



## Course Syllabus

2022-2023

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**EDMG 6645 Advanced Teaching in the Middle School****College**

College of Education

**Section**

OLS01

**Term**

2022FA

**Class Time & Place**

Alternate Thursdays via Zoom 5:15-7:40 beginning on Aug. 18th

**Campus**

Online

**Course Description**

This course will enhance the expertise of middle level educators. The candidates will explore and analyze major theories and research findings concerning early adolescent development and their implications for developmentally appropriate curriculum in the middle school. The candidates will develop further expertise in pedagogy appropriate for middle grades students. Candidates will increase their knowledge of the history, philosophy and future of middle level education. (Field experience is required)

**Credits**

3

**Instructor**

Dr. Katrina Graham Short

**Email Address**

kshort@piedmont.edu

**Office**

Sewell Hall, Faculty Offices, across from Room 104

**Phone**

(904) 728.4137 (c) - If you text me, please identify yourself. (off) (706) 778.8500, x. 8057

**Office Hours**

Before and after class on alternate Thursdays (5:00-5:15 or 7:40-8:05), or by appointment. Just email me for a time to meet via Zoom.

**Textbooks and Class materials****Required Textbook:**

Larson, B. E., & Keiper, T. A. (2013). *Instructional Strategies for Middle and High School*. New York, NY: Routledge.

**Suggested:**

American Psychological Association. (2020). *Publications Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC.

## Student Learning Outcomes

Upon the completion of this course, students will be able to:

1. Demonstrate knowledge of the middle grades learner's social, emotional, cognitive, and physical development and the implications these characteristics have for developmentally appropriate practice.
2. Describe the organization of the middle school.
3. Plan, implement, and assess instruction in ways that meet the learning needs of all students.
4. Foster family involvement in young adolescent education at home and in school.
5. Recognize needs and refer students to available in-school and community support service agencies.
6. Assess and reflect on practice, taking appropriate actions to show continual growth as an educator.

## Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: <https://www.piedmont.edu/academics/technology-requirements/>.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

## Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

## Grading System

Grades are assigned according to a 10-point scale reflected in A, B, C, D, or F grades.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 50% and below

## Attendance

Attendance in a hybrid/online course is dependent upon the completion and submission of the assignments for the week. Just logging into Canvas is not sufficient. You must log in, do the work for the week, and submit it on time in order to be counted present. If there is an emergency, please contact me as soon as possible to arrange for any makeup needed.

When candidates have been absent three or more times, I am required to notify the Dean of the College of Education. Federal Financial Aid mandatory requirements state that students must attend classes regularly. The Dean will notify Financial Aid of your absences.

Excessive absences will result in administrative withdrawal from this course, and you will be required to retake the course (keep in mind that it generally meets only in the fall).

## Class Policies

The following inclement weather policy applies for hybrid face-to-face class meetings:

### ***Inclement Weather***

In general, classes are dismissed or canceled when conditions in and around the College become such that the main streets and college parking lots become too dangerous on which to drive. Obviously, this is an online course, and the class will continue unless, for some reason, classes have been officially canceled by Piedmont University. In the event of inclement weather, students should consult the college website, check their Piedmont e-mail, sign up for e-alert notifications (create an account on the eAlert system by following the directions outlined on <http://www2.piedmont.edu/alert/>), and consult social media for information.

**The Learning Center** exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, and writing. Our tutors are selected by department chairs, trained in the art of tutoring, and monitored to provide the individualized attention our students need to achieve their personal best. We offer by-appointment or walk-in hours during both working and after-business hours. For more information, please visit: <https://www.piedmont.edu/learning-center> or call 706-778-8500, ext. 1503 (Demorest) or 706-543-6973 (Athens).

**Accessibility and Accommodations:** It is the College's goal that learning experiences be as accessible as possible. Should you choose to disclose a disability, contact your professor and Disability Support so that possible accommodations can be discussed. Accommodations are designed to minimize the impact of a disability and ensure access to programs for all students with disabilities. Piedmont University professors and staff make every effort to provide reasonable and appropriate accommodations. The Director of Disabilities Support can be reached at [disabilityservices@piedmont.edu](mailto:disabilityservices@piedmont.edu) or 706-778-8500, ext. 1504.

**Student Email Policy:** All Piedmont College students must use their Piedmont Lions email account (see Catalog at <https://www.piedmont.edu/catalog> for complete policy). Since the Lions account is the official communications channel of the College, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

**Withdrawal Policy:** Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 weeks or 15 weeks). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the College Catalog at <https://www.piedmont.edu/catalog> for the particulars regarding the withdrawal policy.

### ***Active Participation***

Students are expected to participate actively in all classes. Active participation means the student will

- prepare for all classes by reading the text and/or other assigned readings,
- attend all classes (either via Zoom or in person) for the duration of the allotted class time, and for online classes, log in, complete, and submit the module's assignments as directed,
- take an active part and contribute significantly during class discussions, discussion forums, and activities,
- be attentive and respectful of peers and the professor during the discussions and any presentations,
- practice professional use of a laptop (no surfing, emailing, instant messaging, or use of Facebook (during face-to-face classes), and
- submit all assignments on time.

Any student who does not participate actively in all class meetings may face grade deductions.

### ***Written Work***

Quality is important! Work submitted should reflect your professionalism and college-level work. Your writings and reflections will be assessed according to the depth, breadth, clarity, and accuracy they convey.

All written work in this class should be formatted in APA style (7<sup>th</sup> ed.). In short, all papers for the course

- are to be typed using 12-point Times Roman or Arial font.

· are to be double-spaced, error-free, and grammatically correct (including punctuation, spelling, capitalization, etc. - please make use of

Grammarly).

· are to contain a title page as well as a reference page outlining all works cited in the body of the paper, and should be formatted according

to APA style. If you need help with this, just ask.

I feel that we learn by revising our work, and therefore you will have the opportunity to revise your assignments, except for any assignments turned in within the last week of class. However, I reserve the right to ask that you go to the Learning Center (<https://www.piedmont.edu/learningcenter>) for writing tutoring before accepting any revisions that you might want to do.

### **Academic Integrity**

By accepting admission to Piedmont College, each candidate makes a commitment to understand, support, and abide by the "Academic Integrity Policy" without compromise or exception. This class will be conducted in strict observance of the policy. The College imposes strict penalties for academic dishonesty (cheating, fabrication, facilitating academic dishonesty, and plagiarism) as defined in the Catalog and Handbook (<https://piedmont.smartcatalogiq.com/en/2021-2022/graduate-catalog/academic-program/academic-integrity-policy/>).

Some suggestions for helping you abide by the policy include:

· Submitting only your **original work created in and for this course**. Double dipping is not permitted. For example, you may not use

an assignment created in one course to meet the requirements in another.

· Cite and reference work properly using the current APA guidelines. If you have questions about how to do this, refer to the APA Style

Manual, or contact either the Learning Center or me.

Plagiarism will result in a zero grade for the assignment and referral to the Dean of the School of Education. All students will be asked to sign the Academic Integrity Statement found on the course site on Canvas.

### **Course Outline/Schedule**

EDMG 3345/6645 Teaching in the Middle School Fall, 2022

This course schedule may be changed as needed. If so, I will notify you in a timely manner.

Module	Topics to be Covered	Homework
Module 1 Aug. 18	Course and syllabus introduction  The Middle Grades Student	Read/review Chapter 1 in your text  Submit Module 1 Assignments: · Academic Integrity Statement · Module 1 Reflection Journal Part I and Part II  Take your Student Responsibility Agreement Quiz

Module 2 Aug. 25	The Culturally Responsive Teacher	<p>Read three articles (links are provided on Module 2 in Canvas)</p> <p>Submit Module 2 Assignments:</p> <ul style="list-style-type: none"> <li>Thinking about my Cultural Identity Worksheet</li> <li>Module 2 Reflection Journal</li> </ul>
Module 3 Sept. 1	Managing the Middle Grades Classroom	<p>Read the article (link provided on Module 3 in Canvas)</p> <p>Submit Module 3 Assignments</p> <ul style="list-style-type: none"> <li>Module 3 Reflection Journal</li> </ul>
Module 4 Sept. 8	Instructional Preparation	<p>Read the materials on Canvas in Module 4</p> <p>Submit Module 4 Assignments</p> <ul style="list-style-type: none"> <li>Module 4 Reflection Journal</li> <li>Journal Article Review Rough Draft</li> </ul>
Module 5 Sept. 15	Lesson Planning in Middle Grades	<p>Read all materials on Canvas for Module 5</p> <p>Submit your Module 5 Assignment</p> <ul style="list-style-type: none"> <li>Module 5 Reflection Journal</li> </ul>
Module 6 Sept. 22	Instructional Methods	<p>Read all materials on Canvas for Module 6</p> <p>Submit your Module 6 Assignment</p> <ul style="list-style-type: none"> <li>Module 6 Reflection Journal</li> </ul>
Module 7 Sept. 29	Lesson Plan Template	<p>Read all materials on Canvas for Module 7</p> <p>Submit your Module 7 Assignment</p> <ul style="list-style-type: none"> <li>Lesson Plan up through the section 'The Learning Environment'</li> <li>Journal Article Review Final Draft</li> </ul>
Week of Sept. 29	Individual Conferences – I will be holding individual conferences for each of you this week. I will provide a schedule for you to fill out with your desired appointment time. We will be discussing your rough draft of your Lesson Plan at this time. There will be no class otherwise tonight.	

Module 8 Oct. 6	Services in the Middle Grades	<p>Read all materials on Canvas for Module 8</p> <p>Submit your Module 8 Assignment</p> <ul style="list-style-type: none"> <li>Module 8 Reflection Journal</li> </ul>
Module 9 Oct. 13	The Effects of Societal Issues on Middle Grades Education	<p>Read all materials on Canvas for Module 9</p> <p>Submit your Module 9 Assignment</p> <ul style="list-style-type: none"> <li>Module 9 Reflection Journal</li> <li>Second rough draft of your <i>completed</i> Lesson Plan</li> </ul>
Module 10 Oct. 20	Community Stakeholders in Middle Grades Education	<p>Read all materials on Canvas for Module 10</p> <p>Submit your Module 10 Assignment</p> <ul style="list-style-type: none"> <li>Module 10 Reflection Journal</li> </ul>
Module 11 Oct. 27	Parents as Stakeholders in Middle Grades Education	<p>Read all materials on Canvas for Module 11</p> <p>Submit your Module 11 Assignment</p> <ul style="list-style-type: none"> <li>Module 11 Reflection Journal</li> </ul> <p><b>** Please go to Module 12 and read the materials there on Censorship in preparation for our class on Nov. 3</b></p>
Module 12 Nov. 3	Censorship in the Middle Grades Classroom	<p>Submit your Module 12 Assignment</p> <ul style="list-style-type: none"> <li>Module 12 Reflection Journal</li> <li>Final Draft of your Lesson Plan and your Video Link</li> <li>Grad Students only: Rough Draft (optional) of your Research Paper and Research Matrix</li> </ul> <p>Come up with three-five questions you would like to ask of our speaker next week. Bring them to class with you on Nov. 10</p>

Module 13 Nov. 10	<p>You're a Real Middle School Teacher?</p> <p>Wrap Up and Short's Evaluation</p>	<p>Submit your Module 13 Assignment</p> <ul style="list-style-type: none"> <li>Module 13 Reflection Journal</li> <li>Field Experience Commentary</li> <li>Grad Students only – Final Draft of your Research Paper and Research Matrix</li> </ul>
Module 14 Nov. 17	<p>You're a Real Middle School Teacher?</p> <p>Wrap Up and Short's Evaluation</p>	<p>Submit your Module 13 Assignment</p> <ul style="list-style-type: none"> <li>Module 13 Reflection Journal</li> <li>Field Experience Commentary</li> <li>Grad Students only – Final Draft of your Research Paper and Research Matrix</li> </ul>

Readings from the assigned texts will be one focus for discussions, writings, and group activities. Think about how the readings relate or could relate to your classroom teaching experiences.

All work for the course is to be in on time or handed in on an agreed-upon future date. All assignments will be submitted to the course site on Canvas. It is your responsibility to check to be sure that your assignments are posted on time and correctly. Completion of all assignments is required for a passing grade in the course. If at any time you are unclear about assignments or expectations, please contact me for clarification. Other assignments or activities may be required as deemed necessary to assure the mastery of the course objectives as stated.

**Specific Assignments – All assignments, along with pertinent due dates, are specifically explained in the Modules on Canvas. What appears here is a brief description of each assignment.**

#### **Journal Article Review – 15 points (Satisfies Course Outcomes I - IX)**

Undergrad students **only** will complete a review of a journal article. The article should be related to issues of interest in middle grades education. This might be classroom configuration, project-based learning, the flipped classroom as it applies to middle grades, writing with middle graders, interactive notebooks, motivation, gender equity in the middle grades' classroom, blended learning, or any other topic you clear with me. **Articles may be selected only from peer-reviewed journals** from the list contained here in the syllabus and on Canvas. **No article chosen should be no older than 5 years (2017)**, since you want the most recent research about your topic. A performance/grading rubric is provided below and on Canvas. Look it over carefully – it is very specific about what points will be awarded for each section. You will be allowed to submit a rough draft for feedback one to two weeks prior to the due date for the review. If you choose to do so, you can revise your review before turning in your final draft. If you do not choose to turn in a rough draft for feedback, you will not be allowed to revise the review. Please submit your reviews in Canvas by the announced due date.

These critiques should be your own work; any citations should be done properly in APA format. If I suspect that **you have plagiarized anyone's work, you will receive a zero on the assignment, and the incident will be reported to the Dean for further action.**

**Journal Resources – Please choose your article from an issue of one of these peer-reviewed journals.**

Educational Leadership	Middle School Journal
Middle Ground	Phi Delta Kappan
Childhood Education	Reading Research Quarterly
Voices from the Middle	Mathematics Teaching in the Middle School

English Journal

American Biology Teacher

Journal of Research in Science Teaching

Middle Level Learning

The Journal of Social Studies Research

**Rubric Used to Evaluate Journal Article Reviews**

Indicators	Above Expected Progress	Acceptable Minimal Progress	Developing Progress	No Progress
Reflection/Reaction to the Literature	The candidate has exhibited excellent knowledge of the reader. S(he) has collected, integrated, and critically analyzed information from the article using standard research techniques and has constructed an original, logically-written discussion that connects new information to prior knowledge in a way that demonstrates a solid initial understanding of how the author's claim or idea relates to the learning needs of the middle grades student, which indicates that the candidate is progressing satisfactorily at this time in the program. (12 possible points)	The candidate has exhibited basic knowledge of the reader. S(he) has collected and analyzed information from the article using standard research techniques and has constructed an original discussion that makes some basic connections of new knowledge to prior knowledge of middle grades students and which reveals at least an initial understanding of the middle grades student. The candidate is progressing satisfactorily at this time in the program. However, revision of the review might indicate that the candidate is moving toward a fuller understanding of the reader. (9 possible points)	The candidate has exhibited a very limited understanding of the reader. S(he) has collected some information from the article, but the discussion about this information shows that there is only a minimal understanding, at best, of the author's claim or idea. There has been little or no effort to connect new knowledge to prior knowledge. Revision is required to exhibit a basic understanding of what the author has said and how it connects to the middle grades student. The candidate is not progressing satisfactorily at this time in the program. (7 possible points)	The candidate has exhibited no understanding of the reader. S(he) has collected little or no information from the article and has provided little or no discussion about how the author's claim or idea connects with prior knowledge about readers. Extensive revision is required for the candidate to show even a basic understanding of the reader. The candidate is not progressing satisfactorily at this time in the program. (3 possible points)
Mechanics	The candidate has used Grammarly and Word spelling and grammar checkers to ensure there are no mechanics errors in the review. (3 possible points)	The candidate has made some use of Grammarly and Word spelling and grammar checkers, but there may be minor errors in the mechanics of the review. (2 possible points)	The candidate has made little or no use of Grammarly and Word spelling and grammar checkers. There are definite errors in the mechanics of the review. (1 possible point)	The candidate has made no use of Grammarly and Word spelling and grammar checkers. The mechanic errors in the paper make it very hard to read or understand. (0 possible points)

**Grading Criteria**

Above Expected Progress 14-15 points

Acceptable Minimal Progress 11-13 points

Unacceptable or no progress 0-10 points

**Research Paper and Research Matrix - 25 points (Satisfies Course Outcomes I - IX)**



All students will research a topic of interest in middle grades instruction and will write a scholarly research paper, using APA 7th edition format and style. Full directions are found in Canvas.

### **Cultural Identity Worksheet - 10 points (Satisfies Course Outcomes I - IX)**

All students will complete a Cultural Identity Worksheet which will help them to begin to see how the culture of teachers and students can affect how students learn.

### **Reflection Journals - 20 points each, total of 260 (Satisfies Course Outcomes I - IX)**

Throughout the course, all students will be asked to reflect and respond to a Reflection Journal prompt. Students will respond as directed, making sure to cite references to class reading, discussions, or other things they have read or seen following APA 7th edition guidelines.

### **Deconstructing the Standards Worksheets - 20 points (Satisfies Course Outcomes I, II, III, IV, V, VI, VII, VIII, and IX)**

All students will be asked to complete three Deconstructing the Standards Worksheets in preparation for writing their Lesson Plans.

### **Instructional Lesson Plan/Presentation – 40 points (Satisfies Course Outcomes II, III, IV, V, VI, and IX)**

For this course, you will design a lesson plan for one day of instruction. You will select a grade level, a content area, and a topic of instruction, and write a lesson plan that focuses on the unique needs of middle grades students. You will use the Piedmont Lesson Plan template provided on Canvas as you write these plans. Once written, you will video yourself 'teaching' this lesson to an imaginary class (or a real class, if you are currently teaching), upload the video to YouTube with a setting of 'unlisted' that will allow only me to view it, and then submit the link to the video on Canvas along with the final draft of your lesson plan. I will provide extra help to those who need it as you develop your lesson plan. Contact me for an appointment; I'm happy to help you.

### **Field Experience – 15 points (Satisfies Course Outcomes 1-10 listed above)**

**Because of the limitations of COVID-19, your Field Experience requirement may be different. You will be notified once class begins.**

Field experiences are designed to get you into the classroom where you will work with students. You'll never know if teaching is really for you until you "get your hands dirty" and spend time really interacting with students. To that end, all students will spend 15 hours this semester in field experiences. All of these experiences need to be done within your grade bands, so plan on going into classes in the grade band 4th - 5th and in the grade band 6th - 8th. Plan to see at least a day of instruction in each of your grade bands (and I'd suggest that you try to see instruction in both of your content areas during that day, if possible).

For your field experiences, you will be expected to do two things: observe your host teacher as he or she instructs, and work with students yourself at the discretion of the teacher. You may observe the teacher for a short period of time, but the bulk of your hours should be spent actively working with students. You will never know if you really want to teach until you get lots of practice at teaching! At the discretion of your host teacher, you may teach a whole-group lesson, work with small group(s), or work with an individual student. Be sure that you communicate this to your host teacher when you initially contact them so that they can plan ways that you can interact with students.

Once your field experiences are over, you will produce a commentary paper (3-5 pages) about your experiences. In your paper you should discuss the following:

- Where you spent your field experience hours
- How what you saw reinforced what you are learning about the student
- What you learned from your experiences
- How you plan to apply what you learned in your own practices.

**Along with this paper, you will turn in your signed-by-the-teacher Field Experience Permission Letter, which you will be able to access on Canvas.**

### **For students under contract teaching in your own classroom:**

As a part of your field experiences, you will design and implement an action research project. Think about your classroom and the unique issues that you face daily as you interact with middle grades students. Select one issue that you would like to change about your classroom. This might be an issue related to your own instruction, student learning, or student behavior, and it might involve all of your students, a small group of students, or one individual student in the class. Develop a unit of lesson plans for five days (written on the Piedmont Lesson Plan Template) designed to make a change, implement that change, and produce a three- to five-page reflection paper about your experiences. In the paper you should discuss the following:

- How you determined what issue to address in your classroom
- What outcomes you intended to gain through your instruction
- How successful your instruction was in addressing the issue
- Where you might go from here to maintain the change, if there was one, or to continue to work toward change.

Turn in your unit lesson plans along with this paper.

### **Requirements for in-class Field Experience:**

When you are visiting schools for field experience, you are representing Piedmont College and yourself as a professional. Your appearance, behavior, and demeanor should present those qualities that best represent you as a professional. Dress appropriately (no jeans, tennis shoes, or tee shirts unless the teachers and students are participating in a Spirit or Field Day). You will be expected to fill out and have signed the Letter of Introduction, found on Canvas. Students teaching on provisional certificates may complete their field experience in their own schools if possible, but not with their own students. Paraprofessionals may also complete their field experiences in their own schools, but again, may not do it with students with whom they work, and may not do it during employment hours, unless approved by the principal. Please see me for details if you have questions.

Mandatory field experience requirements include having your Preservice Certification Number, which provides you with a background check. If you have been enrolled in this class, but do not have this preservice certification, you must notify me at the beginning of class. An alternate field experience requirement will be provided for you to complete.

Please take a copy of the Principal's Letter and Assignment Description, found on Canvas, with you when you go into the schools. Have it signed by the principal or host teacher before you leave each time you go into the school. You will submit a picture of the signed form along with your Field Experience Commentary.

### **Social Justice Statement**

All are welcome as we strive to learn together, regardless of ability status, affectional orientation, age, color, ethnicity, gender expression, gender identity, marital status, nationality, political ideology, race, religious beliefs, sex, sexual orientation, spiritual beliefs, socioeconomic status, or veteran status. It is important that professors and students all strive to maintain an environment (online and in-person) in which all individuals receive respect, acceptance, positive regard, and the opportunity to safely develop and exchange ideas. We must acknowledge diverse world views and celebrate our rich differences. As educators, our ability to respect, support, and celebrate our differences has a profound impact on our daily interactions with our students and our classrooms. To support a safe and welcoming environment in our classrooms, Piedmont University College of Education professors will seek to promote fairness, empowerment, and advocacy for each student.

If you have preferred pronouns other than the traditional ones, I am happy to use them when speaking with or about you. Just let me know what pronouns you prefer. My pronouns are 'she' and 'her'

### **Department Assessment**

The Lesson Plan assignment may be used as departmental assessment data.

### **Piedmont Policies**

*Non-Discrimination Policy:* It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

*Piedmont University* adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

*The Learning Center* exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington [ohowington@piedmont.edu](mailto:ohowington@piedmont.edu) or call 706-778-8500, ext. 1176 or visit: <https://www.piedmont.edu/learning-center>.

*Piedmont University* strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **Office of Accessibility, Resources, and Services (OARS)** to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at [csnow@piedmont.edu](mailto:csnow@piedmont.edu) or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: [https://piedmont-accommodate.symplicity.com/public\\_accommodation/](https://piedmont-accommodate.symplicity.com/public_accommodation/). If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symplicity.com/students>

*Statement on Academic Integrity:* Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

*Directives on Completion of Student Work:* Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

*Student Email Policy:* All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

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*Excused Absence Policy:* Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at <https://piedmont.smartcatalogiq.com/>.

*Starfish®:* We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at <https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379>.

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