



Walters State Community College Course Syllabus

Course Information

Course Number and Name: HIST 2010 Early United States History

Section ID: 80850.202380

Semester and Year: Fall 2023

Credit Hours: 3

Start Date: August 21, 2023

End Date: December 08, 2023

Course Format: CON - Conventional Methodology

Catalog Course Description: American History I - The United States to 1877. A survey of the settlement and development of the colonies, the Revolutionary period, the making of the Constitution, the diplomatic, economic and political problems of the new government, the growth of Nationalism, Jacksonian Democracy, territorial expansion, the Civil War and Reconstruction. **F, S, Su**

General Education Course Designation: General Education Course

Meeting Details: MW; 09:35AM - 11:00AM; MBSS 124

Course Drop Deadline: October 27, 2023

Instructor Information

Name: Philip Kledzik

Office Location: MBSS 111

Office Hours: By Pre-Arranged Appointment and as posted on faculty office door and in eLEARN

Office Phone: 423-585-6921

Email: Philip.Kledzik@ws.edu

Supervisor Name: Dr. F. Suzanne Stephens

Supervisor Phone: 14235856785

Secretary Name: Lisa Horner

Secretary Phone: 423-585-6785

Required Textbook(s) and Materials

The Unfinished Nation Volume 1

Authors: Brinkley, Huebner, and Giggie

Publication Date: 2022

Edition: 10th Edition

Supplemental or Optional Materials

SUGGESTED DISCUSSION QUESTIONS First Class Discussion

- How important was England's mercantilist system (c. 1600-1700) in gaining effective control over the (American) colonies and in projecting English power against its European rivals (French, Dutch, Spanish, Portuguese, etc.)?
- On what common principles did English political culture begin to converge in both the mother country (England) and the (American) colonies after the Glorious Revolution (think representation, the monarchy, religion, law, etc.)?
- What enabled sparsely settled New France to resist British expansion for more than half a century (17th century up through 1754), whereas Spanish Florida seemed almost helpless against a similar threat (consider geography, culture, history, demographics, purpose of existence, etc.)?
- Discuss the events (general historical narrative) surrounding the Salem Witch Trials of the 1690s. Evaluate a variety of historical theories as to why it occurred.

SUGGESTED DISCUSSION QUESTIONS Second Class Discussion

- Why was it difficult in the 18th century American colonies to sustain both continual expansion and the Anglicization of the colonies at the same time (consider economics, religion, immigration, culture, etc.)?
- How were the American colonists before 1754 able to embrace both the enlightenment and evangelical religion at the same time (consider what the two extremes had in common)?
- How could both the royal governors in the American colonies before 1754, and the colonial assemblies grow stronger at the same time (focus on how they encouraged and supported each other)?
- What made the war for North America (1754-1763) so much more decisive than the three earlier (1689, 1702, 1748) Anglo/French wars (focus on what changed and the impact it had)?
- Discuss the Great Awakening (1720's-1740's) from its origins, through its greatest advocates (who were they and what did they do?) and its conclusion.

SUGGESTED DISCUSSION QUESTIONS Third Class Discussion

- What was the Federalist plan for organizing the national government and its finances (consider structure and institutions)? What was the Jeffersonian Republican's principal objections to those plans (consider national vision and legal interpretations)?
- What was the nature of the governmental crisis of 1798-1800 (consider both the foreign and domestic crisis), and how was it resolved (historical narrative)?
- What were the principal reforms of the national government during Thomas Jefferson's administration (1801-1809)? What were the implications of those reforms for the nature of republican government (consider long term impact)?
- What was the situation of the United States within the international politics created by the Napoleonic Wars (1800-1812)? How did that situation degenerate into a second war with Great Britain (historical narrative)?

SUGGESTED DISCUSSION QUESTIONS Fourth Class Discussion

- What was the nature of the northern agricultural economy (which types of crops where?) and of agricultural society (consider the daily life, farming methods, culture, and story of the frontier) in the years 1790-1820?
- How did improvements in transportation (between 1800-1830) actually channel commerce within and between sections (consider and give specific examples)?
- How did northern farm families experience the transition into commercial agriculture between 1815 and 1850 (consider what changed to make it possible)? What was the relationship between urban-industrial growth and the commercialization of the northern countryside (consider how they were linked)?
- Describe the cultural life (family structure, religion, traditions, resistance, etc.) that slaves made for themselves within the limits of slavery (consider both before and after 1800).
- What were the nature (what was the southern economy built on?) and limits of the market revolution (what made the South different than the North) in the South (1800-1850)? Why?

SUGGESTED DISCUSSION QUESTIONS Fifth Class Discussion

- What enduring political issues were raised by the Missouri Controversy and the Panic of 1819 (consider also how the issues were resolved at the time)?
- At the national level, how did Jacksonian democrats and their rivals (remnants of Federalists and later Whigs) deal with widening differences between North and South during the years 1824-1840 (consider economics, slavery, suffrage, equity, etc.)?
- How did Democrats and Whigs in the national government argue questions raised by economic development (consider 1835-1850)?
- What was peculiarly national (what changes occurred?) about the Second Party System (contrasted to the First Party System)?
- Which Americans were likely to support the Democratic party in the 1830s and 1840s (think specific groups)? Which Americans were likely to support the Whigs (think specific groups)?

How did Whig and Democratic conceptions of the duties and limits of government differ (consider the role of government)? Questions of gender and race?

- What were the principle social reform movements of the 1830s and 1840s (identify, but also describe them)? How did the political parties react to them (consider who embraced what)?

SUGGESTED DISCUSSION QUESTIONS Sixth Class Discussion

- What impulses (specific motivations) lay behind the Manifest Destiny of America's westward expansion (consider 1830-1860)?
- How did westward expansion relate to the issue of slavery (from 1800-1845)?
- What were the causes (consider the story of Texas and the motivations and historical narrative of the war) and consequences of the Mexican American War 1846-1848 (consider what changed and what new issues arose as a result of the war)?
- What issues were at stake (specifically delineate the points of conflict) in the congressional debates that led to the compromise of 1850 (historical narrative of the compromise)? How successfully did the compromise resolve these issues (speculate with facts)?

SUGGESTED DISCUSSION QUESTIONS Seventh Class Discussion

- What were the positions of presidents Abraham Lincoln and Andrew Johnson and of the moderate and Radical Republicans in Congress on the issues of restoring the South to the Union and protecting the rights of freed slaves (consider the Presidential and Congressional Reconstruction Plans as well as the beliefs about the legality of the Civil War)
- Why was Andrew Johnson impeached (tell the narrative of the fight for Reconstruction 1865-1868)? Why was he acquitted (speculate with facts)?
- Why did a majority of the northern people and their political leaders turn against continued federal involvement in southern reconstruction in the 1870's (consider economics and beliefs)?
- Discuss Grant's administration, focusing on accomplishments and major scandals.
- Discuss the compromise of 1877 in regards to why it was necessary and why it was considered the end of reconstruction (historical narrative)?

Student Learning Outcomes/Objectives

- I. Identify significant historical events in American History from the establishment of the first English colonies through the Reconstruction period.
- II. Provide examples of the role of politics, the economy, and diplomacy in the formation of the American government.
- III. Assess the major social, political, and cultural issues that arose within the United States from 1789 through 1877.
- IV. Differentiate between primary and secondary sources and integrate these sources into the study of history.

Instructional Approach and Methods

Instructional approaches: direct, independent, interactive

Methods: lecture/demonstration, classroom discussion, group discussion, reflective discussion, research projects, textbook assignments, video lessons

Assessment, Evaluation and Testing Procedures

There will be one essay final exam and one multiple choice midterm exam submitted online, 10 discussion board submissions and sixteen peer replies submitted online, one formal academic theme paper submitted online, one formal Historical Method paper submitted online, one formal book review submitted online, one in-class book discussion per student, and one video & historical document journal assignment which all will be graded by application of standard rubrics.

There will be six online multiple-choice quizzes which will be graded by application of an answer key.

There will be two Guided Discussion grades which will together compile six Guided Discussion online assignments submitted online which will be graded by application of a holistic rubric.

There will be one attendance grade which will be issued according to posted attendance policy in the class syllabus.

Online submissions will be through eLearn.

Grading Scale

A	900-1000
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B	800-899
C	700-799
D	600-699
F	599 and below

Assignments

1. Final Exam: 20% (200 points)
2. Midterm Exam: 10% (100 points)
3. Guided Discussion A (Through Discussion Three): 5% (50 points)
4. Guided Discussion B (Through Discussion Six): 5% (50 points)
5. Content Discussion Boards (10): 10% (100 points)
6. Historical Method Paper (1): 10% (100 points)
7. Historical Theme Paper (1): 10% (100 points)
8. Book Review and discussion: 10% (100 points)
9. In Class Quizzes (6): 10% (100 points) (Lowest Quiz Score is dropped)
10. Video & Historical Document Journal: 5% (50 points)
11. Attendance (Specific Participation): 5% (50 points)

Course and Class Policies/Procedures

Instructor will generally respond to messages (email, phone) within 24 hours, except weekends and holidays.

Always send an email when leaving a phone message.

- There is a very large and rich amount of material, which will receive coverage in this class. The sessions will stretch all of your skills as a student: reading, note taking, research, writing, and critical thinking projects/virtual discussions. You are responsible for all the material covered in the text as well as in class. If you are confused, or feel lost, please ask questions. Your input is the only way I am positive that I am connecting with you during class.

There are different types of learners in the same way that teachers have different styles. The format of this class, therefore, is designed to reflect the fact that students bring to the classroom their own diverse learning styles and to provide each with the opportunity to play to their strengths in their evaluations on the material. At the same time, one of the goals of any class should be to aid in the

development of better-rounded learners. Students will likewise have the opportunity to work at strengthening other areas of their learning skills.

The official documentation style for this course is MLA (with assignment specific modifications).

1. **Virtual/In-Person Attendance Policy** My policy on attendance is as straightforward as it can be. You have to be in class to take part in the discussions of the material. Missing two classes will result in a loss of 25 attendance points. Missing four or more classes will be a loss of ALL 50 attendance points. **Emergencies** will not count toward absences if you provide me satisfactory written documentation for your absence. An email is **not satisfactory**. **No** student will be excused for more than **two** absences in a semester. If you will be out for more than three dates, please consider dropping the course and taking it again when you can be present for it. You may not be excused without **WRITTEN** documentation. I must agree with you that your absence was in fact an emergency. **Being late or leaving early by more than 1 minute will be considered tardy and may be considered an absence at the discretion of the instructor.**

2. Make-up Policy

My make-up policy is as follows; if you have the need for a make-up, I will do what I can to accommodate you. This requires prompt communication on your part. If there is a date that you cannot make do to a prior engagement that is of greater significance, for example, a work-related function that is mandatory, let me know as close to the beginning of class as possible and provide written documentation. If an emergency should occur, please communicate that to me as soon as possible, and follow up with written documentation. If you do not follow these steps, then the chances of receiving a make-up diminish greatly. Most assignments in this class have a due date, but a range of days in which they can be turned in. As such, unless your documentation excuses the entire range of dates, no make-up will be issued.

3. Extra Credit Policy: My extra credit policy is as follows; there is **NO** extra credit. **However, students who earn ALL of their Attendance (Specific Participation) points will receive 50 additional perfect attendance bonus points.** Note: An excused or unexcused absence disqualifies a student from this bonus. As such, one tardy could disqualify a student from this bonus at the discretion of the instructor.

4. Assignment Submissions: **All** submissions must be made virtually through the course website to ASSESSMENTS to either DISCUSSIONS, DROP BOXES or QUIZZES. No email or email attachment submissions will be accepted unless pre-arranged with the instructor. Generally,

late assignments are not accepted. (As you do have multiple days to get them in). Should an exception be made, **all** assignments turned in after the due date will be accorded a late grade and a reduction of 10% per class period, they are late.

5. Drop Date – See posted school schedule

6. This syllabus is provisional and can be modified at any time at the discretion of the instructor.

7. Final Exam Information

Final Exam Policy: Students maintaining at least 640 points in the gradebook by two days prior to the scheduled Final Exam are not required to take the Final Exam and will receive the grade they are maintaining on that date should they choose to “opt out” of taking the Final Exam. (640-719 points= B, 720 points and up= A) If you have 640 or more points by two days prior to the scheduled Final Exam and choose to take the exam, the exam will count whether it improves or decreases your grade. Every student who has less than 640 points by two days prior to the scheduled Final Exam **MUST** take the Final Exam.

Additional Course Requirements/Details/Information

Format	Date	Guided Discussion and/or Lecture	What's Due	Reading Assignment
In Person	8/21	Syllabus		Chapters 1-2
In Person	8/23	Chesapeake Bay, Caribbean, and	Content Discussion Board #1 Due 8/23	

		Proprietary Colonies	Online Pre-Quiz Due 8/23	
In Person	8/28	Chesapeake Bay, Caribbean, and Proprietary Colonies	Approval Date – Book Review	
In Person	8/30	New England Colonies		Chapters 3-4
In Person	9/6	Discussion One (Questions located at bottom of syllabus)	Content Discussion Board #2 Due 9/7 Guided Discussion One (Questions located at bottom of syllabus) Due 9/6	
In Person	9/11	Discussion Two (Questions located at	Online Quiz #1 Due 9/12 Guided Discussion	

		bottom of syllabus)	Two (Questions located at bottom of syllabus) Due 9/11	
In Person	9/13	The Eastern Woodland tribes, the English &	Video & Historical Document Journal Check-In #1 Due 9/13	
In Person	9/18	The Eastern Woodland tribes, the English &		
In Person	9/20	Native Americans in the early 18th Century	Content Discussion Board #3 Due 9/21	Chapters 5-6
In Person	9/25	Birth of a Revolution	Online Quiz #2 Due 9/26	

In Person	9/27	Birth of a Revolution	Historical Method	
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			Paper Due 10/1	
In Person	10/2		Online Quiz #3 Due 10/3 Book Review & Discussions A, B, C Due 10/2	
In Person	10/4	Revolutionary War	Content Discussion Board #4 Due 10/5 Video & Historical Document Journal Check- In Due #2 10/4	
In Person	10/11	Revolutionary War Midterm Exam Review	Content Discussion Board #5 Due 10/12 Midterm Exam Due 10/15	

In Person	10/16	The foundations of a Republic		
In Person	10/18	The foundations of a Republic		Chapters 7-8
In Person	10/23	Discussion Three (Questions located at bottom of syllabus)	Guided Discussion Three (Questions located at bottom of syllabus) Due 10/23	
In Person	10/25	The frontier, Native Americans & the early Republic	Content Discussion Board #6 Due 10/26 Guided Discussion Participation A	
In Person	10/30	Discussion Four (Questions located at bottom of syllabus)	Historical Theme Paper Due 11/5 Video & Historical Document Journal	

			Check-In #3 Due 10/30 Guided Discussion Four (Questions located at bottom of syllabus) Due 10/30	
In Person	11/1	Growth of the Young Republic	Online Quiz #4 Due 11/3	Chapters 9-12
In Person	11/6	Discussion Five (Questions located at bottom of syllabus)	Guided Discussion Five (Questions located at bottom of syllabus) Due 11/6	
In Person	11/8	Discussion Six (Questions located at bottom of syllabus)	Content Discussion Board #7 Due 11/9 Guided Discussion Six (Questions located at bottom of syllabus) Due 11/8	

In Person	11/13		Book Review & Discussions D, E, F Due 11/13 Guided Discussion Participation B	Chapter 13
In Person	11/15	The 1840's through Secession	Content Discussion Board #8 Due 11/16	
In Person	11/20		Content Discussion Board #9 Due 11/21 Book Review & Discussions G, H, I Due 11/20	Chapter 14
In Person	11/27	Civil War	Online Quiz #5 Due 11/28 Video & Historical Document Journal Check-In #4 Due 11/27	
In Person	11/29	Civil War Final Exam Review	Content Discussion Board #10 Due 11/29 Online Post-Quiz Due 11/29	Chapter 15
In Person	12/4		Online Quiz #6 (Make-Up Quiz)	

			Due 12/4 Final Exam Due 12/6	
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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 \(opens in new window\)](#)