GRAYSON COLLEGE
Course Syllabus

Course Information
TECA 1354 Child Growth & Development
Spring 2017, 1ˢᵗ 8 weeks

Type of Course/Delivery Mode/Testing Requirements
Internet course, No proctors required for testing

Professor Contact Information
Instructor: Dr. Keri Harvey, PhD
Phone number: 903.415.2556
Email: harveyk@grayson.edu
Office: SC 104-A
Office hours:
Monday: 12-1pm online
Tuesday: 10am-12pm
Wednesday: 9:30am-12pm
Thursday: 11am-12pm
Friday: 8:30am-12pm

Course Pre-requisites, Co-requisites, and/or Other Restriction
None

Course Description
A study of the principles of child growth and development from conception through adolescence. Focus on physical, cognitive, social, and emotional domains of development.

Student Learning Outcomes

- Summarize principles of growth and development in the physical, cognitive, emotional, and social domains;
- compare and contrast theories of development;
- discuss the impact of developmental processes on early childhood practices;
- discuss types and techniques of observation; and explain the importance of play.
- Demonstrate skills in application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns

NAEYC Standards

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2c: Involving families and communities in young children's development and learning
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
STANDARD 6. BECOMING A PROFESSIONAL
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6e: Engaging in informed advocacy for young children and the early childhood profession

Required Textbooks and Materials

Child Development by Pearson Publishing, 2016, 7th edition. My virtual child log in sold with the book in a bundle in the Grayson College bookstore. You need to purchase the MyVirtualChild log in & textbook. The Grayson bookstore has it bundled for you to purchase.

Myvirtualchild course ID: 21046

Suggested Course Materials
None

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

All module assignments are due by 11:59 p.m. on their due dates. Check the modules closely, there are usually more than one due date in a module for different assignments. This is a *__tentative__* schedule, and I reserve the right to change dates and to e-mail those changes without changing it in other locations except the assignment and module.

Module	Chapters/Topics	Assignments/Quizzes/Test
Week 1	Chapter 1: An Intro to Child Dev	Orientation Quiz Introductions NAEYC Quiz Chapter 1 Quiz Upload picture to Canvas settings (headshot only) **Create MyVirtualChild link to the course** ID: 21046 Birth your child and begin to grow it to 8 months
Week 2	Chapter 2: Theoretical Perspectives & Research Chapter 3: Start of life: Genetics & Prenatal	Chapter 2 & 3 Quiz Discussion

		MyVirtualChild to 8-month-old
Week 3	Chapter 4: Birth & new born infant Chapter 5: Physical Dev in infancy Chapter 6: Cognitive Dev in infancy Chapter 7: Social & Personality Dev in infancy	Chapter 4-7 Quiz **Piaget Conservation Task** **MyVirtualChild to 3-years-old**
Week 4	Chapter 8: Physical Dev in Preschool Chapter 9: Cognitive Dev in Preschool Chapter 10: Social & Personality Dev in Preschool	Chapter 8-10 Quiz Child life study update #A (Parts 1-3) Discussion
Week 5	Chapter 11: Physical Dev in Middle Childhood Chapter 12: Cognitive Dev in Middle Childhood	Chapter 11 & 12 Quiz Child life study update #B (Parts 4-6) Discussion **MyVirtualChild to 6-years-old**
Week 6	Chapter 13: Social & Personality Dev. In Middle Childhood Chapter 14: Physical Dev in Middle Childhood	Chapter 13 & 14 Quiz Discussion **MyVirtualChild to 12-years-old**
Week 7	Chapter 15: Cognitive Dev in Adolescence Chapter 16: Social & Personality Dev in Adolescence	Chapter 15 & 16 Quiz **MyVirtualChild to 18-years-old** **Child Life Study**
Week 8		**Final reflection**

Quizzes

There are online quizzes for each chapter. They are open book, but have a time limit. There are 2 attempts at each quiz. You will not have enough time to complete them if you wait until the quiz to read the chapters. They cover both the chapters, videos, power points and discussions. You will not be able to take the quizzes after the due date unless you have a doctor's note. The last day to take the quiz is posted on the quiz and coincides with the end of the first week of the module. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO make-ups for computer problems, etc.

If you know you are going to be out of town or very busy on the due date, work ahead. That is the great thing about taking an online course. You can only work ahead in modules that are open.

Be sure that your Popup blocker is off when you take the quiz!

Methods of Evaluation

Evaluation of each student's progress is the joint responsibility of the student and the professor. Grades will be determined in the following manner:

TASK	Points Possible
Picture in Canvas settings	25
Introduction	40
NAEYC quiz	15
Orientation Quiz	25
Final reflection	50
Discussions Families 25 pt Language 25 pt Piaget's Cognitive Dev. Theory 25 pt Self-regulation 25 pt	125

Media 25 pt	
Participation/professionalism	100
Module assignments Piaget's Conservation Tasks 50 pt Attachment assignment 50 pt Research Article Analysis 50 pts	150
Chapter quizzes 16 x 10 pts each	160
Child Life Study Part A for peer review- 30 pts submitting yours to peer, 20 pts reviewing a peers & giving constructive, helpful feedback	50
Child Life Study-Final	100
MyVirtualChild-25 pts each 8-months-old 3-yr old 6-yr old 9-yr old 12-yr old 18-yr old	150
Total	1,000

Grade Scale:
A =1000-900 points
B = 899-800 points
C = 799-700 points
D = 699-600 points
F = 599-0   points

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the "Grades" link in course. Quiz grades will be released after the closing date of the quizzes. Specific feedback on assignments can be found in the **"Grades"** link.

Late Work Policy
No late work will be accepted. Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 50%. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. **Please note: Quizzes, tests, presentations, exams, and other assessments <u>may not be made up, and cannot be rescheduled.</u>**

Modules:
There are weekly modules, and the instructions are in Canvas under modules. The modules will include the readings, videos, PPTs, assignments and will remind you of the things due during the module. Read them carefully and complete each task. It is important to remember that there are different due date through-out the module.

Discussions: Several modules will have discussions. You will be required to:
1. Reply to my initial posting in the discussion posting (200 words) by **Thursday before the due date** and then
2. Reply to **2** other people's postings (100 words each).
3. There is an initial post date for your first thoughts to be published the Thursday before the module ends and the rest of the time, review peers' posts and make comments about

till the end of the module.

Grading Criteria for Discussions
The initial post is worth 30 points
Each comment is 10 points for a maximum of 50 points for each discussion.

Full Credit	Half Credit	No Credit
- post one comment (200 words) and two responses to peers (100 words each) - demonstrate excellent knowledge and understanding of question - comment or response must be a minimum of five complete sentences - comment and response must be respectful –citation with reference- complete postings by the deadline-	- post one comment and one responses - demonstrate average knowledge and understanding of question - comment or response must be a minimum of two complete sentences - comment or response must be respectful – did not cite or reference source- complete postings by the deadline	- did not post comment or response - did not complete postings by deadline (late postings will receive no credit) - did not demonstrate knowledge of question - did not comment or respond respectfully – no source cited or referenced

Introduction: Create an introduction of yourself. Type your introduction. You can earn 10 extra credit points for videoing your Introduction to the class. The link must be a live link in order to get the 10 extra credit points.

In your introduction include your name, your major, the age of children you would like to teach or what you think is your favorite age of childhood, what 4-year institution you are thinking about attending, and something you would like to learn in the course.

Canvas Picture: upload a picture of yourself (headshot only) into the Canvas settings. This allows your picture to show up on the discussion boards when you post on it.

Child Life Study-KEY ASSESSMENT
TECA 1354 Child Growth & Development

Project Instructions
Pick a child to complete your naturalistic observation/participation with a child who is at least 2 years old and is **not your own**. You may choose to do this with a child you know from your neighborhood, a friend, etc. Remember that all information you obtain is confidential. Use **ONLY** the child's first name in your paper. Type a double-spaced paper reporting your findings using the following format:

Peer reviews: You will complete this assignment in phases and you will review a peers work as will a peer review your work. Then at the end of the assignment, you will correct what your peer feedback is and add any sections that were not included in the peer review.

Section One: Write at least one paragraph giving the child's first name, exact age (years and months), height, and weight. Attach a standard height and weight chart with the child's measurements plotted to your report. (These charts can be found in a physician's office or on the Internet.) Include information you have about the child's home life and school environment. (for example, is the child an only child?

Are the birth parents together? Who lives in the home? Does the child attend a school or child care facility? Any sports?)

Section Two: Without consulting any resources, write at least one paragraph assessing what you already know about the physical, intellectual, and social/emotional development for a child of the age you will be observing. For example, "what should a 4-year old be able to do physically? Should he be able to run, walk backwards, skip? For social-emotional development: Should a 4 year old have friends? Have temper tantrums? For intellectual development: Should a 4 year old be able to multiply, know colors, sort objects? In addition, What do you still need to learn? What about gender development or moral development? It's okay if you only know a little. Be honest with your self-assessment. You will not be penalized for what you do not already know.

Section Three: Consult at least three professional resources, such as journals, books, and your textbook, to learn more about the age you will be observing. Write at least one paragraph telling what you expect to see if the child you are observing is on target for his/her age group. Be specific about what a child in that particular age group should demonstrate physically, intellectually, and socially/emotionally. Include page numbers and authors to support your findings. For example, "A six year old should be able to hop, jump, and climb (Rathus, 2009, p. 377)"

Section Four: Write a paragraph giving a description of the naturalistic observations that you completed to assess the child's physical development (fine and gross motor development), including any interaction and experimentation that you devised to evaluate the child's physical development. Include at least 2 of these observation tools: checklists, sampling, anecdotal, running records, etc… In a separate paragraph, give a summary of the child's physical development. Include gross and fine motor development that you observed. In a third paragraph, tell if the child is or is not developing appropriately for his/her age and explain your conclusion. This should not be your opinion, but factual, and **should include page numbers and authors to support your findings**. For example, "Bradley demonstrates fine motor skills above the norm for his age, such as …. (Rathus, 2009, p. 39)"

Section Five: Write a paragraph giving a description of the naturalistic observations that you completed to assess the child's intellectual development, including the interaction and experimentation that you devised to evaluate the child's intellectual development. In a separate paragraph, give a summary of the child's intellectual development. In a third paragraph, tell if the child is or is not developing appropriately for his/her age and explain your conclusion. This should not be your opinion, but factual, and **should include page numbers and authors to support your findings**. For example, "Marco demonstrates intellectual development on target for his age, such as …. (Rathus, 2009, p. 90)"

Section Six: Write a paragraph giving a description of the naturalistic observations that you completed to assess the child's emotional/social development, including any interaction and experimentation that you might have devised to evaluate the child's emotional/social development. In a separate paragraph, give a summary of the child's social/emotional development. In a third paragraph, tell if the child is or is not developing appropriately for his/her age and explain your conclusion. This should not be your opinion, but factual, and **should include page numbers and authors to support your findings**. For example, "Sarah's emotional/social development is below the norm for her age because …. (Rathus, 2009, p.155)"

Section Seven: Reflect upon what you have learned about children in the age group you observed. Write at least one paragraph telling what you have learned and what you would like to learn more about. Tell how you plan to further you knowledge about child development for this age group.

Section Eight: Create a Learning Prescription for the child's family. For each area of development (physical, cognitive, social/emotional), identify one area that needs strengthening. Describe one activity

the family could use to strengthen that area. If no strengthening is needed, describe an enrichment activity that the family could use with the child.

Work Samples: Collect work samples from the child which illustrate the points you highlight in your report, particularly the child's physical and intellectual development. These can be captured by taking a digital camera picture of the work, or by scanning it into your computer and inserting it into your project. Digital cameras and scanners are available for use from the media center. If you feel overwhelmed by the technicalities of a digital camera or scanner, you can turn in your child's work samples to your professor's mailbox on campus.

Bibliography: List at least three research sources that you used for your report. Your textbook may be used for one of your sources. References MUST be in APA format. You can put your reference information into a citation machine, such as http://citationmachine.net or www.knightcite.com, which will build the correct format for you. You can then copy and paste these in alphabetical order into your bibliography.

Module Assignments:
Article Abstract-Several articles will be provided in the module. Pick one or go find your own, The Grayson College Library Database is not working correctly right now. BUT you can find many free articles online or choose one provided by the instructor. Complete an article review. There will be an attached worksheet to the assignment link. You are to use the worksheet and follow the format for your article review.

Piaget's Conservation tasks-Watch the video about Piaget's conservation tasks. Complete the review of the video. See attached worksheet in the module assignment link in Canvas.

Final Reflection-completed the week of finals.

Methods of Instruction

An **explanation** of
(1)   How the instructor will **communicate** with the students and how the students will communicate with each other?
   Communication between the instructor and students will primarily be through the course site in GC Canvas. Frequent announcements, comments in the course discussions, responses to email, as well as feedback on homework assignments will be provided regularly. Students will primarily communicate with one another through the course discussions tool.
(2)   How will online participation be **assessed and graded**?
   *In an online course, regular routine participation is extremely important. Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the course discussions is required. Generally, you should plan to check the course site, review new course materials, and participate in the discussions, **3** times per week.*
(3)   How will the instructor **monitor the online activities** of the students?
   Online course activities will be monitored through a variety of methods including active

participation by the instructor in various course areas as well as utilization of the People tracking tool in GC Canvas. The course tracking tool provides detailed statistics for each student for various activities in the course.

(4) How will the **standards of appropriate online behavior** be maintained?
During the first week of class, an online orientation quiz will be taken. The instructor will monitor discussion boards and posts and will model appropriate behavior and provide feedback to students.

(5) The level of **technical competence** required of the students
Students are expected to have a basic understanding of personal computers, Internet browsing, desktop applications such as Microsoft Word, video making & posting and file management (uploading, downloading, or sending files). After logging into Canvas, click on Help button for Canvas Guides.
    If you need help with myvirtualchild, contact Pearson support for help.

(6) What the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology?
Generally, personal computers purchased in the last 3 years should be adequate to access GC Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher (www.microsoft.com), the latest version of Sun JAVA (www.java.com), the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), word processing program and the latest updates to your anti-virus and spyware protection. Students needing assistance with accessing instructional technology should contact the GC Help Desk. For more information, visit www.grayson.edu and select the Help Desk link.

(7) The **alternative procedures for submitting** work in the event of technical breakdowns
Please do not wait until the last minute to submit assignments! Allow enough time before the due date and time to submit your assignments. Should there be a technical problem, immediately notify the instructor via internal Canvas Messages. Computer labs on campus and public libraries can be alternative sites. Alternative arrangements, if permitted, will be discussed at that time.

(8) **On-campus meeting requirements**
none

(9) How **academic honesty** will be enforced.
An online tutorial of "What is Plagiarism?" will be reviewed. Papers may be submitted to turnitin.com for analysis of work. I will also search the Internet by copy/pasting your
work to verify that you did not simply copy/paste work from the Internet.

Course & Instructor Policies
Make-up policy
Makeup is ONLY available for those with a doctor's note or if I approve the absence **before** the class AND you e-mailed me about it **before**. An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, Grayson College school-sponsored activity, or approved religious holiday-however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class.

Note: an email is appreciated but will not suffice as documentation unless it is from the coach if you are a student athlete. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

Class Attendance
Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and 8-week courses should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Class Participation/Professionalism
Class Participation is expected in this course. Each module has discussion topics. You are expected to participate in all discussion topics. You are expected to participate in any and all activities related to this course and turn assignments in by the due dates. Absences in this course are measured by missing a due date on any discussion, assignment, quiz, or project. To be successful in this course, it is recommended you log into the course shell 3 times. You can download the Canvas app onto your smartphone or tablet.

Classroom behavior
In the online classroom, we will be following rules of Netiquette (posted in the Introduction Module). For example, using capital and lowercase letters. Typing in all caps is like yelling. In addition, this course is to share and learn in a community of learners. Each student will be polite in e-mail and discussions with professor and other students and disagree in a constructive way.

Professionalism is very important in this course. It is difficult to read the tone of emails and discussions. There is an expectation of respect to the instructor and fellow students when asking questions on the discussion board or when via email and in class discussions online. Students are not going to agree with everything seen online from peers, but students are expected to agree to disagree in a professional manner. When one becomes a professional in the workforce, professionalism is judged by students, colleagues, administrators, parents, and the community.

Student Conduct & Discipline
Expectations for participation
Students are expected to log in a minimum of three times a week and participate in discussion. There is an initial post deadline prior to the end of the module. This allows each student to post his/her thought, read others and make evaluations about the content. These interactions have been showed to increase learning.

Written Work
All assignments and papers must be in APA style double spaced, in 12 point Times New Roman font for regular text, and with one-inch margins with a cover page (unless they are brochures or PowerPoints). All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word, Excel, or Access. If you do not have these programs you must use an .rtf file which is a rich text file or a pdf. If a file comes that is NOT in one of these formats, you will receive a

0 for that assignment so be sure you are using one of the above. You will NOT be able to resubmit the assignment if submitted in the wrong assignment. Double check the attachment is NOT .lnk or .pages.

APA formatting requires an abstract, this is not required in this course.

Academic Integrity
The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material or any other tool that the professor finds to search for plagiarized material.

If you have any questions about what constitutes plagiarism, please ask. For everyone's convenience, I have a link to an online tutorial of "What Is Plagiarism?" This should not be considered to be an all-inclusive guide, but it does highlight some of the most common mistakes students make. Though I am providing this website, it is still the student's responsibility to make sure they understand what constitutes plagiarism. Any student who is found to have plagiarized on ANY assignment will be subject to the consequences listed in this section. Excuses of "I didn't know" or "I didn't understand" will not be accepted. Once again, if you do not understand what plagiarism is, please ask.
The tutorial has a quiz at the end, this is just for your own self-check. Do not send these results to Dr. Harvey.

Students who are caught submitting plagiarized material or who have engaged in collusion on any course assignment or exam will receive a zero on the first assignment and an "F" in the course for any additional acts of academic dishonesty. Students who are caught cheating on any course assignment or exam will receive an "F" in the course.

Copyright Notice

Withdrawal from Class
The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's schedule of classes. Administrative procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see GC College Catalog for details).

Disability Services
The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SC 115 in the Student Success Center.

The contact information for the Office of Disability Services is:
Jeffri Hodge
 (903) 463-8751 (voice or TTY)
hodgej@grayson.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Financial Aid
Effective July 1, 2000 students receiving Title IV funds (Pell, Federal Grants, and Student Loans), who subsequently withdraw from classes, will be required to return a portion of the federal financial aid received. Only the percentage of aid earned (determined by the percentage of time attended) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details can be obtained from the Office of Financial Aid.

Drop Rule
Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statue was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it

counted toward this limit, but it is the responsibility of the student to establish that good cause before the drop. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator (903-463-8714)
- Dr. Dava Washburn, Title IX Coordinator (903-463-8634)
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730

For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.
Grayson College campus-wide student policies may be found on our Current Student Page on our website:
http://grayson.edu/current-students/index.html
These descriptions and timelines are subject to change at the discretion of the Professor.