

**College of Education and Allied Professions**

**Department of Human Services**

**Parks & Recreation Management Program**

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**Course:** PRM 275 Diversity and Inclusion in Parks and Recreation Mgmt.

**Credit Hours:** Three (3)

**Professor:** Dr. Callie Schultz

Office Location: REID 122-F

Phone: 227-3844 (Office)

Email: [csschultz@wcu.edu](mailto:ajbobilya@wcu.edu)

**Office Hours\*:** Mondays & Thursdays 2:00-4:00 and by appointment

\*I welcome additional opportunities to meet with you if the posted office hours do not work or there is a conflict. Occasionally I will have other meetings on campus during office hours. I will note these in advance on my office door. Please contact me via email to schedule an appointment for a time outside of the posted hours. I welcome the opportunity to speak with you.

**Meeting Day, Time & Classroom:**

Class: Tuesday & Thursday 8:00-9:15am (Reid 1)

**Course Description:** This course seeks to foster diversity and inclusion in parks and recreation management by assisting students in gaining the awareness, understanding, knowledge, and abilities in working with those of a different ability, socio-economic status, gender, and race and ethnicity than they. Students will gain understanding, knowledge, and ability through experiential class sessions, guest speakers, collaborative presentations and projects, and field visits.

### Class Culture

As a classroom of engaged learners, we agree that we will…

\*\*TBD as a class\*\*

*Instructor’s Comment:*  *I assume that you are here because you want to learn something about this topic and that you will take responsibility to be an active participant in this class. You and I share the same expectations of each other: we will be on time, we will be prepared for that day’s discussion by having done the assigned readings or activities, we will share our ideas and reactions in class discussion, we will be respectful of one another, and we will be engaged in learning about leisure and diversity. If you commit yourself to truly doing your best, I will give you the time and assistance you need to get the most out of this class. But the responsibility lies on you to become an engaged learner.*

**Text(s)**

Adams, M., Blumnfeld, W.J., Castaneda, C.R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.).(2013). *Readings for diversity and social justice, 3rd edition.* New York, NY: Routledge.

Additional reading materials will be distributed in class or uploaded to Canvas. It is essential that students **read** **all assigned material** for class. As Michel Foucault famously stated, “Knowledge is power.” In this class, an important way to gain knowledge is through reading. Take the time to read closely and thoroughly.

**Assumptions and Choices**

My assumptions:

* You are an honorable person who stands by her/his word.
* Your enrollment in this class was a willing choice. As such, you are intrinsically motivated to learn.
* You do not equate effort with understanding, and value the latter more highly.
* You are willing to take personal responsibility for your experiences in this class.
* More than likely, you will disagree with me and/or your classmates at some point and will do so respectfully.
* You will come to class prepared and ready to participate.

## **Course Objectives**

By the end of the course, students will be able to…

1. Explain why recreation and leisure is a significant context for understanding diversity (7.02).
2. Articulate an understanding of and demonstrate the ability to use key terms within diversity education such as “intent vs. impact,” “social justice,” “equality vs. equity,” “privilege,” “structural oppression,” “ally,” and “intersectionality.” (7.02)
3. Discuss the ways that leisure and recreation can be a site of conflict, power, and social control. (7.02)
4. Explore elements of one’s own identity and worldview and how our own identities and lenses frame how we view, interpret, and experience leisure. (7.02)
5. Identify and discuss strategies for building alliances and collaborations among and between people within various leisure contexts. (7.02)

*Note: These course objectives align with the National Parks and Recreation Association (NRPA) Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) 7.0 series standards. Please visit:* [*https://www.nrpa.org/contentassets/3989af20159545398c7e3f6085686c28/2013-coaprt-standards-04-24-14.pdf*](https://www.nrpa.org/contentassets/3989af20159545398c7e3f6085686c28/2013-coaprt-standards-04-24-14.pdf) *for a complete list of the 7.0 series learning outcomes (p.13).*

**Assignments**

While each assignment overview is given below, the specific requirements of each assignment will be handed out separately and discussed in class well in advance of the due date.

**Diversity Research Presentation (100 points)**

Students will have the opportunity (in groups) to research one current topic related to diversity and PRM. Student groups will choose a topic of interest (list provided by instructor), do thorough research on their topic using a variety of source materials, and then present their findings to the class. In connection with their presentation, students will prepare a word-for-word script of the presentation for the instructor and an outline of the discussion format including questions.

**“Leisure Anthropologist” or “Self as Other” Assignment (100 points)**

What does it feel like to sense prejudice or experience discrimination as a result of being ―different? You will to attend an event that challenges or increases your cultural worldview, perhaps as related to current course topics: religion, gender, sexuality, race, ethnicity, ability, socio-economic status. You need to be an ―outsider to the event or experience, and need to be respectful of the people and processes you encounter. During the event, you will take the lens of a “leisure anthropologist” taking in-depth field notes (during or after the experience) in order to create “thick description.” We will explain what this means in class. You’ll then produce a first-person reaction paper (narrative) 3-5 pages in length. Assignment details and expectations will be discussed in more detail during class. Possible visitation sites will be discussed in class. If you discover an event but are not sure that it fits, you should clear the visitation with an instructor prior to the event. If the event is not approved prior to the visit, you may or may not receive credit.

**Media Analysis Paper/Final Presentation (200 points)**

People in the United States watch a lot of T.V. (It is the #1 leisure activity in the U.S.) and they watch a lot of movies. Given that watching all of this media seems so central to our culture, your task will be to examine one media product (noted below) and analyze how issues of race or class or gender or sexual identity or disability are discussed **and** how these portrayals work to resist or reinforce certain systems of power. Choose one of the four media contexts listed below:

1. Film (Hollywood or independent film) – (e.g., *Lord of the Rings*, etc.)
2. Sporting event (professional/amateur) – college or professional sports for women/men
3. Television sitcom (e.g., *Will and Grace*)
4. Reality TV show (e.g., *The Bachelor*)

Write a **5-7 page paper** in which you talk about how, for example, gender is conveyed through the film, “Lord of the Rings” – how are women portrayed, how are men portrayed? What systems of power are challenged or upheld with such portrayals? What do sportscasters say about women when they cover women’s sports at the collegiate and professional levels – what do they say about the women relative to their personal lives, what do they say about the men relative to their personal lives? (How are women and men constructed in terms of sports coverage?) What do commentators say about individuals with disabilities as they cover the Paralympics? Use **at least three readings from class** to help shape your paper. Also, if you use other sources/references, please be sure to include the full references in your reference list. You will also present the findings of this paper as your final class presentation. Your presentation will be a short PechaKucha-style presentation format during final exam week.

**Reading responses (400 points)**

In order to prepare yourself for class discussion, and to assist you in reading deeply and critically, for each reading, you will complete a “reading response” in your journal. This reading response will provide you with notes and reminders of points from the reading you wish to discuss in class. The more thoughtful and thorough the notes, the better prepared you will be for class, making our discussions rich. Each week’s reading response(s) will be graded weekly for a total of 13 weeks of responses at 30 points each…the last one will be worth 40 points (400 points total). Reading responses will be posted on Blackboard. Students will make their original post (20 points) and then comment on two other classmate’s posts (5 points each)

**Reflection Journals (150 points)**

Journals will be a short write-up reflecting on class discussions, readings, and activities. While journal prompts will vary, each reflection will aim to explicitly answer the following three questions:

• What? Over the course of the week, objectively, what did I experience/what did I do?

• So what? Yeah…so these things happened. I went and did something. What is/was the POINT?

• Now what? So…based on what happened/what I experienced, what am I going to do, not do, or do differently? What’s my action plan?

Additionally, journals will be a place for you to record your responses to participation exercises. Journals will be graded for a total of 5 entries at 30 points each (150 points total).

**Attendance (50 points):**

### Your participation makes a significant contribution to class discussion. When you are not present, we can’t hear your perspective or learn from the stories you share. Therefore, attendance will be taken each class period. The distinction between “excused” and “unexcused” absences is too arbitrary to enforce; therefore, we will follow the same policy you encounter at a job—you are allowed TWO personal days/sick days. After that, you will lose 50% of your attendance grade per absence, up to four (4) total absences. If you miss more than four (4) days for any reason, you will need to see the instructor and may need to retake the course. If you are sick, injured, or are experiencing some kind of personal crisis, please contact the instructor as soon as possible.

**Exams**

There are no exams in this course (Yay!); however, the end of semester writing assignment (Media Analysis Paper) is largely based upon information that will be presented and discussed throughout the semester.

# **Written Assignment Policies:** All written assignments are required to meet the following criteria:

* Have a font no smaller or bigger than 12-point.
* Be completed on a computer, i.e., I will not accept handwritten assignments.
* Be stapled in the upper left-hand corner (folders, binders, etc. not accepted).
* Be double-spaced and in the appropriate format for the assignment.
* Have numbered pages, including cover sheet
* Have a cover sheet listing the following:
  + Name and number of course
  + Student’s name
  + Date assignment is due
  + Title of Assignment
* Meet APA Publication Manuscript style, i.e., references, citing (direct and paraphrased quotes, headings, etc.). See Purdue Owl for help: http://owl.english.purdue.edu/owl/section/2/10/

**Late Assignment Policy**

All of the class assignments have a specified due date, so pay attention to the syllabus (read it and refer to it often). Assignments must be handed in on time, i.e., at the beginning of class, 8**:00 sharp** on the due date. **At 8:01 your assignment is considered late and will receive a 10% deduction.** Generally, I will not accept assignments that are more than one week late. If, however, a special circumstance does arise in regard to the timely completion of an assignment, please contact me immediately.

8:01-one day late 10% reduction in grade

Two days late 20% reduction in grade

Three days late 30% reduction in grade

Four days late 40% reduction in grade

Five-seven days late 50% reduction in grade

More than a week late 0.0 for the assignment

**Final grades will be assigned according to the following point breakdown:**

#### Assignment Points

Class Attendance 50 pts.

Discussion Leader Presentation 100 pts.

“Leisure Anthropologist” Paper 100 pts.

Media Analysis Paper/Presentation 200 pts.

Reading Responses 400 pts.

Reflection Journals 150 pts.

1000 **total pts.**

**Grading Scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A+ | 101+% | Greater than 1000 points |  |  |  |
| A | 93-100% | 930-1000 points | C | 73-76.9% | 730-769 points |
| A- | 90-92% | 900-929 points | C- | 70-72.9% | 700-729 points |
| B+ | 87-89.9% | 870-899 points | D+ | 67-69.9% | 670-699 points |
| B | 83-86.9% | 830-869 points | D | 63-66.9% | 630-669 points |
| B- | 80-82.9% | 800-829 points | D- | 60-62.9% | 600-629 points |
| C+ | 77-79.9% | 770-799 points | F | Below 60% | 599 or below |

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**Course Policies and Expectations**

**Library Research**

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://library.wcu.edu>) or can be searched and located in the library building. Students in need of research or library support can get help online (<http://researchguides.wcu.edu/help>), from your subject specialist, Elizabeth Marcus [emarcus@email.wcu.edu](mailto:emarcus@email.wcu.edu), or from the research guide: <http://researchguides.wcu.edu/prm>

**Content Accommodations**

In the spirit of higher education, this course should present challenges, some of which may be ideological in nature, and you are encouraged to empower yourself to engage these challenges. This course has been designed to meet or exceed the quality of similar courses taught at top‐caliber universities around the world. Readings and materials assigned for this class have been carefully scrutinized and selected. As we study diversity and inclusion in its various forms and contexts, we will apply the concepts we engage to a variety of examples, including those that occur in the venue of popular culture. Popular culture, as you are certainly aware, can contain potentially objectionable material. Please understand that all material that I will present in this class or require you to engage with has been selected for its overall value and its applicability to the course. That said, I will not make content accommodations for any material scheduled for this course. It is your responsibility to review the syllabus, readings, assignments, and materials to be sure that this is a course you wish to take. Should you have questions or concerns, please see me immediately.

**Assignment Make-up and Missed Class**

There are no make-up opportunities for quizzes or other class presentations/projects. If you are absent on the day the instructor describes an assignment, it is your responsibility to get the information from a classmate or check Blackboard.

**Professional Expectations**

You will be representing yourself, me, and the university as you implement your program. Please dress appropriately and behave appropriately. Please refrain from tobacco, drugs and alcohol use during class sessions and programming or any time that might impact your representing the WCU PRM program professionally.

**E-mail Etiquette**

Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:

1. Use your @catamount.wcu.edu email address

2. Use a short and accurate subject header

3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)

4. Introduce yourself in the first paragraph (if needed)

5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.

6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)

7. Sign you email with your full (First and Last) name

8. Proofread for content, spelling and grammar.

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**University Expectations and Support Services**

**Writing and Learning Commons (WaLC)**

The Writing and Learning Commons (WaLC) is a free student service,located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students.  To schedule tutoring appointments, visit the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274.

**Math Tutoring Center**

The Mathematics Tutoring Centerprovides tutoring in all lower-division math and many CS courses (455 Stillwell, <http://mathlab.wcu.edu>, 828-227-3830), help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9 am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

**Blackboard Support**

The learning management system for this class is blackboard and can be found at: http://wcu.blackboard.com. Additional help with blackboard can be found at: tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

**Accommodations for Students with Disabilities**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions.  Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services.  All information is confidential.  Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email [sssprogram@wcu.edu](mailto:sssprogram@wcu.edu) for more information. SSS is located in the Killian Annex, room 138.

**Civility and Ground Rules**

The Western Carolina University Community Creed states: “I will respect the rights and well-being of others.”Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

(http://www.wcu.edu/student-life/policies-affecting-students/statement-of-student-rights-and-responsibilities.asp)

**SafeAssign Tool**

All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor’s discretion.

**Sexual Harassment Policy**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

**Academic Integrity Policy**

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

I.   General:

This policy addresses academic integrity violations of undergraduate and graduate students.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity.  Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

II.    Definitions:

1. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.
4. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

 III.   Undergraduate and Graduate Academic Integrity Process:

1. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
2. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing.  In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor.  During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form.  If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation.  If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s).  No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student.  The instructor may be present during the meeting.  During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form.  Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head.  The evidentiary standard for making a decision shall be preponderance of the evidence.  The department head may agree or disagree with the allegation(s) of the instructor.  The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor.  If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.
5. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s).  The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form.  No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
6. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student.  The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member).  A faculty member will serve as chair of the board.  The instructor may be present during the hearing.  Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board.  The evidentiary standard for making a decision shall be preponderance of the evidence.  The hearing board may agree or disagree with the allegation(s) of the instructor.  The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head.  If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal.  Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.
7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean.  No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
8. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean.  An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).
9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal.  The academic Dean may agree or disagree with the allegation(s) of the instructor.  The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board.  Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision.  The decision of the academic Dean shall be final.
10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.
11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…).  The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV.   Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member).  A faculty member will serve as chair of the board.  Students and faculty members serving on boards for each college will be selected by each college Dean.  The Department of Student Community Ethics will train all board members prior to their service on a hearing board.  Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V.   Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course).  The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University.  Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI.   Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies.  Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator.  Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator.  Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

Additional information is available on the Student Success website under Student Community Ethics.

**Academic Calendar** includes dates for all breaks, university closures, final exams, etc.  The academic calendar can be found at: <http://www.wcu.edu/learn/academic-calendar.aspx>

**Final Exam**

The university final exam schedule can be found on the WCU website.

**Important Dates:**

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures. Please double check these dates online, as they sometimes change. Here is the link to these dates on WCU’s website: <https://www.wcu.edu/WebFiles/registrar/REG_2018-2019_Academic_Calendar_FINAL.pdf>

**Syllabus Updates:**

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.

Note: Parts of this syllabus have been created from conversations with, syllabi shared, and assignment ideas/examples from many of my esteemed colleagues. I have borrowed ideas, brilliant wording, and inspiration from these masterful teachers. I would like to thank and acknowledge Dr. Karen Paisley, Dr. Diane Samdahl, Brian Kumm-Schaley, and Dr. Dana Kivel for sharing expertise, syllabi, assignments, and ideas.