

ISCI 2001: Exploring Our Ecosphere - Fall 2019 Course Syllabus
Life & Earth Science for Early Childhood Education
 Department of Biology, College of Science & Mathematics, Valdosta State University

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Office Hours: Mon & Tues 11:00-12:00

Stop in anytime my office door is open...

Feel free to call the office or

Use BV email to schedule an appointment

1. Emails: Please Use My Blazeview Email for All Class Matters!!!

VSU email such as: *lesliesj@valdosta.edu* should only be used if it is urgent

To be safe, you need to check your Blazeview Email at least twice per week for updates

These are not text messages and are expected to be written coherently

2. Office Hours: Mon & Tues 11:00-12:00 or By Appointment. Please feel free to call the office or email in BV to schedule a more convenient time. Anytime I am in my office, you are welcome to stop in to ask questions. *I would like everyone in the class to visit my wild office, at least once during the semester. I will you check off on a list.*

3. Basic Format of the Class

Meetings - Mon & Wed – 9:00-10:50 in 1043 BSC - Inquiry-Orientation with labs before lecture

LearnSmarts Previews – Due the night before class meetings at 11:59 pm (Listed on Schedule)

Every Sunday Night – Weekly Summaries of Class Topic Due in Blazeview (No Late Submissions)

4. Course Grading: 50% of Your Grade is Homework & Participation

LearnSmarts 10%– Due before lecture to introduce topics & vocabulary

Attendance -10% – Taken every Class (see policy later in this document)

Personal Journal 30% - Weekly Summaries submitted in Blazeview [BV]

5. Personal Responsibility – You must keep track of all assignment deadlines because late work will not be accepted!! Your grades will be posted in Blazeview all semester so that you will know where you stand. If that is not the grade you want at the end of the semester, come see me in my office. Reviewing your tests “after the fact” is the best way to understand what you need to do differently – Most often students say they did not read the test questions carefully enough.

6. Access to eBook & Online Work – When you registered for this class a discounted price for the text was put on your University Bill. If you wanted to opt-out you should have responded to the email they sent you.

7. Class Decorum – You will be expected to behave like an adult in class and I will not tolerate negative behavior. Please read the class rules in this document so that you do not have to be called out and embarrassed for violating them.

Each table is going to be a collaborative lab group and you are expected to participate actively and work well with the other people. Get involved and learn as much as you can from the activities. Practice for being a teacher by:

1. Encouraging the people you work with, if they are reluctant
2. Ask questions & lead discussions to make sure you, and everyone else, understands
3. Standing up to anyone who is being excessively loud, bossy, or unsafe

Seats will be assigned and changed on a regular basis. If you are ever in seat that is not comfortable for you, let me know so that I can change it.

ISCI 2001 - Tentative Course Schedule Fall 2019

Dates	Topics	Lab	Assignments
1. Nature			
Aug	19 - Hierarchy 21 - Class Structure	Yellow Cards & Worm Farm Field Sketching	Alphabetical Homework & Log On to Book LS - Ch 1 Weekly Synopsis - Nature
2. Levels of Organization			
	26 - Holism & Reductionism 28 - Emergent Properties	Devise a Lesson Body Systems	PowerPoint Slide LS - Ch 24 Weekly Synopsis - Approaches
3. Sciences			
Sept	2 - No Class - Labor Day 4 - Academic Subjects	6 Basic Disciplines	Weekly Synopsis w/ Dichotomous Concept Map
4. Natural World Unit Test			
Sept	9 - Size, Scale, & Scope 11 - First Exam	Measurement Essay & Test	Weekly Synopsis = Unit Summary & Journal Completion Reflection on Your Progress
Earth Sciences			Lesson Extensions Will Be Given in Class
5. Outer Space			
	16 - Cosmology 18 - Lunar Events	Parallax Phases of the Moon	LS - Ch 12 LS - Ch 13
6. Hydrosphere			
	23 - Earth's Supply 25 - Phase Changes	Water Cycle Puzzles & Convection Models	LS - Ch 10 & 18 LS - Ch 4
7. Atmosphere			
Oct	30 - Global Air Flow 2 - Weather & Climate	Orientation & Circulation Patterns Clouds & Instruments	LS - Ch 14 LS - Ch 17
8. Matter & Natural Resources			
Oct	7 - No Class - Fall Break October 7 & 8 9 - Matter	Rocks & Minerals	LS - Ch 15
9. Lithosphere			
	14 - Soils 16 - Surface Features	Types & Drainage Landforms	LS - Ch 16 LS - Ch 3
10. Earth Sciences Unit Test			
	21 - Energy 23 - Second Exam	Forms of Energy Essay & Test	LS - Chapters Unit Summary & Journal Submission if Required
Life Sciences			
11. Life			
	28 - Characteristics 30 - Heredity	Cell Metaphor Genetics	LS - Ch 20 LS - Ch 26
12. Evolution			
Nov	4 - Origins 6 - Speciation	Controversy Hybrids	LS - Ch 21
13. Humans			
	11 - Ancestry 13 - Diversity Is Not Race	Skulls Skin Color	
14. Organisms			
	18 - Microbes 20 - Plants	Light Microscopy Dissection Microscopes	LS - Ch 22
15. Interdependence			
	25 - Cohabitation 27 - No Class - Thanksgiving	Symbiosis	
16. Ecology			
Dec	2 - Biomes 4 - Ecosystems	Global Places Critter Body Art	LS - Ch 23
17. Life Sciences Unit Test			
	9 - Third Exam	Essay & Test	Journals Due for Some People

COMPREHENSIVE FINAL EXAM - Friday, December 13th from (8:00-10:00)

Final Journal Check for Everyone

Course Structure

Evaluation:

Written Work & Presentations	
Personal Journal	30%
LearnSmart	10%
Attendance* & Class Participation	10%
Exams	
Midterms – (10% Each)	30%
Final Exam – Comprehensive	20%

Examinations: There will be three midterms and a comprehensive final examination. These multiple-choice tests will consist of conceptual questions that probe understanding of the course material. This course will be taught in a way that requires students to demonstrate individual construction of knowledge and the questions on these assessments are written to judge the ability to apply the course information. Hard work on the LearnSmart is the best preparation for getting the most out of class sessions. Many students say that they do not need to cram for the tests because they are confident that they have learned the material by doing the summaries after each lesson.

Textbook: *Integrated Science* - This book covers much more material than will be addressed in this course, but it will be a valuable resource for this class. Concentrate on doing selective reading in the Smartbook and do not spend time on information that goes into detail over subjects that were not covered in class. There is no for need formal citation of the text in your Journal because in the sciences general information does not need to be listed as a reference, but do not copy anything directly – always rewrite information in your own words.

LearnSmart Computer Assignments: Your success in this course depends on your completion of the online assignments. These comprise 10% of your grade, so they are very important because they help you review the terminology before class and prepare for the tests. Effort on these assignments is clearly correlated to the grades students receive. You will waste the time you spend doing these activities, if you do not concentrate on learning as you do it. Write down words you want to know with definitions in your own words.

The *LearnSmart* (LS) prompts are lower order questions that drill on vocabulary and basic concepts. Think about the questions when you read the prompts. Think about what the answer is. Indicate how confident you really are. If you get the question wrong, ask yourself why you did not know it. That type of thinking is the best thing you can do to improve your learning. If you look back and it is right in the book, consider the fact that you might need to read more carefully. You can start as early as you want for all of the chapters in each unit to be sure you get the chapters completed on time. You will find the lectures much easier to understand after finishing these exercises. Do not expect questions like these on the test because those will be conceptual and require higher order thinking.

LearnSmart is an adaptive program. The number of points you get and the number of times you see a topic depends on getting the correct answer and how certain you are that you know the answer. Be sure to use the Confidence prompts carefully. You get the most points if you say you are "sure" and get the answer correct. You will also finish faster if you do that. However, if you say you are "sure" and get it wrong, you lose big points. If you get it wrong with one of the other prompts, the penalty is not as bad. You will get other questions on that topic or the same question until you master it. If you have problems, YOU must call McGraw Hill's Customer Support! Get the Case Number and if they do not help you, then email me in Blazeview and be sure to send me the case number so I can try to do something about it. So that you can prepare for the tests and exam, there will be a *Connect Practice* activity for each unit.

For McGraw Hill Customer Support: Call (800) 331-5094

As we finish each unit, you should go to the reports page to see which topics were a problem for you. The reports even show which *LS* questions you missed the first time. You can go back and drill on *LearnSmart* as often as you want, but you only get credit for completing *LS* before the lecture deadline. There are over 80 students in this class, so it is your responsibility to log on and learn to use the *Connect* programs after I explain them in class. Find your Metacognitive score and compare it to the grade you want on a test because there is usually a high correlation between these and how people score on the tests.

Personal Journal Requirements

Weekly Entries: Throughout the semester, we will have weekly thematic topics that are covered by different subtopics on each day with lab and lecture both addressing the same concept. You are required to have one, completely integrated synopsis for each week. These are due in in the designated assignment submission box in Blazeview by 11:59 pm on Sunday at the end of that week. Your papers do not need your name or anything else in the heading other than an original title. But the must follow the writing guidelines on the following page and be submitted as a PDF. **If every summary is completed on time, with a grade of 3 or better, you are not required to submit you journal at the time of each test. If you score lower than a 3 on any paper, it must be revised be fore submission at the test.**

Everything should be in first person and a reflective voice. Be certain that you show what you learned. DO NOT just restate what we did. Since this science content course is part of the major in Elementary Education, students are expected to focus on the “art and science of teaching” as well as the subject matter. You should be conscious of this because questions about teaching and learning will be on the exams.

1. The first page must have a creative title and start with a detailed paragraph that discusses what we covered as the weekly topic. This should include substantial scientific terminology and any new vocabulary words should be defined in your own words in the sentences. The two daily subtopics must also be covered and explained in detail in your own words.

2. The second part should be a visual account of both lab activities with written descriptions that clarify the significance. Make your own PowerPoint Slides with images & captions to “Show What You Know!” These can be cell phone shots from class or pictures and diagrams from the web. Any image must be explained with a statement in your own words.

3. The conclusion or third section should show Pedagogical Content Knowledge [PCK]. Part of the purpose of this course is thinking about your own learning and working to develop the ability to translate scientific subject matter into interesting and effective lessons that are appropriate for young children. Discuss how the course content and lessons relate to Elementary Education. This section should indicate which of the Georgia Science Standards or NGSS National Standards are most closely related to what we did.

Journal Grading: When you submit your weekly summaries, as long as the grades are all above 3, you will only be required to assemble the full journal at the end of the semester. If you fail to submit any on time or have a lower score, you must revise these and compile a draft to be turned in on the day of the test. These drafts must include a vocabulary list and a thorough unit summary.

Analytic Weekly Summary Scores: The grades will always depend on the effort you make.

5 – Excellent, 4 – Good, 3 – Adequate, 2 – Incomplete, 1- Seriously Deficient (6 – Outstanding)
Anything lower than 3 must be revised before final submission.

Holistic Evaluation: Every time you are required to submit your complete journal, the overall quality will be rated.

60's- Poor -Needed substantially more effort, thought, & synthesis

Lacking vocabulary, and/or scientific information

70's – Adequate – Every weekly summary revised & included

Could have used more depth of thinking to show mastery of the content

80's- Good Work – Substantial visual record of lab activities with detailed explanations

90's+ Great Effort – Polished consistent presentation throughout

125% - Above and beyond my expectations!!!

Deficiencies:

0 – Any weekly topics missing or a sloppy overall presentation lacking effort

50's – Insufficient - Needs much more

Expectations on Writing Assignments

Objective

Written assignments will reinforce class lessons and will help you to learn, outside the classroom, through your own thinking. Papers are an opportunity to display your knowledge through more than just exams or what you might or might not say in class. These assignments also allow you to show your own style of expression and personal interests, so you should take pride in them.

Focus

Well-crafted writing always has a specific purpose. Every paragraph or paper should have a distinct thesis or central idea. Your thesis should directly address the nature of the writing assignment. Decide on the topic and a specific case you want to make before you start writing. Write the thesis or topic sentence down and check back throughout the writing process to be certain that the work supports it. Concentrate on demonstrating your understanding of the scientific information.

Paper Organization

Before you begin to write, think through how you plan to develop your thesis and use an outline to structure the paper. An Introduction and Conclusion will be the first and last paragraphs of your paper. Start paper with something catchy to interest the reader. Make it perfectly clear, in this introductory section, what your point or central idea will be. Support that concept throughout the body of your paper. Paragraphs in the middle will be the Body of your text. Subheadings should be used for clarity. Your assignments in this class should usually be in first person. Avoid using statements such as "In this paper I will discuss..." since it is much more sophisticated to avoid this type of "crutch statement."

Paragraphs

Divide the paper by major themes and make each of these a distinct paragraph. You should have at least 3 paragraphs on a 1-page, single-spaced paper. The first sentence of each paragraph is a topic sentence that shows what the paragraph covers. ONE SENTENCE IS NEVER AN ENTIRE PARAGRAPH because there should be at least 3 sentences elaborating any significant idea.

Format

A header on the upper right should include the student's name and the date of submission. Each paper should have a creative title identifying the approach to the assignment. Since the course will be paperless, coversheets are not necessary. Your papers are to be typed using something comparable to 10-12 point Times New Roman type, single-spacing, and reasonable (0.5 to 1 inch) margins. Other professors often expect double-spacing, I require single-spacing. The lengths of these papers are stated in the assignments. After your draft your ideas, if the paper is too long, go back through and shorten it up by taking out the less important aspects. If it is too short, go back and incorporate more support or add more detail to what you are saying. When I say 1 page that means one sheet of paper that is full of text. Put your references and heading on that sheet. Use the word counting function on your word processor to be sure your text is 600-800 words per assigned page when single-spaced.

References

Any very general scientific information does not need to be cited. We consider this common knowledge because the place you found it is not the original source of the information. How would you know? The answer is if you can find the same information in 2 or 3 books, it does not require a citation in the text or a reference at the end of the paper. However, you must be very careful about giving appropriate credit to the sources of any original outside information that you use. If you use original information, it should be cited in the text of the paper. Be sure to reword or paraphrase text from any of your sources to avoid plagiarism. Paraphrasing means changing more than 1 word in a sentence. Think about what something says and completely restate it in your own words. No direct quotes are allowed in papers for this course to prevent you from making your paper look like a mosaic of other people's ideas. The point of writing is to demonstrate your thinking, so first person is usually fine.

Grading

These assignments will be described in detail in class, so listen carefully and be sure that you know what is expected or ask about anything that is unclear. Grades will be docked for any failure to follow directions precisely. If you need more clarification than is given in the Blazeview description, contact your classmates by email, phone, or posting a question on the *Blazeview* discussion board. Focus on the objective of the assignment and address it clearly in thesis of your paper. You can dramatically improve your work if you critique your own rough draft and revise it at least once. Outside feedback can also make a difference. Proofread to avoid careless errors. Spelling, Punctuation, and Grammar do effect our impression of the quality of your presentation. These papers will be graded on Effort, Quality, Organization, Content, Proper citations and whether or not you followed these directions. I will look specifically at extent of your coverage of the topic and the clarity in your presentation of the material. If you need assistance with your writing, please see me for help and/or contact the Student Success Center. The weekly summaries will due date on the Sunday following the week of class. The *Blazeview* Assignment Dropbox will close at 11:59 pm. If you miss that, you are locked out and receive a zero for that assignment. Late work must be submitted at the end of the unit.

Class Protocols

Learning Management System: A great deal of important extraneous communication will take place in the VSU Blazeview (BV) email. Therefore, you should be in the habit of checking it often for clarification of assignments and important messages. (<http://www.valdosta.edu/academics/elearning/blazeview-d2l.php>) Your standing will be available throughout the semester because all grades will be reported on BV.

Email: If you would like to contact me, please use **Blazeview email**. There is a certain standard of etiquette in higher education that is very different from the way you interact with your friends while texting. *My VSU email is for emergencies.*

My title is **Dr. Jones** and you should start any email with that included in a greeting.

The first thing you should do is tell me **which of my classes you are in** because I have several.

The next sentence should contain the **reason for your message**.

After you explain yourself, you should close the message properly.

Class Sessions:

Most students come to class to learn and I will not tolerate behavior that disrupts the learning environment. Come to class prepared to concentrate & pay attention. Since some people may not know what is expected in a college classroom, the following rules should make this clear. If I have to stop class and speak to you about a disruption more than once, I will ask to see you after class, and if it happens again you will be dismissed from the classroom and sent to the Dean of Students Office.

Class Rules:

1. Attend to your personal needs before class and do not get up and walk out of class unless it is urgent.
2. Class will start promptly at the designated time, please have your notebooks open and be ready to pay attention.
3. Once class begins, refrain from side conversations. If you are asking about a word in lecture, make it short & quiet.
4. If a classmate is being rude or distracting you, let them know or say "Shhhhhhhh" loud enough for me to hear.
5. The VSU rules are no eating or drinking in the lecture hall. Water bottles are fine.
6. You are welcome to have your laptops, pads, & phones in class to record lectures, look up terms, and photograph slides. However, this is not an invitation to skype, take calls, or read & send texts. If anyone is bothering you with such behavior, report them to me after class or by email. There will be grade penalties for this type of disruption.
7. Class will end at the designated time, unless you see "THE END" on a slide before, so do not rustle your packs before this.

Attendance*: Since more than half of this course involves active experiences, it's extremely difficult to "make-up" missed material. Therefore, attendance is mandatory and will be taken each class period. Three late arrivals to class will be counted as an unexcused absence. If you walk into class late, it is your obligation to see me and be sure I change the roster. There is no recourse several days later or at the end of the semester because I have caught cheaters saying here are my notes for that day and other students later reported that they were lying and had written notes from someone's recording of the lecture. If you are absent, you are still responsible for any material that was covered. Anyone who misses more than 20% of the class sessions will receive a failing grade for the course. Here is how attendance will be calculated:

*No Absences (Every class attended)	125%
1 Absence (Lab & Lecture on the Same Day)	100% - As long as a legitimate reason is given
2 Absences (Either Lab or Lecture)	75%
3 Absences	50%
4 Absences	25%
More than 4	0%

Class Participation: The learning environment has a very significant impact on the satisfaction and success of all students. Therefore, certain standards of decorum will be expected and maintained so that everyone can all enjoy being in the lab and learning as much as possible from lecture. All students start out with 100% as their participation grade. This can be elevated to as high as 125% for consistent positive contributions that enhance the experiences of other students. This grade will be reduced at the discretion of the instructor on the basis of inappropriate conduct such as rudeness, lack of collegiality, or other negative behavior. You will be moved to another seat in either lab or lecture if I consider your behavior a problem. As future teachers, students are expected to exhibit a professional standard of decorum to be maintained in this classroom. Intemperate language, excessive slang, and poor grammar are not acceptable. We all must use grammatically correct English in the context of this class because schools will ask me if you speak well and I want to be able to verify that. If you know you need to work on this, make the effort. I expect you to correct yourself if mistakes are noticed by me or your classmates.

Guidelines for Content

Learning Outcomes - Students in ISCI 2001 will be expected to:

- I. Assemble & Display course content in a Notebook showing recognition of the basic aspects of Life & Earth Science
- II. Characterize the earth's Lithosphere, Hydrosphere, & Atmosphere & the place of our planet within the Solar System
- III. Document recognition of select sections of the K-5 Georgia Performance Science Standards & NGSS
- IV. Compare and contrast how the abiotic factors influence the biotic features of representative global ecosystems
- V. Indicate the possession of conceptual understanding of GPS K-5 content knowledge for Life & Earth Science

Proof of mastery for each will be demonstrated by the knowledge & skill shown in:

- I. Lesson Summaries – and extension assignments applying the content covered in class
- II. Midterm Examinations – Formative evaluations covering course content
- III. An Original Concept Map – constructed for each unit prior to the test
- IV. Oral Presentations on Science in Children's Literature – Based on a chosen Dr. Seuss Book
- V. Final Examination – A summative, comprehensive evaluation of course content

The following facets of understanding will be built into the course assessments:

Explanation – Description of subject matter and pedagogical practices

Interpretation – Demonstration of astute reasoning and ability to make meaningful connections between concepts

Application – Explanation of the links between subject matter and science instruction

Perspective – Identification of the scientific concepts involved in understanding the Life & Earth Sciences

Empathy – Participation in a community service activity for underserved children

Self-Knowledge – Illustration of personal reflection on the process of learning and teaching science

Selected Georgia Standards of Excellence for K-5 That Will Be Covered Students Should Obtain, Evaluate, and Communicate...

I. Earth Science

SKE1. observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.

SKE2. information to describe the physical attributes of earth materials (soil, rocks, water, and air).

S1E1. weather data to identify weather patterns.

S2E1. information about stars having different sizes and brightness.

S2E2. information to develop an understanding of the patterns of the sun and the moon and the sun's effect on Earth.

S2E3. information about how weather, plants, animals, and humans cause changes to the environment.

S3E1. about the physical attributes of rocks and soils.

S3E2. information on how fossils provide evidence of past organisms.

S4E1. information to compare & contrast the physical attributes of stars and planets.

S4E2. a model of the effects of the position & motion of the Earth & the moon in relation to the sun as observed from the Earth.

S5E1. information to identify surface features on the Earth caused by constructive and/or destructive processes.

II. Life Science

SKL1. information about how organisms (alive and not alive) and non-living objects are grouped.

SKL2. information to compare the similarities and differences in groups of organisms.

S1L1. information about the basic needs of plants and animals.

S2L1. information about the life cycles of different living organisms.

S3L1. information about the similarities and differences between plants, animals, and habitats found within geographic regions

S3L2. information about the effects of pollution (air, land, and water) and humans on the environment.

S4L1. information about the roles of organisms and the flow of energy within an ecosystem.

S5L1. information to group organisms using scientific classification procedures.

S5L2. information showing that some characteristics of organisms are inherited, and other characteristics are acquired.

S5L3. information to compare and contrast the parts of plant and animal cells.

S5L4. information about how microorganisms benefit or harm larger organisms.

Official Information

A Very Important Message to Students: I am making a default assumption that you are in college to get an education. Becoming an educated person takes work, and I expect you to make a sincere effort to learn. The most important contribution to your success will be your personal work ethic because the grade will be based as much on the homework as the test scores. Every assignment has been developed to help you build a deeper understanding of the scientific content that is presented in the class sessions. Every examination will evaluate your conceptual knowledge, which requires far more depth than just memorizing factoids. I set the bar high in my courses because I want you to learn both the science content and the satisfaction of achieving something that took resolve. You need to take the time to read this document because it spells out important information about the course. If you do not read this, you are putting yourself behind everyone in the class who has done so because they will understand more than you about what to expect within the nontraditional format of the course...

Course Objectives: This science content course provides an integrated overview of Life & Earth Science content in preparation for teaching science at the elementary school grade levels. Topics covered in both the K-5 Georgia Science Standards of Excellence and the Next Generation Science Standards will be addressed in lessons that allow Early Childhood Education majors to learn science in the non-traditional ways they will eventually be expected to teach in their own classrooms.

Instructional Philosophy: *ISCI 2001* will bridge the gulf between scientific and educational disciplinary training by allowing future teachers to learn new scientific information through a variety of instructional innovations. The course employs methods that enact the rhetoric of science education reform. By teaching for constructivist learning, emphasis will be placed on the acquisition of conceptual understanding of scientific information rather than mere memorization. A variety of alternative assessment strategies will be used in conjunction with traditional testing. This nontraditional approach to college science helps prospective elementary school teachers make connections between methods of teaching and learning science.

Academic Honesty: Members of the class are expected to maintain high standards of integrity. This course will use the VSU Handbook Code of Ethics as a basic standard of behavior, and everyone in the class is required to read the Biology Department Plagiarism Policy posted at: <http://www.valdosta.edu/colleges/arts-sciences/biology/documents/resources/PlagiarismPolicy.pdf> Evidence of dishonest conduct or cheating will result in no credit for the assignment and depending on the case, a grade of "F" for the course. Do not expect lenience for claims on the grounds of not knowing better. You will be reported to the Dean of Students and letter of concern documenting the problem will be sent to the College of Education. Be aware that employers such as school systems do call that office at VSU to check on whether you have a record of infractions.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 333-5463.

Family Educational Rights & Privacy Act: Grades cannot be posted by Name or Social Security Number. Scores and student work will not be given over the telephone, by email or to another student.