project) and Literature Review

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**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.

<table>
<thead>
<tr>
<th>I: Teachers demonstrate leadership</th>
<th>II: Teachers establish a respectful environment for a diverse population of students</th>
<th>III: Teachers know the content they teach</th>
<th>IV: Teachers facilitate learning for their students</th>
<th>V: Teachers reflect on their practice</th>
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</table>

**Middle Grades, Secondary, and Health/ Physical Education - Student Learning Outcomes:**

1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
2. Teacher candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards and CAEP.
3. Teacher candidates will implement practices that reflect the cognitive, mental and physical development of K-12 students.
4. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.
5. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.
6. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.
7. Teacher candidates will integrate 21st century knowledge and skills in instruction.
8. Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.

Students will practice skills that will enable them to:

A. Write and speak clearly and effectively.
B. Serve the public school community.
C. Work collaboratively with peers.

Students will demonstrate dispositions indicating that they:

A. Appreciate and engage in self-reflection.
B. Value each voice and use their own in class discussions.
C. Show a commitment to ongoing learning.
D. Value class time by attending regularly and on time.
E. Complete assignments and tasks in a timely manner.
F. Assume fair share of responsibilities.
G. Are courteous and respectful.
H. Have a positive professional attitude.
I. Accept and use constructive criticism.
J. Respect individual differences.

Course Outline and Calendar - The Instructor reserves the right to adjust the course outline as deemed necessary by students' needs.

<table>
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<tr>
<th>Modules</th>
<th>Topics and Reading Assignments</th>
<th>Assignments/Due</th>
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</table>
| Week One    | Introduction to Curriculum Development Read Text *Curriculum Development* (Wiles & Bondi) Chapter 1 “Curriculum in the New Global Age”  
*Note:* This text provides the administrative perspective of Curriculum Design, so we will only read a couple of chapters; however, if you have time, you may want to explore this perspective a bit further. 
*Read Text:* Wiles & Bondi: Chapter 1 “Curriculum in the New Global Age” p. 1-33 Due on Jan 20 | DB (Discussion Board): Create an informational flyer or poster that is: All About You  
Due on Jan 19  
Email the Instructor before Jan 19 with a “test” email. |
*Note:* Again, this perspective is purely administrative; however, it is valuable to understand this perspective as it is the overarching place from which school system decisions are made. Due Jan 26 | DB: Learning the Standards and Finding Resources  
Due January 26  
Begin thinking about standards and which standard(s) you will use to create your lesson plans for the final project.  
*Quiz on Readings Due Jan 26* |
Due Feb 2  
Begin reading the articles in the Articles to Support Methods folder for the midterm project, as this will take some time to complete this project. |
Due Feb 9  
*Quiz on Readings Due Feb 9* |
Due February 16 |
*Quiz on Readings Due Feb 23* |
Due: March 3 |
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<td>Feb 23</td>
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| Week Eight  | MIDTERM  
Review of the Literature Assignment Due March 10 | No DB |
| March 2 |  |  |
| Week Nine  | No Class Week of March 10-16  
Spring Break | No DB  
No Assignments |
| March 9 |  |  |
Begin Final Project | DB: Problem-Centered Inquiry Models  
Due March 23  
Quiz on Readings Due March 23 |
| March 16 |  |  |
Due March 30 |
| March 23 |  |  |
Due April 6  
Quiz on Readings Due March 30 |
| March 30 |  |  |
Due April 13 |
| April 6 |  |  |
Due April 13  
Quiz on Readings Due April 20 |
| April 13 |  |  |
| Week Fifteen | Read: Chapter Fourteen, Fifteen, OR Sixteen: Kindergarten, Middle School OR High School Case Study - Estes, T., Mintz, S., & Gunter, M. (2011). Instruction: A Models Approach. Pearson, Boston: MA. 6th ed. Due April 27 | DB: Provide a list of ten of the most important things you learned this semester in the order of importance Due April 27 |
| April 20 |  |  |
| Week Sixteen | Final – Five Lessons Due:  
Lesson Incorporating Literacy Strategies  
Lesson Incorporating Technology to Enhance Learning  
Lesson Using Collaborative Groups and Collaboration  
Lesson to Develop Critical Thinking Skills and Problem Solving  
Lesson to Develop Creative Thinking and Problem Solving | Due May 4 |
| April 27 |  |  |

**Assessment and Evaluation:**

- Discussion Board Assignments and Participation [on-going] (200 points minus 20 points if absent/failure to complete assignment(s)) - Class attendance and participation in class are very important and constitute a part of the grade for the course.
- The instructor values contributions from multiple sources and many perspectives. Reading materials for this course offer a framework to guide class discussions, however, it is expected that students will learn not only from these readings and from the
instructor, but also from each other. Students will actively shape the learning in this course, and all student perspectives are welcomed and honored. Because this is an online course, email, Bb, and the DB: Discussion Board are the primary forms of communication and information reception. Therefore, please understand that a lack of communication is the same as a lack of attendance in an online course. Students who do not attend class regularly by engaging in the requested emails, discussion boards, and assignment completion will be dropped from the course just as students who do not attend class are dropped from a face-to-face course. If you are going to be absent from a week of Discussion or fail to turn in the week’s assignments, you must notify the instructor and attach a plan to make-up the absence/assignment(s).

Students who fail to submit the requested initial email to the instructor within seven days after the start of university classes will be dropped as a “No Show” from the course. Therefore, please be sure to complete all requested assignments within the time frame provided.

Midterm Project (250 points) - Literature Review Project – For this project/assignment, you will create a review of the literature on the topic of Essential Components of Effective Lesson Planning and Teaching. We know that in order to be an effective educator, good teachers incorporate specific components into their lessons to ensure all students are receiving quality instruction, so to effectively cover this topic in a literature review would provide research-verified information on each of the essential components. Further, a literature review presents research that supports a given topic or research question(s). “The review of the literature provides the background and context for the research problem/topic. It should... indicate that the writer is knowledgeable about the area” (Wiersma, 1995, p. 406). For this assignment, you will complete a review of the literature on Essential Components of Effective Lesson Planning and Teaching. I have provided you with a comprehensive list of articles; however, you can also look up and use other research articles on the topic if you wish to do so. To create a comprehensive review of the literature on the topic, you will select two articles about each of the following significant components required to deliver effective lessons.

Culturally Responsive Teaching (As you begin reading about this component, ask yourself, what does it mean to be “culturally responsive” when planning and teaching a lesson; what does it look like, and why is this so important to effective teaching? What does the research say? You want to answer these questions as you review the literature and provide a summary of this as you write about the topic: Essential Components of Effective Lesson Planning and Teaching)

Professional Collaboration with EC and School Resources and Resource Personnel (As you read and prepare to write on this section, think about: Why is collaborating with EC (Exceptional Children) teachers, case workers, counselors, etc. so important to effective teaching? What does the research say? And, how can we use collaboration with EC teachers, PLC members, team teachers, students, parents, etc. to make our lessons more culturally responsive, and why do this?)

Content Area Literacy Development (As you read and prepare to write on this section, think about: Why is it important to teach students the language of a discipline or subject? How do we do this effectively in every lesson? And, what does the research say?)

Interdisciplinary Teaching (As you read and prepare to write on this section, think about: Why is it important to show the inner connectedness of subject areas? What are the benefits?)

Using Collaborative Groups to Teach (As you read and prepare to write on this section, think about:

Differentiated Instruction (As you read and prepare to write on this section, think about:

You will read the articles you select and then use the articles to support the topic of Essential Components of Effective Lesson Planning and Teaching and write this as a paper using APA , and providing citations, also in APA.

Final Project (250 Points) - Develop five lesson plans that demonstrate you understand how to create lesson plans that contain the essential components of effective lessons and provide research verification and citations to demonstrate why you chose the instructional methods in each lesson. You must demonstrate diversity in pedagogical instructional strategies in your lessons; therefore, each lesson must have different methods or instructional strategies/activities. No two lessons can use the same instructional method.
Please use the TaskStream “Lesson Builder” format to create your lessons.

**Quizzes on Readings:** *(300 points)* Students will have weekly reading assignment and all readings will have a quiz.

**Grading Overview:**

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<thead>
<tr>
<th>Points</th>
<th>Points</th>
<th>Points</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Board Assignments</td>
<td>200</td>
<td>Midterm Project</td>
<td>250</td>
</tr>
<tr>
<td>Final Project</td>
<td>250</td>
<td>Quizzes on Readings</td>
<td>300</td>
</tr>
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**PLEASE NOTE:** All assignments are course requirements.

**Grading Procedures:** Please refer to the scoring rubric that accompanies each assignment for the specific criteria that will be used to evaluate that assignment.

**Grading Scale:**

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<thead>
<tr>
<th>Course Points Scale</th>
<th>University Grading Scale</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>900 - 1000</td>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899</td>
<td>83-91</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799</td>
<td>74-82</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699</td>
<td>65-73</td>
<td>D</td>
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<tr>
<td>599 or less</td>
<td>64 &amp; Below</td>
<td>F</td>
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**Institutional Guidelines**

**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](#)

**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](#) 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.

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. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. 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. Campus and community enrichment opportunities will be announced and may be used for attendance make-up points.

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 follow university protocol and announced deadlines (see calendar on www.uncfsu.edu) to withdraw from a class. The deadline to withdraw from class is March 22.

Excused Absences

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.
**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.

**Inclement Weather** We will follow the Fayetteville State University inclement weather schedule. Please consult the university webpage, local radio and television statements for announcements. Blackboard Announcements with accompanying email will be the mode of correspondence this instructor uses to alert students to changes due to extenuating circumstances.

**References:** See Articles’ Folder and Ref List