



Walters State Community College Course Syllabus

Course Information

Course Number and Name: SPED 2010 Intro to Special Education

Section ID: 80902.202380

Semester and Year: Fall 2023

Credit Hours: 3

Start Date: August 21, 2023

End Date: December 08, 2023

Course Format: HYB - Hybrid (Web-Assisted Classes)

Catalog Course Description: This course deals with the special needs student population from physical disabilities, learning disabilities, intellectual disabilities, sensory impairment, to the gifted child. The student will learn about interpreting diagnostic instruments and writing educational programs to meet the needs of the child. Students will study current practices, issues, and trends in special education law and policy, including adapting the environment and strategies for developing strong relationships with families and other community agencies. There is a significant outside of class time service-learning component to this class. Any field experience requires proof of personal liability coverage and a criminal background check. **F, S**

Meeting Details: TR; 02:20PM - 03:45PM; MBSS 125

Course Drop Deadline: October 27, 2023

Instructor Information

Name: Misty Hayes

Role: Instructor of Education

Office Location: MBSS 142

Office Hours: Office hours are located on office door

Office Phone: 423-585-6915

Email: Misty.Hayes@ws.edu

Supervisor Name: Dr. Cary Jenkins

Supervisor Phone: 423-585-6761

Secretary Name: Lisa Horner

Secretary Phone: 423-585-2633

Required Textbook(s) and Materials

Exceptional Learners: An Introduction to Special Education

ISBN: 13: 978-0-13-752035-0

Authors: Daniel P. Hallahan, Paige C. Pullen, James M. Kauffman

Publisher: Pearson

Edition: Fifteenth

Supplemental or Optional Materials

This course utilizes online sources as an information base and therefore requires access to the internet. Some of the online resources utilized include audio and video so a broadband internet connection is recommended.

Student Learning Outcomes/Objectives

- 1. Demonstrate knowledge of the historical development of the field of special education including its philosophical basis and current professional status.
- 2. Describe current legislation dealing with special education, including service delivery options and the concept of least restrictive alternatives, the assessment and development of individualized educational programs, and due process for parents and teachers, as well as basic terms and concepts related to special education.
- 3. Demonstrate knowledge of the contributions of parents and caregivers in the education of students with exceptionalities.
- 4. Understand the effects of linguistic and cultural diversity on the academic, emotional, and social development of pupils with exceptionalities.
- 5. Describe the different categories of disabilities as identified by IDEA and Tennessee SDE, the various disabilities that are under each category, and how students with disabilities are unique.
- 6. Identify recommended educational strategies appropriate to children with exceptionalities in the inclusive classroom.

Instructional Approach and Methods

During the Fall 2023 semester, this course will be offered in a Hybrid format. The Hybrid format is defined as follows:

Class Meeting: The class will meet half in person and half online. Attendance is required both online and in person. On the days that we meet in person, the class will be held from 2:20 pm - 3:45 pm

Assignments: Content and assignments will be available on Monday at 8:00 a.m. of each week. Students will be expected to complete the assignments by the given due dates. A calendar with due dates is available to keep you on track. Instructional methods include online modules, lectures, discussions, activities, papers, an interview, and student presentations.

Assessment, Evaluation and Testing Procedures

Assessment of course learning goals is based on written assignments, including an interview and a peer-reviewed journal report, a co-teaching presentation of a lesson, and three module quizzes. A Service learning component of the course as well as four Reading Assignment Discussion posts and replies.

Quizzes 3 @ 40	120 points
Service Learning	60 points
Reading Assignment Discussion 4@10	40 points
Interview or Journal Article Report	40 points
Co-teaching Lesson Plan & Presentation	40 points
Person First Self-Assessment	10 points
Historical Figures	25 points
Child Outcomes Discussion	10 points
STEP Assignment	25 points
Disability Categories	10 points
Functional Behavior Analysis	10 points
Data Collection	10 points

Learning Disabilities	10 points
Co-teaching Discussion	10 points
Culture	10 points
Differentiated Instruction	10 points
Explicit Instruction	10 points
Total points available	450 points

Testing Procedures:

A quiz consisting of multiple-choice questions and short answer questions is taken at the conclusion of each of the three modules.

Grading Scale

A	400-450
B	350-399
C	300-349
D	250-299
F	0-249

Assignments

Assignments/Projects:

- Required print and web-based readings
- One written assignment; interview or journal report
- One assignment, co-teaching plan of High Leverage practice or Evidence-based teaching practice, and PowerPoint presentation of the practice
- Quizzes (3) on concepts, terms, and knowledge
- Discussion board post and reply (4) based on assigned reading articles
- Service Learning: As a component of this course, students will complete a pre-designed reflective journal based on the service learning experience. A minimum of twelve (12) hours of Service or Observational learning **must** be completed in order to fulfill the requirements for this project and the course. Not completing the Service or Observational Learning portion of the course will result in failure. The components of this portion of the class must be submitted to the instructor in accordance with the Timeline.

Class Participation

- eLearn will be the primary means of communication. You can contact me through the eLearn email or Walters State email. I also use the eLearn site as a way to share course information. To succeed in the course, you must check eLearn regularly. I will answer emails within 48 hours (excluding weekends and holidays).
- Your weekly assignments, along with explanatory videos, will be posted in the news section each week.
- You will receive frequent emails from me regarding our class, and I ask that you check your email at least once a day.
- Participation: The overview of the course requirements will include what participation is expected in terms of class interaction and submission of work. New course content will open each Monday. All the content will be available in eLearn.
- If you are having problems with the course, contact me immediately for help. Do not wait until the week before finals.
- All assignments are submitted through a Dropbox on the class eLearn site. Assignments sent through email are not considered submitted.
- Log into eLearn daily to check class schedule, grades, emails, news, and assignments.
- To email simply go to the classlist under the Course Tools tab. Click on your professor's name to compose a message. Please include a subject line that indicates what the message is about and sign your name and course.
- Feedback for discussion boards can be found with the grade time in grades.

Attendance

You will note on the course calendar that you have work to complete every week. Not completing your work for the week will negatively affect your grade.

Throughout the semester, attendance is reported through the submission of attending class, designated activities, discussion boards, and assignments due each week. More than one missed week of attendance results in a loss of points.

You are permitted to work at your own pace throughout the week. Assignment due dates are on the course calendar on the home page, the class schedule in Module 1, and in the content.

If you know you are going to be absent, or be out of town and unable to complete an assignment on time, it is your responsibility as a college student to make that work up before you miss it in order to

not miss future assignments. Work not turned in before your absence, unless met with my approval, will be considered late.

Attendance will be measured in the course by attending class and completing assignments.

Course and Class Policies/Procedures

The syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the college. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in the syllabus.

All content will be available online. New course content will be available Monday at 8:00 a.m. of each week. Content includes required reading, videos, weekly attendance activities, instructor presentations, as well as assignments.

Daily Schedule

Your daily schedule can be found on the course home page under the calendar. Follow the schedule closely to avoid missing any assignments and due dates. In addition, most assignment due dates will also appear under content, on assignments like discussion boards, quizzes, and Dropboxes.

Assessments

More than one missed week of attendance and assignment results in loss points, 5 for the second week of a missed attendance activity, 10 for the third week of attendance activity, and 15 for the fourth week of attendance activity, five additional points for each week the attendance activity are not submitted.

Keep in mind that your final grade is based on your average. This is the total points you earn divided by the total points possible for the course.

You can see this item at the top of your grades. It will give you a current average out of the possible points at all times. If you see just your average, click on the image of the calculator to open a new window with your earned points out of the total you have completed.

Drop Deadline:

“Please refer to the current timetable of classes for the drop deadline.”

The drop deadline for this course is: 10/27/2023

Online/Web-Enhanced Course Supplementary Information

Virtual Office Hours	Listed in eLearn
Library Information	Phone 423-585-6946 Walters State Library Home page:(opens in a new window)
Technical Support	Students in need of assistance with computing and technology issues should contact the IET Helpdesk by phone or online: Morristown: 423-585-2742 Greenville: 423-798-8186 Sevierville: 865-286-2789 Walters State Helpdesk (opens in a new window)
Web Addresses/Resources	All course information is posted and updated on the course website on eLearn. It is the student's responsibility to check the course website regularly.
Guidelines for Communication: Email, Discussion Posts, Chat	All email and discussion posts are used for WSCC course purposes only.

Microsoft Teams Management

This virtual meeting tool is similar to other online meeting spaces. See our home page news in eLearn for how to use your Senators college email to join our Team.

If your class takes place in TEAMS, you will need a computing device (Chromebook, laptop, desktop, tablet) that has video, microphone, & sound.

Students must exhibit professionalism when using Microsoft TEAMS. Elements of professionalism include punctuality, preparation, and appropriate personal appearance (wear clothes). Demonstrate respect for yourself, your classmates, and your instructor.

If we are meeting virtually, you are expected to follow these guidelines:

- Treat attending virtually as you would be in a regular classroom where you are expected to stay in your seat, work during class, & avoid causing distractions.
- Turn on your video to show your presence in the class.
- Turn off your microphone when you are not speaking to the class.
- At times, you may be asked to share your screen. Avoid any distracting or inappropriate images or web tabs on your screen.
- Turn off your cell phone ringer & buzzer
- Use your cell phone only for specific teacher-led activities or with the permission of the teacher.
- Do not chat with classmates In Teams during class unless it is a designated instructor-led activity.
- Have our eLearn class open to participate & work on assignments
- Respect the teacher whose room you are in & follow that teacher's classroom guidelines.
- If you are unable to use the Internet in the classroom, take turns sharing mobile hot spots from your phones depending on your data plans.
- Remain in class in your seat until the bell rings to dismiss. Please do not gather at the teacher's classroom door.

If you are joining us remotely, here are additional guidelines:

- Find a quiet place where you will not be disturbed
- Avoid background noise, turn off your cell phone ringer or buzzer, turn off music, etc. . . .
- Dress as you would for a normal school day.

- Be conscious others will see what is in the background. Present a neat & non-distracting place to attend class. If you choose a virtual background, avoid changing it during class or a background that is distracting. (If you have a valid reason for not turning on your video, email the professor in eLearn.)

Discussion Board Expectations and Policies:

Discussion Boards are essential to the success of this course. All students are expected to participate in the development of not only their own writing but also of their classmate's work. They are expected to share their work and give and receive constructive criticism. Participation is very important to the success of this course.

How To Communicate On The Discussion Board:

- Keep in mind that the Discussion Board in an online class serves as your primary learning platform as it replaces in-class discussion. You should treat it just as you would any in-class discussion you would have in an on-ground class.
- Reflect before you post an emotional response and re-read what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- Communicate effectively.
- Do not use all caps or multiple punctuation marks (!!!, ???, etc.), or else you might come across as angrier than you intended.
- Be sure to define or explain acronyms, jargon, or uncommon terms so everyone can understand and participate in the discussion.
- Sign your name. Take responsibility for your comments to build a strong classroom community.
- Foster community. Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course. Focus on providing clarity and moving the discussion toward understanding, even when you don't agree.
- Be constructive. Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- Be on time. See the discussion board late-work policy.
- Keep the conversation on the topic. Online dialogue is like a conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

- See the “Getting Started” Netiquette module
- **What Is Expected of You In The Discussion Board:**
 - Post your original contribution to the discussion board when the original post is due so your classmates have time to respond.
 - Reply to at least two other students each week by the Response due date
 - Check-in on the Discussion Board frequently, at least once a day
 - If someone has replied to any of your posts, you should answer them, just as you would in a face-to-face conversation. Be sure to pay attention to what is happening on the Discussion Board.
 - At the same time, you should not feel obligated to re-read everyone's posts multiple times a week just to be sure you're not missing something. Once you've read your peers' responses, make note of which threads you are actively participating in – focus on monitoring those conversations.
 - When the deadline for posting has passed for one week, we will move on to the next topic. No one is obligated to reply to past-due posts (but you are welcome to do so if you are interested).
 - Make sure the content of your posts follows what is outlined in the discussion rubric and addresses the discussion prompt for the week.
 - Please know that, although I will not reply to every post, I will be an active participant in our discussions. This means that I will be reading what you write and will contribute when, for instance, a particularly salient point was made or when I can offer a summary of your thoughts that “ties” up the main ideas for the week.
 - Remember, the point of using the Discussion Board is to have a real conversation! You should be going back and forth with each other, asking questions for clarity, agreeing/disagreeing (using the course text to support your points), and all of the things we do in a discussion on campus.

Additional Course Requirements/Details/Information

Additional Course Details: This course, SPED 2010, is divided into four modules:

1. Module 1: Getting Started Module

2. Module 2: Foundations of Special Education
3. Module 3: Special Education Process and Planning
4. Module 4: Teaching to Support Students with Disabilities

Module 1 is a getting started module. It houses important information pertaining to the course and how it works.

Module 2 dives deep into the foundations of special education. We will look at the following: the history of special education, people who have had a positive impact on special education, legislation, and litigation that has affected special education, IDEA, Section 504, family engagement, disability categories, RTI, related services, and special education and eligibility.

Module 3 looks at the special education process and planning. We will look at the following: educational frameworks, pre-referral process, RTI, IEPs, classroom management, student behavior, behavior intervention plans, collecting data for functional behavioral assessments, different disabilities, and High-leverage practices and evidence-based practices.

Module 4 shows you how to teach to support students in the classroom. We will look at the following: co-teaching models, significant disproportionality in special education, cultural impact on special education, BICS/CALP, differentiated instruction, explicit instruction, and current practices for meeting the needs of exceptional learners.

Required readings – this includes reading from the textbook as well as other articles and resources, sometimes including videos, that will be linked for you to access.

Classroom Decorum:

Because we will all be learning together, it is important that each individual feel comfortable and safe in class. Be advised, then, that any comments or actions that could make any individual (including the instructor) feel unsafe will not be tolerated. This includes remarks that show a lack of respect for the feelings and remarks of others, as well as any that demean others by virtue of race, ethnicity, gender, religion, sexual orientation, physical appearance, political affiliation, and the like. Of course, you are welcome (indeed, expected) to disagree with one another, but you must discuss different views in a manner that is not a personal attack or power-based. This includes comments on discussion boards and group chats. If, after a written warning, the disruptive behavior persists, you may be charged with disruptive behavior under the Student Conduct Code and your case referred to the Dean of Students.

We are a community of learners. Complete the assignments on time and be ready to participate in discussions. Participation should demonstrate thoughtfulness, politeness, and the use of listening and conversation skills. Group discussions and reports to the class need to demonstrate the participation of all members. You are expected to be prepared for the week's assignments. This means having completed the assigned reading and assigned homework and being prepared to participate actively

Offensive Content and Language:

Some of the works we will be reading in class might address religious, racial, and sexual themes. However, I expect students to acknowledge the difference between ideas promoted by characters and/or authors and the teaching provided by me. If you have any problems concerning these themes, please come and talk to me so that we can avoid a misunderstanding.

Plagiarism:

Guard against plagiarism in all its forms. Using someone else's exact words without giving him or her credit is plagiarism. (Giving credit for quotations requires both the use of citations and the use of quotation marks or the block quotation format). But remember that taking someone else's ideas or arguments or information without giving him or her credit is also plagiarism. (Giving credit for ideas, arguments, and information requires the use of citations.) Finally, regardless of whether you are quoting or paraphrasing, or putting ideas and information into your own words, any source that you consult in the course of preparing a paper must be listed in a bibliography. Penalties for plagiarism range from failure on the assignment to expulsion from the college. See Student Handbook and College Syllabus for more information on Plagiarism.

Dropboxes submissions will be checked by Turn It In for possible plagiarism of previously submitted work or wording from online sources. If you have questions about what is or is not plagiarism, please contact the instructor.

Documentation of Papers

Papers that draw on sources will not be accepted for a grade unless they are handed in with accurate, complete, and correct documentation consisting of both parenthetical citations and bibliography pages that list the works that you have consulted and cited. In addition, any direct quotations must be signaled by the use of either quotation marks or the block quotation format. I consider our textbooks to be sources, so papers that respond to readings fall under this guideline

Managing eLearn

Our online Learning Management System (LMS) is called Desire2Learn and is referred to as D2L or more commonly eLearn. For help on how to use eLearn, go to the "Guides" tab at the top of the home page. Select "eLearn for Students Web Series" for video lessons on how to manage eLearn tools. Or, you can select the "Student Guide" for written steps on how to use eLearn. One of the best ways to

learn is to click and try the different sections and tools. eLearn makes your class accessible 24/7 and very mobile.

What the Professor Expects from You

You are expected to behave in a mature manner with regard to your work ethic and classroom behavior.

Students are expected to submit their own original work. Dropbox submissions will be checked by Turn It In for possible plagiarism of previously submitted work or wording from online sources. If you have questions about what is or is not plagiarism, please talk to the professor. See more about plagiarism and Originality Reports in the Getting Started module.

Students are expected to respectfully listen to the professor during class or when a classmate is addressing the class.

As noted in the department syllabus, plagiarism may result in a 0 for the assignment or failure in the course. When in doubt, quote and cite and use only the specific sources listed for each assignment.

Please let the professor know about any medical issues you may have which might affect you during the class. You may note this on the student info sheet, email, or privately discuss it with the professor.

If a student's average falls below a C, this must also be reported to the college which may contact you regarding what you can do to improve your grade.

What You Can Expect from Your Professor

Students should expect a reply to emails within 48 hours or less from Monday through Friday. Emails after these times may take up to 48 hours.

Your professor is online M-F during office hours (see home page) and some on weekends, but unfortunately cannot be online 24/7. If you have a question about an assignment, please ask in class or by email. If it is after office hours, the question may be answered the next day.

Please feel free to see me before class or arrange a time to come by the Morristown Campus. You can always discuss a grade or question with your professor.

Be aware at times the professor may be called to division, department, or committee meetings in Morristown during office hours, so it is best to confirm an appointment.

Technology

Microsoft Office Word (97 or higher) is the required word-processing software for this course. If you do not have Word on your computer, you will need to submit your word processing documents as Rich Text Format (.rtf). See more about technical aspects in the syllabus.

You need a good Internet connection or access to a good Internet connection in order to manage the course. Have a backup plan in case your main home's Internet or computer access is not available. Keep in mind you can borrow a laptop or iPad from our main office at the Sevier Campus.

Students with Disabilities

Accommodations for Students with Disabilities Statement: In order for the College to make reasonable accommodations for students with disabilities, the student must contact the Center for Students with Disabilities and present a Faculty Accommodation Form to each instructor. Accommodations include, but are not limited to the following: extended time on tests, alternative test location or format, interpreter services, and note-taking services. When possible, students should request accommodations prior to the beginning of each semester. Testing accommodations must be arranged prior to the scheduled test date. No accommodations will be provided without approval from the Center for Students with Disabilities.

Final Thoughts

I want each of you to be successful. The course is designed to encourage and enable your success.

If you closely follow instructions, meet deadlines, and study for quizzes/exams, you have every chance of passing and even excelling in the course.

Academic Program Standards/Policies/Accreditation Information

AST Program Student Learning Outcome:

PSLO 1: Utilize technology-based resources to facilitate student learning and enhance his/her professional growth and productivity.

PSLO 2: Demonstrate a conceptual knowledge of developmental and learning theory that fosters intellectual growth.

PSLO 3: Display in analytical writing, reflections of an external learning environment.

PSLO 4: Evaluate effective teaching strategies that affect social structures leading to enhanced relationships and assessments.

Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions).

Plagiarism includes, but is not limited to the following:

- a. Using cut/paste tool from original document with no references given.
 - b. Copying another student's work and submitting it as one's own.
 - c. Forging or otherwise altering signatures.
 - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
 - a. Utilizing old tests, projects, notes or written papers.
 - b. Providing unauthorized information to a fellow student about exam content.
 - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
 - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
 - e. Consulting with a classmate or others when taking a computerized test.
 - f. Disregarding other specific policies and procedures outlined for a particular class.
 - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
 - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
 3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically

allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](https://helpdesk.walters.edu)
helpdesk.walters.edu

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](https://www.waltersstate.edu/student-services/disability/)
[ws.edu/student-services/disability/](https://www.waltersstate.edu/student-services/disability/)

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](https://www.waltersstate.edu/catalog/)
[catalog.ws.edu/](https://www.waltersstate.edu/catalog/)

[Walters State Timetable of Classes \(opens in new window\)](https://www.waltersstate.edu/admissions/registration/)
[ws.edu/admissions/registration/](https://www.waltersstate.edu/admissions/registration/)

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information

section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)
ws.edu/home/

[Walters State Facebook page \(opens in new window\)](#)
<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)
<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)
ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#)