# Course Syllabus Template

Revised: July 2021

# **Arts & Sciences Division**

# Part 1: **Course** Information

EDU 187 Teaching and Learning All

Fall 2021

## Instructor Information and Office Hours

Instructor: Erin Brassell

Office Telephone: 704-922-6293

E-mail: brassell.erin@gaston.edu

Office Location: 103 Robinson Classroom Building

Office Hours:

Preferred Method of Contact: e-mail

## Course Description

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective education as defined by state and national professional teaching standards.

## Learning Outcomes

Upon completion of EDU 187, the student will be able to:

1. Demonstrate developmental knowledge of learning theories and appropriate instructional strategies to create healthy, supportive, inclusive, and challenging learning environments, indoor and outdoor, that meet the needs of diverse children and families.
2. Design a career plan that demonstrates leadership, ethical standards, and professional guidelines in the field of education through collaboration.
3. Identify effective tools that support learning for student-centered learning and development as well as the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.
4. Using observation and assessment tools, students will demonstrate knowledge of developmentally appropriate practice in classroom management, and motivating learners to achieve academic success using a variety of teaching methodology.
5. Describe stages of development and characteristic behaviors of school age students through various theories of learning in a diverse world.

## Credits, Hours, and Pr**e**requisites

Number Semester Hours Credit: 4

Number Class (Lecture) Hours Per Week: 3

Number Laboratory Hours Per Week: 3

Prerequisite(s): None

Corequisite(s): None

## Course Format

If this is a seated course. Blackboard will be used to post announcements, the course syllabus, and/or additional content. You will need your GC Active Directory login to access the course from the Blackboard homepage (http://gcvlc.blackboard.com).

If this is a hybrid/web-assisted course which includes a combination of seated and online instruction. Announcements, the course syllabus, and course content will be delivered using Blackboard. You will need your GC Active Directory login to access the course from the Blackboard homepage (http://gcvlc.blackboard.com).

If this is an online course. Announcements, the course syllabus, and course content will be delivered using Blackboard. You will need your GC Active Directory login to access the course from the Blackboard homepage (http://gcvlc.blackboard.com).

In Blackboard, you will access online lessons, course materials, and additional resources. Activities may consist of readings, discussion forums, email, journaling, wikis, and other online activities.

## Textbook & Course Materials

Kevin Ryan, J. C. (2019). *Teaching for Student Learning: Becoming a Master Teacher.* Boston: Cengage Publishing.

## Technology Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Blackboard, the Learning Management System used by Gaston College, and/or publisher content

### Microsoft Office 365

Gaston College uses Microsoft Office 2016 or Microsoft Office 365 for classes. If you do not have [Microsoft Office 2016 or Microsoft Office 365](https://products.office.com/en-us/student/office-in-education), you can download the programs for free. It will ask you to enter your Gaston College e-mail address. You will then go to your Gaston College e-mail and follow the instructions for downloading the program. You must use either Microsoft Office 2016 or Microsoft Office 365 when completing work in this class.

### Chromebooks and Mobile Devices

NOTE: Chromebooks use the Chrome operating system, which is not a supported operating system for Blackboard. Some areas of Blackboard require Java on your computer, and Chromebooks do not support the use of Java. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. Some applications will not work on a Chromebook.

Do not ONLY rely on a tablet, including an iPad, or a smartphone to use Blackboard. Not all features will work on tablets/mobile devices. You will need access to a Mac computer or Windows computer to be able to do everything in your Blackboard class.

Most browsers (Chrome, Safari, Firefox, etc.) work with Blackboard. **If you are having a problem while using one of them though, switch to a different browser to see if that resolves the issue.** We have found that it is best to avoid using Internet Explorer, even though it is supposed to be supported, since it seems to have the most issues when used with Blackboard.

Chrome versions 42+ do not support plugins, including Java plug-ins and many media browser plug-ins. Blackboard does not support these browsers for use in the following circumstances:

* with embedded media types that require third-party plug-ins for viewing and
* file-upload interface

**NOTE:** Not having the software or not being able to run software on your machine is not an excuse for not submitting work by scheduled due dates. Gaston College has open labs on the Kimbrell, Lincoln and Dallas campuses that you may use to complete your work.

### Respondus

This course has the potential to use both Respondus Lockdown Browser and Respondus Monitor. For a description of how Respondus works and how to download it on your computer, please navigate to the “Lockdown Browser” button on your course page in Blackboard and view the folder contents. You can also find the video here at [Lockdown Browser Student Video](https://web.respondus.com/lockdownbrowser-student-video/)

Here are a few things you need to know:

* Respondus will ONLY include ENTER EXAM NAME, NUMBER, ETC. You will not need to use Respondus for any other exam or quiz in this course.
* **To take these exams, you will need to have access to an official, government-issued picture ID and a webcam.**
* If you are unable to use a webcam or obtain appropriate ID for any reason, you may take a written copy of the exam at the Gaston College Learning Center, located in the Dalpiaz Student Success Center on the Dallas Campus or the classroom building at the Lincoln Campus. For arrangements for completing a proctored exam at another location, please contact your instructor.
* More information and instructions will be posted as these exams are made available.
* Your instructor will let you know if you need to use Respondus.

## Student Technology Resources Computer Access

Upon registration and payment for a course, students will be given access to campus computer labs. Students should refer to the GC Student Handbook and review the "Acceptable Use Policy" before using any campus computers. To monitor use of the campus computers, each student has been assigned a user name and a password.

To obtain your personal GC ID and password for general computer access, WebAdvisor, Blackboard and student email refer to the [Gaston College Student Technology Resources](http://www.gaston.edu/student-resources/technology-resources/student-technology-resources/) page.

# Part 2: Course Details

## Class Attendance and Participation

**College Policy:** The instructional work of the college is designed for class participation and attendance. The responsibility for class participation and attendance is placed specifically on the individual student. Official college requirements are based on a 90% participation rate. Therefore, if a student has failed to participate in 10% or more of the scheduled class hours or learning activities, a student may be withdrawn by the instructor or assigned a grade of “F” up until the published withdrawal date for violation of the 90% participation rule. For students violating participation requirements after the published withdrawal date, a grade of “F” may be assigned by the instructor. Once an instructor has posted a grade, the student no longer has an option to withdraw from that class. Please see the Student Handbook for information regarding absences for religious observances.

This policy does not remove the right of faculty to reward or penalize students for participation and attendance issues at any point during the semester. Please review course-specific instructions related to attendance to ensure compliance with stated requirements for this class. Faculty may enforce an alternate policy where required by divisional or departmental practices, accreditation requirements and other similar issues. **Under no circumstances will children or other non-enrolled individuals be allowed to attend class.**

**Online Attendance and Participation:** Gaston College expects students to participate in all instructional activities. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner. Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum have weekly mechanisms for student participation, which can be documented by any or all of the following methods: student tracking records in Blackboard; submission/completion of assignments; and communication with the instructor.

Attendance will be evaluated through the Blackboard course statistics and the submission of work through email. Please be aware that if you fail to complete tests and submit work by the due dates it will be reflected in your final grade.

## Tardiness Policy:

**Class Policy:** Three tardies will equal one absence. Not applicable for an online course.

## Withdrawal Process

**College Policy:** Students who have not participated in a class for 21 consecutive days will be withdrawn by the instructor through the 70% point, noted by a WI grade. After the 70%, a grade of F will be assigned. The published deadline dates to withdraw from a course for any given semester are available on academic syllabi or by contacting Records and Registration at 704‑922‑6232.

**The last day to withdraw from this class is (insert date).**

**Divisional Policy:** Any student who violates the attendance policy stated above for this course will be withdrawn from the course by the instructor. If a student violates the attendance policy after the withdrawal period, the student will receive an F in the course for non-attendance.

## Evaluation

Detailed grading explanations are provided below the graded course activities table.

## Graded Course Activities

The table below describes the graded course activities.

| **Points** | **Assignment** |
| --- | --- |
| 0 | Orientation Activities |
| 90 | Discussion Board |
| 90 | Observations/Journal Entries |
| 150 | Theory into Practice |
| 120 | Career Plan |
| 100 | Effective Teaching Analysis |
| 100 | Ages & Stages |
| 200 | Lab Hours/Workbook |
| 50 | Supervising Teacher Evaluation |
| 50 | Faculty Advisor Evaluation |
| 50 | Final Examination |
| 1,000 | Total Points Possible |

## Grading Explanations

* **Orientation Activities**: You will be asked to immediately complete some basic assignments including a course disclaimer, an introduction of yourself, and a course pre-test. These are mandatory activities & must be completed in order for students to remain enrolled in the course.
* **Discussion Board:** As a professional educator, you need to a reflective practitioner; you will be called upon to communicate and to cooperate with other professionals. Your Discussion Board entries should intelligently answer the assigned prompt(s); initial responses should be at least 8 – 10 sentences. You also will be required to read and reply to two of your classmates with scholarly commentary and feedback; replies should be at least 3-5 sentences.
* **Observations/Journal Entries:** You will be asked to conduct a series of 6 observations at their placement site(s). Students should focus their observations on these topics: 1) Teacher-Student Interactions, 2) Use of Manipulatives/Handouts/Books, 3) Use of Instructional Technology, 4) Classroom Management/Behavior Management, 5) Transitions Between Activities/Areas and 6) Home-School Partnerships. Each observation should be at least a page of objective, detailed, typed notes based on what they have seen and/or heard. Refrain from making subjective statements or judgements while completing your observations. Stick to the observable facts! In a separate, labeled section, provide thoughtful commentary about this environmental feature. Compare/contrast what you saw/heard with what you are learning about best practice in educational environments.
* **Ages & Stages:** You will research the stages of development and the characteristics of behavior for school-aged students. Based on this research, you will design a comprehensive Developmental Milestone chart for school-aged students; your Developmental Milestone chart should include organized lists of milestones in various developmental domains and should range from Middle Childhood through Middle Adolescence (6 year-olds through 17 year-olds). You will need to properly cite your sources with APA style references.
* **Theory into Practice Project:** You will offer a detailed review of relevant Learning Theories (e.g., Behaviorist, Cognitive, Multiple Intelligence) that discuss how school-aged children grow, learn, and develop.  Based on this theoretical review, you will design an appropriate indoor and outdoor environment for school-aged children.  You will then offer written commentary about the physical environments that:  describes the physical environments, justifies how the physical environments align with the Learning Theories which were studied, and details how children with and without disabilities and those from diverse backgrounds will be included.  You will need to cite your sources with APA.
* **Effective Teaching Analysis:** You will conduct an interview with one or more of your Cooperating Teachers from your practicum site that focuses on the teaching tools that have been effective for this teacher in the past. You should use Danielson and McGreal’s framework as you develop your interview questions and as you analyze this teacher’s effectiveness. Be sure to ask the teacher various open-ended questions about: their ability to plan and prepare effective lessons, their ability to design effective classroom environments, their ability to implement effective instructional plans, and their ability to manage other professional responsibilities effectively. Afterwards, provide a transcript of the questions and answers. In addition, summarize and reflect upon what you have learned during the interview process. Lastly, guided by Danielson & McGreal’s framework, make a concrete determination about the effectiveness of this person’s teaching. You will need to cite your sources with APA style references.
* **Career Plan:** You will offer a detailed summary of the Interstate Teacher Assessment and Support Consortium (InTASC) 10 Core Standards. In your review of this literature, be sure to discuss the importance of professional teachers being content experts, having good leadership skills, possessing a strong sense of ethics, and collaborating well with others. You will use these Standards as a springboard as you develop a Career Plan for yourself. Your Career Plan should have at least 3 concrete goals for yourself that clearly align with either InTASC Standards; each goal should have at least two measurable action steps that you can/will take as you work towards achieving your goal. You will need to properly cite your sources with APA style references.
* **Lab Hours/Completed Workbook:** Students will log 48 hours of observation and classroom assistance in educational settings. This field-work experience will take place at various types of programs (e.g., Public Schools, Charter Schools, Private Schools, Developmental Day Programs, Faith-Based Programs) and with multiple age groups (e.g., elementary school students, middle school students, and high school students). Students will work collaboratively with more than a Supervising Teacher from within the field as well as a Faculty Advisor from Gaston College. These field work experiences will occur in conjunction with local and regional standards for pre-employment.
* **Faculty Advisor Evaluation:** You are expected to submit the Final Workbook to Faculty Advisor by the due date on Course Schedule. On-time submissions allow for Faculty Advisor to complete the official form which is available within the EDU 187 workbook by Final Exam week.
* **Supervising Teacher Evaluation:** You are expected to submit the Final Workbook to Faculty Advisor by the due date on Course Schedule. On-time submissions allow for Faculty Advisor to complete the official form which is available within the EDU 187 workbook by Final Exam week.
* **Final Examination:** A comprehensive final examination will be administered, via Blackboard, during Final Exam week.

## Letter Grade Assignment (Grading Scale)

The table below describes the relationships between letter grades, points, and performance. The first column describes the letter grade. The second column describes the points range associated with that letter grade. The third column describes the performance represented by that letter grade and point total.

| ***Letter Grade*** | ***Points*** | ***Performance*** |
| --- | --- | --- |
| A | 900 to 1000 | Superior |
| B | 800 to 899 | Above Average |
| C | 700 to 799 | Average |
| D | 600 to 699 | Lowest Passing Grade **(not acceptable for credential)** |
| F | 0 to 599 | Failure |
| I | NA | Incomplete (Written agreement between instructor and student is required.) |
| WI | NA | Withdrawal by Instructor |
| AU | NA | Audit |

## Make-Up Policy

**College Policy:** The student is responsible for all material covered in each course for which he or she is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of the course work. The student is further responsible for initiating any request to make up work because of class absence. The decision to assist the student with makeup work, including tests, in every case rests with the instructor. The instructor may require verification of medical or personal circumstances presented by the student to influence this decision. Course work not made up may affect a student’s grade in the final evaluation since the instructor is not required to offer the student an opportunity to make up course work. Course work that an instructor accepts late may result in the student receiving a lower grade for the work.

**Late Class Policy:** It is the policy of the Early Childhood Education Program at Gaston College that all assignments must be submitted within 7 days of the due date that is on the course schedule. There will be a letter grade deduction for each week that the assignment is late, and **absolutely NO work will be accepted by any Early Childhood instructor after 8 days of the original due date.**

## Viewing Grades

All grades will be posted in Blackboard within one week of the assignment due date. Check your grades frequently throughout the semester by clicking the My Grades menu item on the left. Alert me immediately if you notice a discrepancy in your grade.

## Course Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

The outline below describes the course topics.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **REQUIRED**  **READINGS** | **ASSIGNMENTS**  **DUE** | **DUE DATE** |
| 1 | Syllabus and Introduction |  |  |
| 2 | Chapter 1 | Orientation Activities  Discussion Board 1 | 9-20-21 |
| 3 | Chapter 2 | Discussion Board 2  Observation 1 | 9-27-21 |
| 4 | Chapter 3 | Discussion Board 3  Ages & Stages | 10-4-21 |
| 5 | Chapter 4 | Discussion Board 4  Observation 2 | 10-11-21 |
| 6 | Chapter 5 | Discussion Board 5  Theory Into Practice | 10-20-21 |
| 7 | Chapter 6 | Discussion Board 6  Observation 3 | 10-25-21 |
| 8 | Chapter 7 | Discussion Board 7  Effective Teaching Analysis | 11-1-21 |
| 9 | Chapter 8 | Discussion Board 8  Observation 4 | 11-8-21 |
| 10 | Chapter 9 | Discussion Board 9  Career Plan | 11-15-21 |
| 11 | Chapter 10 | Discussion Board 10  Observation 5 | 11-22-21 |
| 12 | Chapter 11 | Discussion Board 11  Observation 6 | 11-29-21 |
| 13 | Review | Completed Workbooks | 12-6-21 |
| 14 | All | Final Exam | 12-13-21 |

## Final Exam Information

This information will be given prior to the final examination week near the end of the semester.

## Final Exam Schedule

Please refer to the college web page (gaston.edu) for the time and place of your comprehensive final exams. This information will also be announced during the regular semester classes.

## Student Skills for Taking Online Courses

Although experience in online course taking is not required, students should prepare themselves for the unique setting of online learning. Online learning is reading and writing intensive and requires some basic technical skills. In order to be successful in an online course a student must:

1. Be able to use various computer programs such as Microsoft Word, Internet browsers, etc.
2. Be able to save files in various file formats and attach files to e-mail messages, etc.
3. Be able to perform Internet searches, use e-mail, chat, and discussion boards.
4. Be able to study independently, be self-disciplined, and have good study and time-management skills.

# Part 3: Policies, Procedures, and Best Practices

## The Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA prohibits release of student information related to academic performance without students’ written consent. Students who wish an instructor to discuss academic performance with any third parties must complete a Student Consent to Release Record form in Student Affairs, unless such consent has been provided as part of a Sponsorship Office payment agreement. Student Affairs is located on the Dallas Campus on the second floor of the Myers Center, at the Kimbrell Campus on the first floor of the Kimbrell Classroom Building, and on the Lincoln Campus on the second floor of the Lincoln Classroom Building. Please contact Student Records Office at 704-922-6232 or [gcregistrar@gaston.edu](mailto:gcregistrar@gaston.edu) with any questions about the process.

## Student’s Rights and Responsibilities

**Students have a right to expect the following:**

* On the first day of class, the instructor will provide students with a course syllabus that includes course objectives, grading policies, and classroom policies.
* Class sessions will start on time and end on time.
* Assignments will be graded, with constructive feedback, and returned in a timely manner (within one week).
* Students will regularly use texts and other course materials as stated in the syllabus.
* Course activities will adhere to course/college outcomes.

**Instructors have the right to expect the following from students:**

* Students will read the syllabus and ask for clarification if needed.
* Students will arrive on time and leave on time (unless previous arrangements have been made with the instructor for seated and hybrid classes).
* Students will wait at least fifteen minutes for an instructor who is late. They will sign a roll before leaving if the instructor is later than fifteen minutes (for seated and hybrid classes).
* Students will submit assignments that they have completed independently on time.
* Students will obtain and use all required texts and course materials.

## Early Alert

As your instructor, I am committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I may discuss and attempt to resolve the issue with you, or I may, if the situation requires, forward my concern to the Success Coach to seek her/his support and assistance in the matter. My goal is to make your learning experience in this course as meaningful and successful as possible. You are also encouraged to approach me if you are experiencing any challenges related to the class.

## Student Emergency Assistance Program (SEAP)

The Student Emergency Assistance Program (SEAP) is funded by the Gaston College Foundation through contributions made by community members, faculty, and staff who have designated their gift to be used for student support. If you have financial barriers, which prevent you from paying for tuition, books, or academic supplies for curriculum courses, please contact the Learning, Persistence & Completion Center at 704-922-2303. Students are eligible to receive SEAP funding only once per academic year (fall, spring, and summer semesters). For more information, visit the [Student Emergency Assistance Program](http://www.gaston.edu/student-success-support-programs/student-emergency-assistance-program/) webpage.

## Student Outreach Services (SOS)

The SOS program provides enrolled students and their family members with access to clinicians that can assist with personal or academic-related challenges and concerns. Additionally, students have access to Work-Life services such as Financial Services, ID Theft recovery and more. All services are confidential and have no additional cost to students.

All services are available 24 hours a day/7 days a week/365 days a year at 800.633.3353 or via the My Group portal by visiting mygroup.com, click My Portal Login, select work life, and key username: gastoncollegesos and password: guest.

## Student Behavior Policies

Students are expected to respect others’ rights to express different opinions and to learn without intimidation or disruption in this class. Dishonest behavior (whether cheating on exams or plagiarism) will not be tolerated***. Students caught cheating may be referred to the Associate VP of Student Affairs for disciplinary action.*** Disruption in the class will result in the student being asked to leave the classroom. Be sure that you understand what “plagiarism” means before submitting a research paper.

**College Policy:** According to the Student Handbook, “All students have the right to a safe, peaceful and honest educational environment. Therefore, when in the judgment of college officials, a student’s conduct disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken to restore and protect the mission, safety, peace, and integrity of the College.” Certain behaviors are prohibited, including, but not limited to, dishonesty, theft or damage to property on college premises, violation of the drug and alcohol policy, lewd or indecent conduct, violation of the sexual harassment policy, intentional obstruction or disruption of teaching, mental or physical abuse of any person on college premises, and violation of the computer resources acceptable use policy. The student code of conduct, disciplinary procedures, and policies listed above appear in the Student Handbook.

### Academic Honesty & Integrity

It is the expectation that Gaston College students maintain integrity and high standards in every aspect of their academic work. Any student that violates the Gaston College standards of academic honesty and integrity are subject to disciplinary action. Actions which violate academic honesty and integrity may include, but are not limited to:

1. **CHEATING** - Intentional use or attempted use of unauthorized materials, information, notes, study aids, devices or other assistance in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
2. **FABRICATION AND FALSIFICATION** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification refers to the alteration of information; fabrication refers to the invention or counterfeiting of information.
3. **MULTIPLE SUBMISSIONS** - The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
4. **PLAGIARISM** - Intentional presentation of the work of another as one's own without proper acknowledgment of the source. The sole exception to the requirement of acknowledging sources is when the ideas or information are common knowledge.
5. **COMPLICITY IN ACADEMIC DISHONESTY** - Intentionally helping or attempting to help another to commit an act of academic dishonesty.

The policy on academic dishonesty, as well of examples of the acts listed above, appear in the Student Handbook.

1. **Violations**

A violation of academic honesty and integrity will result in progressive disciplinary action. Instituting disciplinary action steps in response to violations of academic honesty and integrity can be initiated by any College faculty member, administrator, librarian, lab personnel, counselor or other personnel who have noted infractions of the standards of academic honesty and integrity. The disciplinary action steps are as follows:

1st offense – Informal coaching or a formal written warning, the office of student conduct will be notified of the offense with no further action requested, and a zero for that test or assignment may be given.

2nd offense –An official conduct violation form will be submitted to the office of student conduct and a zero for that test or assignment will be given.

3rd offense - A reduced grade (including F) for the course, in addition to the above penalties.

4th offense – Being placed on disciplinary probation, in addition to the above penalties.

5th offense – Being placed on disciplinary suspension and assigned a grade of F for the course.

The following additional factors are considered in all determinations of the penalty:

1. The injury or damage resulting from the misconduct.
2. The student’s motivation at the time of the violation.
3. The student’s prior disciplinary record, if any.
4. The student’s behavior subsequent to the violation.
5. The nature and seriousness of the offense.
6. Program-specific rules (ex: integrity in occupations; health sciences which may pose safety concern to other students or patients, etc.)

Multiple violations of the standards of academic honesty and integrity occurring in multiple courses and/or over multiple semesters may result in acceleration of penalties. Any actions taken will become a part of the student’s disciplinary record at the college.

1. **Academic Integrity Appeal**

A student who would like to appeal an academic integrity decision that affects his/her status at the College should first appeal to the College faculty or staff member making the decision. If the student is not satisfied after making their appeal to the faculty or staff member, an appeal should be made to the appropriate supervisor or curriculum chair/director. If not satisfied by the decision at this level, the student may appeal to the appropriate Dean. Failing to receive satisfaction at that level, the student may appeal to the appropriate Vice President. The decision of the Vice President is final.

## Academic Complaints Procedure

**College Policy**: Most academic matters generally will be left to the discretion of the faculty member. Instructors have the academic freedom to cover the material on the departmentally approved syllabus in a variety of ways. Some instructors may have primarily lecture formats while others may have class discussion/participation driven formats. Some classes, by nature of the course, cover controversial topics. This does not mean the instructor personally espouses a particular point of view (lifestyle, religious affiliation, ethnic view, etc.). Any complaints about your academic experiences (other than final grade) may be addressed informally or formally. Academic complaints are defined as complaints regarding course design and content, teaching performance, and instructor conduct. No retaliation or adverse action will be taken against the student for filing the complaint. If possible, talk directly to your instructor in a professional, courteous manner about your issue, and make a good faith effort to resolve the issue. If this approach does not work to your satisfaction, you may wish to make a formal, written academic complaint.

The Academic Complaint Form may be obtained from an administrative assistant in any Dean’s office. The form asks you to put your complaint and your proposed resolution in writing, and it guides you through a step-by-step process. If you inappropriately attempt to register your complaint to a higher administrator in the organization, you will most likely be directed to follow the Academic Complaint process through the supervisory chain unless you have an urgent issue of health, safety or welfare that warrants immediate attention. Please see the Student Handbook Appendix H for additional information regarding the Academic Complaint Process.

## Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

**Divisional Dean and Program Chair**

| **Department** | **Chair** | **Office Location** | **Office Phone** | **Office Email** |
| --- | --- | --- | --- | --- |
| Math, Physics, & Educational Studies | Sandy Wright | RCB 205 | 704.922.6452 | wright.sandra@gaston.edu |
| Dean of Arts & Sciences | Tonia Broome | RCB 224 | 704.922.6310 | broome.tonia@gaston.edu |

## ADA Statement

**College Policy:** The Counseling and Career Development Center will assist and advise students with documented disabilities in arranging academic support and reasonable accommodations. Accommodations will be arranged on an individual basis, specific to the student's needs. The Counseling Center's goal is to provide students with disabilities with necessary accommodations so they may compete on an equal basis in the classroom with their peers. Students must meet with the Special Needs Counselor and provide all necessary documentation prior to receiving accommodations. Thereafter, students will need to meet with the Special Needs Counselor each semester to renew the accommodation plan and continue to receive their accommodations.

The Counseling Center serves as a resource to students, faculty, and staff on issues related to compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973. For more information, contact the Special Needs Counselor at 704-922-6224. The Counseling Center is located on the second floor of the Myers Center.

Students who need reasonable accommodations based on a documented disability or special need are responsible for requesting the accommodations with personnel in the Counseling and Career Development Center at Gaston College. Specific information can be provided by the Special Needs Counselor at 704-922-6224.

## Electronic Communication Devices

**College Policy: -** Students may not use devices in the classroom, such as telephones and other communication devices during labs and test-taking situations unless otherwise instructed. (The only exception will be for on-call emergency personnel i.e., EMS, police, fire, who are required to notify their classroom instructor of their need for such devices at the beginning of the term and provide documentation verifying their occupation.)

**Campus Safety and Security**

Gaston College is committed to providing a safe and secure working and learning environment. Campus Police encourages you to review the safety and security information on the [Campus Police and Safety](https://www.gaston.edu/about-us/campus-police-safety-home/) webpage.

**Emergency Preparedness**

1. Program the Campus Police telephone number into your cell phone: 704.922.6480.
2. In the event of an emergency, contact Campus Police at 704.922.6480 and/or dial 911.
3. If you “See Something, Say Something.” Report to Campus Police behaviors or suspicious packages that leave you feeling concerned, worried, or alarmed.
4. Sign up for [GC Alert](https://www.gaston.edu/about-us/campus-police-safety-home/gc-alert/), Gaston College’s Emergency Notification System, which can be accessed on the [Campus Police and Safety](https://www.gaston.edu/about-us/campus-police-safety-home/) webpage.
5. In addition to GC Alert, the College also has an emergency PA system throughout its campuses, so remember to listen for special safety-related announcements and instructions that may be communicated over the PA system.
6. Familiarize yourself with the various emergency situations and responses highlighted in the [Emergency Response Guide (ERG)](https://www.gaston.edu/about-us/campus-police-safety-home/emergency-preparedness-emergency-response-guide-erg/).
7. Review the [Emergency Preparedness](https://www.gaston.edu/about-us/campus-police-safety-home/emergency-preparedness-emergency-response-guide-erg/) webpage.

If you have any questions regarding campus safety and security, contact Campus Police at 704.922.6480.