



Walters State Community College Course Syllabus

Course Information

Course Number and Name: EDUC 2210 Educational Psychology

Section ID: 80867.202380

Semester and Year: Fall 2023

Credit Hours: 3

Start Date: August 21, 2023

End Date: December 08, 2023

Course Format: WEB - Web Classes

Catalog Course Description: Understanding and application of the psychology of human development to the teaching and learning process in educational settings. There is a significant outside of class time service-learning component to this class. Any field experience requires proof. **F,S**

Meeting Details: TBD

Course Drop Deadline: October 27, 2023

Instructor Information

Name: Lori Campbell

Role: Professor of Education

Office Location: MBSS 136

Office Hours: See Office Hours Section

Office Phone: 423-318-2776

Email: lori.campbell@ws.edu

Supervisor Name: Dr. Cary Jenkins

Supervisor Phone: 423-585-6761

Secretary Name: Mrs. Lisa Horner

Secretary Phone: 423-585-2633

Office Hours

Since this is an on-line (Web) course, the easiest way to reach me is through eLearn e-mail. If you would like to speak to me you may book an appointment through my [Bookings Calendar \(Opens in a New Window\)](#).

Office Hours:

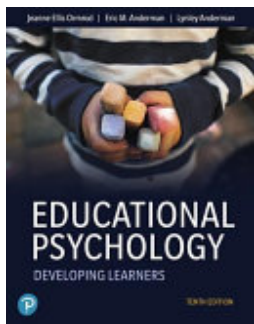
Monday Virtual 1:00 – 3:30 p.m.

Tuesday MBSS 136 8:30 – 9:30 a.m.; 11:00 a.m. – 12:45 p.m.; 2:15 – 5:00 p.m.

Wednesday Virtual 9:00 – 11:30 a.m.

Thursday MBSS 136 8:30 – 9:30 a.m.; 11:00 a.m. – 12:45 p.m.; 2:15 – 4:00 p.m.

Required Textbook(s) and Materials



Educational Psychology

ISBN: 9780135206478

Authors: Jeanne Ellis Ormrod, Lynley Anderman

Publisher: Pearson

Publication Date: 2019-01-01

Student Learning Outcomes/Objectives

- 1. Demonstrate through application, analysis, and synthesis a conceptual knowledge of developmental and learning theory that fosters intellectual growth.
- 2. Identify, investigate, and appraise strategies of instruction that affect social structures leading to enhanced relationships and assessments.
- 3. Observe, differentiate, and display in analytical writing changes that result from reflection of an external learning environment.

Instructional Approach and Methods

- Examinations and Mastery Quizzes
- Service Learning on site in classroom experience, Journal and Written Analysis
- Problem Based Learning Project
- Discussion Boards
- Exit Tickets

Assessment, Evaluation and Testing Procedures

1. Students will take a Pre Test, Syllabus and Orientation Quiz and Post Test.
2. Three multiple choice exams will be administered. The multiple choice portion of the exam is timed. Exams also have an essay component. Points are divided between the multiple choice component and the essay component. (Ex 1 & 2 are a 60 MC/40 essay split; Ex 3 is an 80 MC/20 Essay split). For the Essay portion of the Exams, I will mark up to 10 grammar mistakes. After 10 mistakes are marked, I will stop marking and will assign the lowest grading on the rubric for grammar.
3. A comprehensive multiple choice, timed, final exam is administered. There is not an essay component on the final comprehensive exam.
4. There are Mastery Quizzes for each Chapter. The Mastery Quizzes have unlimited attempts during the window of time they are open. Mastery Quizzes are due at the beginning of the week on Monday's. Mastery Quizzes are not eligible for make-up.
5. There is an Exit Ticket assignment for each chapter. Exit Tickets are due at the end of this class' week, which will be on Thursdays. Exit Tickets are not eligible for make-up.
6. Students will participate in a Discussion Board for each Unit as well as an Introduction and Course Feedback Discussion Board. Unit Discussion Boards are graded on a rubric. Introduction and Course Feedback boards are not.
7. Students will participate in Service Learning inclusive of 12 hours of in person observation, a journal and a written analysis. Due to transferability, the Service Learning component of this course is required to be completed for a grade in this course to be assigned. Failure to submit the Journal or the Written Analysis portions of this assignment on time results in a 5 point deduction from the grade per day of lateness. For the Written Analysis component portion of this assignment, I will mark up to 10 grammar mistakes. After 10 mistakes are marked, I will stop marking and will assign the lowest grading on the rubric for grammar.

Each student will participate in a group PBL (Problem-Based Learning) Activity. The State of Tennessee's Academic Standards will play a crucial part in this activity.

For this project each student will:

- Research and develop solution for your chosen PBL Case,
- Construct a lesson design that aligns standards, instructional strategies, theory and assessments and
- Create a recorded presentation to present their solution

See *Content* in elearn for detailed instructions.

Grading Scale

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

Assignments

Summary of Course Assignments

3 Examinations (100 points each)	300 points
1 Comprehensive Final	100 points
Service Learning <ul style="list-style-type: none"> • Reflective Journal Entries (50 points) • Service Learning Written Analysis (50 points) 	100 points
Problem Based Learning Project <ul style="list-style-type: none"> • Outline (20 points) • Presentation (80 points) 	100 points
Class Participation <ul style="list-style-type: none"> • Exit Tickets (120 pts.) • Mastery Quizzes(120 pts.) 	240 points
Introduction and Course Feedback Discussion Boards (10 points each)	20 points
3 Unit Discussion Boards (40 points each)	120 points

Syllabus and Orientation Quiz	10 points
Pre-Test (0 points) Post Test (10 points)	10 points
	1000Total Points

Class Participation

If you must miss submitting class assignments for any reason excused (sick, doctor's appointment, child's illness, court dates, anything beyond your control) or unexcused absences (things within your control), I **expect to hear from you before** the assignment is due. If I do not hear from you **before the assignment is due, you will not be allowed to make up missed work.** Students who contact me in advance will be allowed to make up missed work if it is an assignment that is allowed for make up. Eligible make up work must be submitted within two weeks of the missed deadline.

Students are expected to complete Mastery Quizzes from the course e-learn site on a chapter basis. Each quiz is to be completed at 90% proficiency and will make up part of the class participation grade. Students will be allowed to take the quizzes on an unlimited basis until the 90% proficiency is obtained within the time the chapter is being covered and the Mastery Quiz is opened. The time window to take the quizzes is based on the chapter being studied. The window will close as the chapter week begins. See Tentative Course Schedule. Mastery Quizzes are not eligible for make up.

Additionally, at each chapter completion, there will be a chapter Exit Ticket assignment that will comprise a part of the class participation grade. Exit Tickets must be submitted within the time frame the Drop box is open. Exit Tickets are not eligible for make up.

Students will participate in Unit Discussion Boards. Each Discussion Board is comprised of questions pertaining to a unit's content. To earn all available points, students must post to the Discussion Board as well as comment on two of their class-mates' posts. Unit Discussion Boards will be graded using the Unit Discussion Board Rubric within eLearn. The points associated with responding to two classmates within the Discussion Board are not eligible for make-up.

Course and Class Policies/Procedures

Assignments/Projects:

- All written assignments should be word-processed and double-spaced in 12 pitch type and adhere to the commonly accepted rules of writing.
- Plagiarism will not be tolerated in any form. Please make yourself familiar with appropriate documentation of sources. If you have questions, ask.

- All written assignments will be turned in to the designated eLearn Dropbox by the due date assigned. It is the student's responsibility to make sure the correct document is uploaded for the assignment.

Online/Web-Enhanced Course Supplementary Information

Guidelines for Communication: Email, Discussion Activities, Chat:

Professional behavior is expected in all communications for this course inclusive of pictures used for your course icon/avatar. Please read

[Student Responsibilities for Taking an Online Course, Netiquette and Resources](#)

Also, see [Part 3 Academic and Classroom Misconduct in the WSCC Student Handbook Student Disciplinary Procedures](#)

Additional Course Requirements/Details/Information

Service Learning

This project will consist of 12 hours of service within an approved school system classroom or other instructor approved classroom site. Details of Service Learning requirements are included within the eLearn course. In addition to completing the service hours, you will be expected to keep a reflective Journal detailing your learning experience as well as complete a Written Analysis of your experience.

Complete Service Learning details are located within our eLearn content page under Service Learning. Late submissions of Service Learning Journals and Written Analysis will incur a 5 point per day deduction of points.

Due to course transferability, completion of the Service Learning Project is a required component of this course to be eligible to receive a grade for this course.

Problem Based Learning Project:

Each student will participate in a group PBL (Problem-Based Learning) Activity. The State of Tennessee's Academic Standards will play a crucial part in this activity.

Each student, will be required to individually address a problem within the PBL Case, address an overall goal, create an effective lesson to address their chosen standard, and present a solution to a chosen scenario. The scenario is based on the information contained within the course as well as information to be researched. All of the content can be referenced in-part from the text book utilized in

the course. Students are encouraged to utilize the textbook and other written documents as a resource leading to deeper understanding of the concepts. The lessons will be aligned to Tennessee Academic Standards and presented based on information from the student's lesson plan design.

Each student will:

- Participate in the activity,
- Research and develop solution for their chose PBL Case,
- Construct a lesson design that aligns standards, instructional strategies, theory and assessments and
- Create a recorded presentation to present their solution

See *Content* in eLearn for detailed instructions, rubric and deadlines.

Tentative Course Schedule:

Course Week	Chapter	Activity and Assessments Due dates
Week 1 – 8/21-8/24	Orientation and Chapter 1	<ul style="list-style-type: none"> • Orientation to the Course • Course Pre-test (due 8/24) • Syllabus and Orientation Quiz (due 8/24) • Discussion Board Video Introduce Your-self (due 8/24)
Week 2 – 8/25-8/31	Chapter 1 & Chapter 2	<ul style="list-style-type: none"> • Mastery Quiz Chapters 1 & 2 (close 8/28 Monday) • Exit Tickets Chapters 1 and 2 (due 8/31 Thursday) • Service Learning Applications, Risk Acknowledgement and VECHS Waiver due into Drop box (8/31 Thursday)
Week 3 – 9/1-9/7 *Includes Labor Day	Chapter 3	<ul style="list-style-type: none"> • Mastery Quiz Chapter 3 (closes 9/5 Tuesday) • Exit Ticket Chapter 3 (due 9/7 Thursday) • SL Proof of Liability Insurance Due into Drop box (9/7 Thursday) • Background Checks Completed • PBL Case Choice into Drop box (9/7 Thursday)
Week 4 – 9/8-9/14	Chapter 4	<ul style="list-style-type: none"> • Mastery Quiz Chapter 4 (closes 9/11 Monday) • Unit 1 Discussion Board (due 9/14 Thursday) • Exit Ticket Chapter 4 (due 9/14 Thursday)

Course Week	Chapter	Activity and Assessments Due dates
Week 5 – 9/15-9/22	Review for and Exam 1 Chapters 1-4	<ul style="list-style-type: none"> • Review for Exam 1 Available (9/15-9/18 Friday - Monday) • Exam 1 Available (9/19-9/21 Tuesday - Thursday) • Exam 1 Essays due in to Drop box (due 9/21 Thursday)
Week 6 – 9/22-9/28	Chapter 5	<ul style="list-style-type: none"> • Signed Service Learning Referral Confirmation Forms Due into Dropbox (9/28 Thursday) • Mastery Quiz Chapter 5 (due 9/25 Monday) • Exit Ticket Chapter 5 (due 9/28 Thursday)
Week 7 – 9/29-10/5	Chapter 6	<ul style="list-style-type: none"> • Mastery Quiz Chapter 6 (due 10/2 Monday) • Exit Ticket Chapter 6 (due 10/5 Thursday)
Week 8 – 10/6-10/12	Includes Fall Break	<ul style="list-style-type: none"> • PBL Outline due (10/12 Thursday)
Week 9 10/13-10/19	Chapter 7 & 8	<ul style="list-style-type: none"> • Mastery Quizzes Chapter 7 & 8 (due 10/16 Monday) • Service Learning Journal and Closing Documents Due to Dropbox (due 10/19 Thursday) • Unit 2 Discussion Board (due 10/19 Thursday) • Exit Tickets Chapter 7 & 8 (due 10/19 Thursday)
Week 10 – 10/20-10/26	Review for and Exam 2 Chapters 5-8	<ul style="list-style-type: none"> • Review for Exam 2 Available (10/20 – 10/23 Friday - Monday) • Exam 2 Available (10/24-26 Tuesday - Thursday) • Exam 2 Essays Due into Drop box (10/26 Thursday)
Week 11 – 10/27-11/2	Chapter 9	<ul style="list-style-type: none"> • Mastery Quiz Chapter 9 (due 10/30 Monday) • Exit Ticket Chapter 9 (due 11/2 Thursday)
Week 12 – 11/3—11/9	Chapter 10	<ul style="list-style-type: none"> • Mastery Quiz Chapters 10 (due 11/6 Monday) • Exit Ticket Chapter 10 (due 11/9 Thursday) • Service Learning Written Analysis due into the Dropbox (due 11/9 Thursday)
Week 13 – 11/10-11/16	Chapter 11	<ul style="list-style-type: none"> • Mastery Quiz Chapter 11 (due 11/13 Monday) • Exit Ticket Chapter 11 (due 11/16 Thursday) • Final PBL Project (due 11/16 Thursday)

Course Week	Chapter	Activity and Assessments Due dates
Week 14 – 11/17-11/23 *Due dates are extended to accommodate Thanksgiving Break	Chapter 12	<ul style="list-style-type: none"> • Mastery Quiz Chapter 12 (due 11/20 Monday) • Unit 3 Discussion Board (due 11/27 Monday following Thanksgiving) • Exit Ticket Chapter 12 (due 11/27 Monday after Thanksgiving)
Week 15 – 11/24-11/30	Review for and Exam 3 Chapter 9-12	<ul style="list-style-type: none"> • Review for Exam 3 Available (11/17 Friday – 11/27 Monday) • Exam Three Available (11/28-11/30 Tuesday - Thursday) • Exam Three Essays due into Drop box (due 11/30 Thursday)
Week 16 – 12/1- 12/6	Final Exam	<ul style="list-style-type: none"> • Final Exam Review Materials Available (11/24 Friday – 12/4 Monday) • Final Exam and Post Test Available (12/5-12/6 Tuesday - Thursday) • Discussion Board Course Feedback (12/6 Thursday)

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.

InTASC Core Teaching Standards

These standards have been grouped into four categories to help users organize their thinking about the standards:

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration. The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

Academic Integrity Use of Artificial Intelligence (AI) Statement for This Course

EDUC 2210 Academic Integrity Artificial Intelligence (AI) Statement

In EDUC 2210, demonstration through application, analysis, and synthesis a conceptual knowledge of developmental and learning theory; appraising strategies of instruction that affect social structures; and differentiating and displaying in analytical writing changes that result from reflection of an external learning environment are part of this course's student learning outcomes, all components of this courses assignments/assessments, including and not limited to the interview paper, discussion boards, quizzes, exams, the PBL Project and Service Learning assignments, unless specifically stated within the assignment by the professor, are to be the student's own work with no assistance from any form of Artificial Intelligence (AI). Student Learning Outcomes are established to prepare you as a student with skills needed in today's world.

AI Detection Process and Resulting Actions:

- In this course, the use of any artificial intelligence-based technologies to complete an assignment/ assessment is not allowed, unless specified in the assignment and constitutes academic dishonesty and will be treated as such. Unless specifically allowed by the instructor in an assignment, students must not use any artificial intelligence-based technologies, for example, ChatGPT, to create or determine responses for assignments or assessments.
- All assignments/assessments for this course are subject to submission through Turnitin Software for plagiarism and AI writing detection.

Should the use of AI be suspected by the instructor in an assignment where it is not allowed, the suspected material will be ran through three web-based AI detection tools.

- If the AI detection tools show a significant (50% or more) of the content in any section of an assignment to be AI generated, the instructor will require a visual conference with the student. During this conference, it will be the responsibility of the student to convincingly demonstrate to the instructor the suspected material in question is their own and is not AI generated. Should the student refuse a conference with the instructor, the instructor will assign a grade of 0 for the assignment or portion thereof.
- Additionally, If the instructor suspects inconsistencies with vocabulary or syntax from the student's prior writings, the instructor reserves the right to require a conference. If there are inconsistencies with sources used on assignments/assessments leading the instructor to suspect the use of AI, the instructor reserves the right to require a conference.
- Based on the original work submitted, any additional work, if requested by the faculty member, submitted and outcomes of the conference, the instructor will determine the grade to be assigned.

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 \(opens in new window\)](#)
ws.edu/academics/humanities/writing-lab

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

[Walters State Mathematics Learning Lab \(opens in new window\)](#)
ws.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 \(opens in new window\)](#)
helpdesk.ws.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 \(opens in new window\)](#)
ws.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](http://catalog.ws.edu/).(opens in new window)
catalog.ws.edu/

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