



EDUC 5000 Introduction to Professional Practice

Course Syllabus

2022-2023

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College

College of Education

Section

OLA01

Term

2022FA

Class Time & Place

Each Canvas module opens on Monday at 12:00 AM and closes the following Sunday at 11:59 PM.

Campus

Online

Course Description

Introduction to the practice of teaching with emphasis on foundational skills such as identifying standards, writing learning outcomes, lesson planning, and data collection. The course will also introduce the language of teaching by focusing on specific terminology and acronyms used in the field.

Credits

3

Instructor

Dr. Christine Havens-Hafer

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Office

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Phone

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Office Hours

Mondays 11:30 am - 2:00 pm, Tuesdays 11:30 am - 2:00 pm, Wednesdays 11:30 am – 2:00 pm, Thursdays 11:30 pm - 2:00 pm

Please email if you are unable to meet during these times. Additional times are available via appointment and Zoom. I am available by email, phone (cell), and text (be sure to give your name and class first).

Textbooks and Class materials

There is no textbook currently for this course.

Student Learning Outcomes

After completion of this course, candidates will be able to:

- explain the link between effective lesson planning and student achievement (inTASC Standard 1-8)
- identify specific learning, social/emotional, and behavioral needs (inTASC Standard 1-3)
- explain the value of using a backward planning model for instruction (inTASC Standard 1-8)
- align standards, objectives, and assessment in a lesson plan (inTASC Standard 4-8)
- explain the efficacy of various models of instruction (inTASC Standard 1-8)
- develop lower- and higher-order questions that align with Bloom's Taxonomy (inTASC Standard 4-8)
- explain the link between effective classroom management and student achievement (inTASC Standard 1-9)
- plan for effective instruction that meets the needs of all learners (inTASC Standard 1-10)

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

The course will be considered a Pass/Fail course. Candidates will be expected to amass at least 124 points from the assignments listed below for a passing grade.

ASSIGNMENTS

Due dates for all assignments will be discussed in class and are shown on the last pages of this syllabus in the Class Calendar. They are subject to change at the professor's discretion. Submitting assignments in a timely manner is a part of your professional responsibility.

Full explanations of each item can be found in the Canvas site for the course:

- **Student Responsibility Agreement - 5 points (meets inTASC Standard 9)**~ Students will read and sign the Student Responsibility Agreement as directed in Canvas.
- **Academic Integrity Statement - 5 points (meets inTASC Standard 9)**~ Students will read and sign the Academic Integrity Statement which outlines Piedmont's position on academic honest and plagiarism.
- **Discussion Forums – 20 points each, Module 1 and 6**
- **Assignments – Modules 2-5 and 7-9, points determined by assignment**

Graded Module Assignments include the following:

- **Module 2: Student Demographics and Learning Needs Assignment - 10 points (meets inTASC Standards 1-9)**~ Students will create a class of at least 20 students, and identify their needs using the Student Demographics and Learning Needs Chart provided on Canvas. Name your students, and identify the needs that each student has that should be considered as you plan for instruction. You will share your chart with the class, so have it ready to be shared on the assigned date.
- **Module 3: Differentiation Assignment - 10 points (meets inTASC Standards 1-9)**~ Students will use the **Differentiation Scenarios** document, the **Module 3 PowerPoint**, and the **Student**

- **Module 3: Demographics and Needs – 10 points** ~ all provided in class/on Canvas, to decide how they might differentiate instruction for each student.
- **Module 4: Deconstructing a Standard Assignment - 10 points (meets inTASC Standards 1-9)**~ Students will pick one content standard at a targeted grade level and unpack that standard.
- **Module 4: Objectives Assignment – 10 points (meets inTASC Standards 1-9)**~ Students will write objective(s) for the content standard they chose for the Deconstructing a Standard Assignment above.
- **Module 4: Assessment Questions Assignment – 10 points (meets inTASC Standards 1-9)**~ Students will write an assessment question(s) for the objective(s) they chose for the Deconstructing a Standard Assignment above.
- **Module 4: Learning/Results Chart - 10 points (meets inTASC Standards 1-9)**~ Students will use the information they know thus far about effectively planning for student learning needs and for lesson delivery, as well as the **Logic of Backward Design Chart** provided in Canvas, to complete the **Learning/Results Chart** showing instructional strategies they might use in class to meet the learning needs of students.
- **Module 5: QAR Questions – 10 points (meets inTASC Standards 1-9)**~ Students will use the last slide of the Module 5 PowerPoint to write a set of Question-Answer Response questions.
- **Module 5: Questioning Strategies Chart - 10 points (meets inTASC Standards 1-9)**~ Students will complete the **Questioning Strategies Chart** after researching effective questioning strategies to show which strategies they might use in class to meet the learning needs of students.
- **Module 6: Podcast Reflection – 10 points (meets inTASC Standards 1-9)**~ Students will listen to the podcast as directed in Module 6 and then complete a one to three-page reflection about ways to structure virtual instruction.
- **Module 7: Lesson Plan Narratives Assignment/Conferencing Reflection – 30 points total (meets inTASC Standards 1-9)**~ Students will, using the standard, objectives, and assessment they worked on earlier in the semester, write the narratives for the introduction, body, and conclusion of a lesson plan.
- **Module 8: Equality Webinar Reflection Paper – 10 points (meets inTASC Standards 1-3)**~ Students will listen to the webinar as directed in Module 8 and then complete a one to three-page reflection about the importance of equality in the classroom.
- **Module 9: Final Exam Lesson Plan – 45 points (meets inTASC Standards 1-9)**~ Students will write a complete lesson plan using the various pieces they have worked on during the semester.

Attendance

Attendance Policy:

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. During the online modules, the student has to complete one discussion post to be counted as present.

If you become so sick that you are not able to log in at all during the week of the module, you should immediately contact Dr. Havens- Hafer to discuss your situation. Be sure to keep up with your doctor's documentation for this type of extended illness.

You are expected to complete each module the week that it goes live. When a module closes any work not completed will receive a zero. Please note the dates for the module are provided on the canvas home page.

If you must be out, please let me know as soon as possible. I am required to report to the Dean of the College of Educations students who have two consecutive unexcused absences since Financial Aid requires this information. Too many unexcused absences will result in you being administratively withdrawn from the course, and you will have to retake the course at another time.

Attendance, timeliness, and participation are required in each course and are a part of professional dispositions. Each candidate is expected to be **regular and prompt in attendance**.

As a candidate progresses through the program of study, he or she is developing a professional reputation. Upon completion of a program of study, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Almost every reference asks the recommender about a candidate's attendance, promptness, punctuality, dependability, and exercise of professional judgment in absences. Thus, a candidate should work toward developing an exemplary reputation regarding attendance and punctuality.

Furthermore, candidates for all professional educational roles are expected to model dispositions of professional educators. The GAPSC guidelines state: "Candidates' work with student, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state, and institutional standards."

Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so. If a professor or instructor of a course has a concern about a candidate's attendance, participation, or professional dispositions, he or she is obligated to complete a *Candidate Notification Concerning Professional Dispositions* form.

This form will be signed by the candidate and forwarded to the Dean of the School of Education. The Dean will distribute the form to the appropriate Department Chair for review.

Active Participation

Active participation in this class means that you agree to take part in a democratic classroom that involves shared decision making and contributing to creating an energetic and productive environment that encourages discussion and exploration of different ideas and perspectives. This means you will:

- prepare for classes by reading the text and/or other assigned readings;
- attend all classes for duration of allotted class time
- take active part and contribute significantly during class discussions and activities;
- be attentive and respectful of peers and the professor during the discussions, dialogue, and presentations.
- practice professional use of a laptop (no surfing, emailing, instant messaging, or use of social media during class)
- submit all assignments on time.

Class Policies

Inclement Weather

In the case of inclement weather, please monitor your Part of the Pride student phone app as well as the Canvas site for the course for official announcements about school closing. If the weather does not impact Internet services, classes may possibly continue in a Zoom format. Please check your email from instructions from your professor as well as the Piedmont University website.

Academic Integrity

Students at Piedmont College are expected to abide by the Piedmont Academic Integrity policy as outlined in the current Piedmont catalog. The policy may be seen below. Students who do not abide by this policy will receive a zero for the assignment and will be referred to the Dean of the School of Education for further action.

Piedmont Academic Integrity Policy: "In accordance with the mission statement at Piedmont College, it is the responsibility of each member of the Piedmont community to promote an atmosphere of academic integrity and an understanding of intellectual honesty that adheres to the highest standards of professional and personal conduct."

To protect intellectual and scholarly integrity, the College imposes strict penalties for academic dishonesty, which is defined as follows.

- Cheating — intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication — intentional and unauthorized invention or falsification of any information or citation in an academic exercise or altering official college records or documents.
- Deception — intentionally providing false information to an instructor or other academic administrator about an academic matter in order to achieve an unmerited advantage.
- Facilitating academic dishonesty — intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism — intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- Collusion — intentionally working in collaboration with others on an assignment intended to represent a single student's work; or, improving or editing another's completed work to the extent that the nature and quality of the original work is significantly altered.

Examples of Collusion

Collusion occurs when work presented as a students' individual work has been intentionally developed with the assistance of others. Absent specific authorization from the course instructor, each academic exercise or assignment is presumed to be prepared and submitted by one student acting individually and not together with others.

This doesn't mean that students can't study in groups and learn from one another, nor does it mean that students cannot ask for advice about how to accomplish an assignment from Academic Support or the Library. However, the result that is the required/graded submission must represent the student's individual thought and effort, unless the assignment was to produce a group's collaborative work.

Collusion	Cooperation
Planning a response together; copying a plan for an individual assessment.	Analyzing the assessment question together.
Paraphrasing someone else's assignment and submitting it as your own.	Practicing paraphrasing skills together and sharing tips.
Relying on some group members to do all the work.	Sharing work evenly among group members.
Getting someone else to do your assessment task.	Getting help from an academic support tutor
Remember, you are guilty of collusion when you are copying someone else's work or letting someone else copy your work.	

Collusion occurs when you work without the authorization of your instructor to:

- work with one or more people to prepare and produce work
- allow others to copy your work or share your answer to an assessment task
- allow someone else to write or edit your work (an exception is receiving assistance from academic support or student success)
- write or edit work for another student
- offer to complete work or seek payment for completing academic work for other students.

Examples of Deception

- Giving a false excuse for missing a project deadline;
- Claiming to have submitted coursework that one did not actually submit;
- Taking an exam or submitting coursework on behalf of someone else, especially when using their personally identifying credentials to do so.
- Forging an advisor's or instructor's signature on an academic form."

Make-up Policy

Make-up Policy:

You are required to reach out to the instructor to discuss the reason for missing the deadline and what steps must be taken to complete the work. Make-up work must be submitted within two weeks of the absence and can only be submitted upon receipt of permission from the instructor.

Online classes consist of an Activity and Discussion. Failure to participate in an online class will result in a zero for that class. IN ORDER TO MAKE UP AN ONLINE DISCUSSION POST YOU MUST SUBMIT THE FOLLOWING:

1) the date you were absent AND reason for absence

2) a professionally written and comprehensive summary of the content that was covered for that class (approximately 2 pages in length, double-spaced, Times New Roman, 12-point font.)

If this is not satisfactorily submitted, no credit will be given, and you will receive a zero for the post. However, if the submission is approved by the professor and satisfactorily completed, no points will be deducted as if the student was present for the discussion.

Course Outline/Schedule

Tentative Course Outline/Schedule

The purpose of this course is for students to learn the theory that supports *why* and *how* we plan for successful lessons. **The class schedule for this course can be subject to change.**

DATES	ASSIGNMENT	DUE DATE
Week 1 Aug. 17-28	Module 1 Introduction to the Course Why We Plan STUDENT RESPONSIBILITY AGREEMENT	<ul style="list-style-type: none"> Module One Overview Module One Introduction First Things First - Academic Integrity Academic Integrity Statement Module One Lesson Lesson Planning Article Review Multiple Intelligences Module 1 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> Lesson Planning Article Review Multiple Intelligence Survey: Multiple Intelligence quiz <p>Due AUG. 28 @ 11:59 PM.</p>
Week 2 Aug. 29-September 4	Module 2 Knowing Your Students: The Range of Unique Needs	<ul style="list-style-type: none"> Module Two Overview Module Two Introduction Module Two Lesson-2 Class Learning Needs Assignment Module 2 Looking Ahead <p>ASSIGNMENT DUE:</p> <ul style="list-style-type: none"> Download and read the Lesson Plan Template Read The Parent's Guide to Understanding GA Milestones Class Learning Needs Assignment <p>Due SEPT. 4 @ 11:59 PM.</p>

<p>Week 3</p> <p>September 5-11</p>	<p>Module 3</p> <p>Differentiation Part I (content, process, product)</p> <p>Knowing Your Students: The Range of Unique Needs</p>	<ul style="list-style-type: none"> · Module Three Overview · Module Three Introduction · Module Three Lesson · Differentiation Scenarios Chart · Three Graphic Organizers Reflection · Module 3 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Differentiation Scenarios Chart · Response Paper (3 Graphic Organizers) <p>DUE SEPT. 11 @ 11:59 PM.</p>
<p>Week 4</p> <p>September 12-18</p>	<p>Module 4</p> <p>Differentiation Part II</p> <p>Planning for content, process, and/or product</p>	<ul style="list-style-type: none"> · Module Four Overview · Module Four Introduction · Module Four Lesson-3 · Class Learning Chart - Differentiation Column · Module 4 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Class Learning Chart <p>Due SEPT. 18 @ 11:59 PM.</p>
<p>Week 5</p> <p>Sept. 19-25</p>	<p>Module 5</p> <p>How to Begin—Backward Planning</p> <ul style="list-style-type: none"> · · State Standards · 	<ul style="list-style-type: none"> · Module Five Overview · Module Five Introduction · Module Five Lesson · Deconstructing a Standard Worksheet · Looking Ahead-5 <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Deconstructing a Standard Worksheet: Selecting Standards <p>Due by SEPT. 25 @ 11:59 PM.</p>

<p>Week 6</p> <p>Sept. 26- October 2</p>	<p>Module 6</p> <p>Backward Planning</p> <p>Objectives</p>	<ul style="list-style-type: none"> · Module Six Overview · Module Six Introduction · Module Six Lesson · Module 6 Assignment · Module 6 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Deconstructing Standard Worksheet: Objectives section <p>Due by OCT. 2 @ 11:59 PM.</p>
<p>Week 7</p> <p>October 3-9</p>	<p>Module 7</p> <p>Backward Planning</p> <p>Assessments</p>	<ul style="list-style-type: none"> · Module Seven Overview · Module Seven Introduction · Module Seven Lesson-2 · Assessment Pre-Test · Module 7 Assignment · Learning/Results Chart · Formative Assessment Scenarios · Lesson Plan I · Module 7 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Assessment Pre-Test · Deconstructing Standards Worksheet: Assessment section · Learning Results Chart · Formative Assessment Scenarios · Lesson Plan I (up to section “The Learning Environment”) <p>Due OCT. 9 @ 11:59 PM.</p>

Week 8 October 10-16	Module 8 Questioning	<ul style="list-style-type: none"> · Module Eight Overview · Module Eight Introduction · Module Eight Lesson-2 · Developing QAR Questions · Questioning Strategies Chart · Module 8 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · QAR Questions · Questioning Strategies Chart <p>Due OCT. 16 @ 11:59 PM.</p>
Week 9 October 17-23	Module 9 Methods of Instruction Workshop Model <ul style="list-style-type: none"> · Lecture · Concept Attainment 	<ul style="list-style-type: none"> · Module Nine Overview · Module Nine Introduction · Module Nine Lesson · Lesson Plan 1 · Module 9 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Work on completing Lesson Plan I <p>Due NOV. 6 in Module 11 @ 11:59 PM.</p>
Week 10 October 24-30	Module 10 Methods of Instruction <ul style="list-style-type: none"> · Collaborative Learning · Student Directed Learning 	<ul style="list-style-type: none"> · Module Ten Overview · Module Ten Introduction · Module Ten Lesson · Lesson Plan I (Cont.) · Module 10 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Work on completing Lesson Plan I <p>Due NOV. 6 in Module 11 @ 11:59 PM.</p>

Week 11 October 31- November 6	Module 11 Virtual Learning	<ul style="list-style-type: none"> · Module Eleven Overview · Module Eleven Introduction · Module Eleven Lesson · Reflection · Lesson Plan 1 Final Submission · Module Eleven Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Podcast Reflection · Lesson Plan I Final Submission <p>Assignments due by NOV. 6 AT 11 PM.</p>
Week 12 November 7-13	Module 12 Lesson Plan Narratives	<ul style="list-style-type: none"> · Module Twelve Overview · Module Twelve Introduction · Module Twelve Lesson · Reflection · Module 12 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Work on completing Lesson Plan II <p>Due NOV. 20 in Module 13 @ 11:59 PM.</p>
Week 13 November 14-20	Module 13 Conferencing Skills	<ul style="list-style-type: none"> · Module Thirteen Overview · Module Thirteen Introduction · Module Thirteen Lesson-2 · Reflection · Lesson Plan II Final Submission · Module 13 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Reflection Paper · Lesson Plan II Final Submission <p>Due NOV. 20 @ 11:59 PM.</p>

Week 14 November 21-27	Module 14 Equity in the Classroom	<ul style="list-style-type: none"> · Module Fourteen Overview · Module Fourteen Introduction · Module Fourteen Lesson · Equity Webinar Reflection · Module 14 Looking Ahead <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> · Webinar Reflection <p>DUE NOV. 27 @ 11:59 PM.</p>
Week 15 November 28-Dec. 4	Module 15 Wrapping it Up!	<ul style="list-style-type: none"> · Module Fifteen Overview · Module Fifteen Introduction · Module Fifteen Lesson · Lesson Planning Takeaways <p>ASSIGNMENT DUE:</p> <ul style="list-style-type: none"> · Discussion Post <p>Due DEC. 4 @ 11:59 PM.</p>

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.

Department Assessment

The submitted Lesson Plan II for this course will be used to collect data as needed for the department reports for the Elementary, Middle, and Secondary departments.

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 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 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/. 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.

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 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at <https://piedmont.smartcatalogiq.com/> for the particulars regarding the withdrawal policy.

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>.

Piedmont University Library is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.