

GRAYSON COLLEGE

Mater Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information

TECA 1318

Wellness of the Young Child

Type of Course/Delivery Mode/Testing Requirements

Internet course, No proctors required for testing

Professor Contact Information

Posted in Canvas Syllabus.

Office hours online because of Covid.

Posted in Canvas Syllabus.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No pre-requisites.

*This class requires 16 hours of field observation in childcare & preschool settings. **Failure to complete 16 hours or turn in the time log in the appropriate format will result in a failing grade.***

Course Description

Study of factors impacting the well-being of young children. Includes healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and legal implications of relevant policies and regulations. Course content is aligned with State Board of Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations. Field experience required.

Student Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the relationship between health, safety and nutrition.

2. Describe the basic principles of healthy behavior and guidance practices that influence health promotion, safe practices and disease prevention for young children.
3. Analyze principles of nutrition and the application to nutritional assessment.
4. Identify policy and regulatory requirements for nutrition.
5. Describe the role of physical fitness as it contributes to healthy behavior.
6. Evaluate and make recommendations for modifications of regulations regarding child's safety, safety procedures, and children's environments for safety.
7. Describe how physical, social, and emotional environments influence a child's health

Required Textbooks and Materials

ISBN number: 9780134027012

Sorte, J, Daeschel, I, and Amador, C. (2017). Nutrition, Health and Safety for Young Children 3rd Ed. Pearson: Upper Saddle Creek, NJ.
 ISBN: 9780133956764

Suggested Textbooks and 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.

TECA 1318 Summer 1 2017 Online Schedule

All module assignments are due by 11:59 p.m. on the night before the beginning of the new module! This is a **tentative** schedule, and I reserve the right to change dates (only to a later time) and to e-mail those changes without changing it in other locations except the calendar. So be sure to check the e-mail and calendar.

Table 1 Course Tentative Schedule: This schedule is subject to change, in terms of order of the chapters. Changes will be noted in each weekly module.

Week	Readings, Activities
1	Introduction due Orientation Quiz due

Week	Readings, Activities
	Canvas picture due Field site location due
2	Chapters 6 & 7 Food Plate activity/Nutrition Program Assignment Discussion due
3	Field Experience #1 Due & 4 hour time log Crossword puzzle Nutrition Chapters 2 & 3
4	Chapters 10 Discussion
5	Chapter 8 & 9 Field Experience #2 due & 8 hour time log Discussion
6	Discussion due Chapter 13
7	Chapter 14 quiz due Field Experience #3 due Discussion due
8	Chapter 1 Discussion Time log due

Quizzes

There are online quizzes for each chapter. They are open book, but have a time limit. You will be allowed two attempts at each quiz. They cover both the chapters and the

power points. 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 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 makeups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz!**

Methods of Evaluation

Grading

Categories	Points
Introduction	30
Canvas picture	10
Field experience site info posted	10
Chapter quizzes (10X15)	150
NAEYC quiz	20
Orientation quiz	20
Field Experience Time log	200
Field experience assignments (3X100)	300
Discussions (4X20)	80
Participation points	80
Final exam	100

Total

1,000

Grade Scale:

1000-900 points= A

899-800 points = B

799-700 points = C

699-600 points = D

below 600 points= F

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the Student Tools page in the My Grades button. Quiz grades will be released immediately following the quiz. Specific feedback on assignments can be found by clicking on the grade. A rubric will be used for field experience 2.

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. Assignments submitted in the incorrect form or email are considered late and will not be accepted and receive a 0.

Modules:

There are weekly modules and they are in Canvas under learning modules. The modules will include the readings and will remind you of the things due during the module. Be sure to print off the checklists on the modules. The modules will also include additional activities that must be completed as each module receives points. Read them carefully and complete each task. Modules normally consist of at least one quiz, a discussion and 1-2 assignments. The calendar will remind you of the due date for all assignments.

Discussion: All modules will have discussions. You will be required to:

1. Reply to my initial posting in the discussion postings using references and in-text citation and then

2. Reply to 3 other people's postings.
3. There is an initial post date for your first thoughts to be published and the rest of the time, review peers' posts and make comments about till the end of the module.
4. **Each initial post has cited a resource and cited in the post and a reference in APA.**

Grading Criteria for Discussions

Initial post: 15 points

Each comment 5 points

Full Credit	Half Credit	No Credit
<p>- post one comment and three responses - 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</p>	<p>- 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</p>	<p>- 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</p>

Introduction: Create an introduction of yourself. Tell us who you are. What is your major? How long before you are done at GC? Where do you plan to go after GC? What is a career goal you have for yourself? If you could own any car, what would it be and why.

UPLOAD A PHOTO OF YOURSELF FOR YOUR PROFILE PICTURE in Canvas. Click on your name in the top right corner and upload your photo. (10 points)

Food Guidelines Website/Nutrition Program Review

My Food Plate and a nutrition program. Conduct a review of the food plate by going to <http://www.choosemyplate.gov>. Review the whole site and select one of the tools provided by the site to try out & briefly summarize your experience. (For example, plan,

menu planner or tracker for either yourself or family member) Type up your review that includes your experience of the site answering specifically the following questions:

-Summarize the food plate. What are the parts of the plate? How is it different from the pyramid?

-What aspects of the new plate did you find most useful?

Review all 3 nutrition programs. Write up ONE program:

- [National School Lunch Program \(Links to an external site.\)](#)
- [Child and Adult Care Food Program \(Links to an external site.\)](#)
- Team Nutrition

What is it? How does the program work?

Write up your findings in APA format. See example in the Start Here module.

Field Based Experiences

Field Experience Observations: This course requires 16 hours of field observation in a **licensed child-care setting or preschools. The childcare center must serve lunch. Observations may ONLY be completed in child-care centers or preschools. The center must provide lunch to the children and have an outside play structure.** The student is responsible for locating and securing their own site in which to complete the required 16 hours of time. This time is not negotiable; it is required by the state of Texas for this course. If for some reason, you are asked to discontinue your observation at a school because of inappropriate behavior, dress, etc., you will be awarded a grade of F for the Field Observation component of this class. You cannot pass the course if you do not complete all 16 hours of the field observation time and submit a time log in proper format.

Field Experience Project 1: Nutrition (100 points)

The first field experience has two parts: an assessment of a menu and an observation of lunch.

Go and observe at a preschool/childcare center that serves lunch (and hopefully breakfast).

Menu

1. Obtain a copy of the menu. Is it weekly or monthly? Do they rotate the menu by weeks?
2. Decide what the criteria for earning an A, B, C, D, or F are. Write up your grading scale. In the grading scale, discuss important healthful foods that could be common to a menu and how it should be written on the menu to

advocate for healthful nutrition (for example: Whole wheat bread” when serving sandwiches)

3. Grade the menu
4. Make corrections on the menus to reflect a grade of “A” (make substitutions where necessary).
5. Add healthy “language” to the menus. (i.e. from bread to whole grain bread)

Lunch

Visit your field site during lunch. Sit with the children as they eat. Give the number of children present, the age of the group, and any dietary restrictions. Draw the layout of tables, where children sat and where the teachers sat/stood during lunch.

Feeding Practices

- How does the school facilitate lunch?
- Do the adults sit with the children?
- Is the plate prepared or is it family style?
- How do the teachers interact with the students?
- Do they facilitate conversation or an observer?
- How does this align with how NAEYC-developmentally appropriate practices recommends feeding children.

Now look at the food served and observe for the following information.

Nutrition

- How are meals nutritious?
- How is food primarily prepared (baked, broiled, fried, etc.)?
- Are a variety of foods available to the children? Do they have choices to select from daily? Provide examples if yes.
- What are “favorite” foods?
- Are special dietary needs being met? Provide an example if yes.
- Do the food choices align with the information in the textbook?
- Is nutrition and healthful eating promoted?

Write up both sections in a minimum 2-page paper (This does not include the cover page). Include the original menu, your adapted menu, and the cafeteria layout. Use APA format.

Key Assessment

TECA1318 Wellness of the Young Child

Health Lesson Plan

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

5a: Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Directions:

Develop a lesson that will teach about a personal hygiene or communicable disease control. First, develop a game or activity for an age group (infants, toddlers, preschool or school-age) that will teach personal hygiene or communicable disease control. The game **MUST** be developmentally appropriate (see the Bredekamp and Copple text, Developmentally Appropriate Practice.) It can be a board game, a fingerplay, song, puppet show, story (you must write it), music and movement activity or another appropriate activity to teach this concept. The activity will be demonstrated and evaluated in a classroom of children.

Lesson Plan needs to include:

1. The name of the activity.
2. Two to three behavioral objectives indicating the outcomes of the activity as related to specific hygiene principles. (For example, in this activity each child will demonstrate appropriate hand washing. Remember behavioral objectives are based on what the child will be able to do at the end of the lesson- the student will be able to _____)
3. A list of all materials needed to conduct the activity.
4. The amount of time needed for the activity.
5. Steps involved in conducting the activity.
6. Information to be taught in the teacher-directed lesson.
7. A minimum of three (3) books related to this topic that would be age appropriate for the children and has been published in the last ten years to place in the literacy center
8. List two (2) follow-up teacher-led activities you can do to reinforce the concepts with the children.

9. Design 2 ways each to incorporate the theme into 3 centers in the classroom (6 ideas).
10. An explanation of what happened during the activity and a self-evaluation of your activity as it was done with the children including how it went, how the health behaviors you worked with contributed to the well-being of the children, what you might change and how it was developmentally appropriate and which of the DAP principles to which it relates.

TECA1318 Health Lesson Rubric

Standards	Meets or Exceeds All Expectations	Meets Most Expectations	Meets Few or No Expectations	Instructor Points
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	Two follow-up activities to reinforce the hygiene or health concept with the children plus a detailed procedure for each activity with explanation of why they reinforce the lesson (12-14 pts)	Two follow-up activities to reinforce the hygiene or health concept (6-11 pts)	One or no follow-up activity to reinforce your topic (0-5 pts)	
	Two or Three behavioral objectives that begin with an action verb and are measurable (5-6pts)	Two objectives which are not measurable or student centered (2-4 pts)	One or no objective which are not measurable or student centered (0-1 pts)	

<p>4d: Reflecting on their own practice to promote positive outcomes for each child</p>	<p>Explanation and evaluation of presented activity including how the hygiene or health concept contributed to the well-being of the children, what you would do to change it (15-20pts)</p>	<p>Short explanation and evaluation of presented activity including how the hygiene or health concept contributed to the well-being of the children, what you would do to change it (10-14 pts)</p>	<p>No evaluation of presented activity and/or activity was not developmentally appropriate (0-5 pts)</p>
<p>Supportive Skill 1: Self-assessment and self-advocacy</p>			
<p>5a: Understanding content knowledge and resources in academic disciplines</p>	<p>In-depth and detailed explanation of the activity done with the children and how it was developmentally appropriate and was DAP (15-20pts)</p>	<p>Short explanation of the activity done with the children and how it was developmentally appropriate and was DAP (10-14 pts)</p>	<p>No explanation of the activity done with the children and was not DAP (0-5 pts)</p>
<p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>	<p>Center design has 2 extensions for 3 centers with a detailed and thorough explanation of the extension, the connections to the lesson and are developmentally appropriate. (15-20pts)</p>	<p>Center design has 1-2 extensions for 2-3 centers with an explanation of the extension, the connections to the lesson and are developmentally appropriate. (10-14 pts)</p>	<p>Center design has 0-1 extensions for 0-1 centers with an explanation of the extension, the connections to the lesson and are no developmentally appropriate or no explanation given (0-5 pts)</p>
	<p>Three excellent children's books relating to</p>	<p>Two or three children's books relating</p>	<p>One or no children's books</p>

hygiene or health to hygiene or relating to your
 published within health topic. (0-4pts)
 the past ten published within
 years with the past ten
 author, publisher years.
 and brief (5-7 pts)
 summary
 (8-10 pts)

**Supportive Skill
 2: Mastering and
 applying
 foundational
 concepts from
 general education**

Accurate content taught in the lesson, follow-up activity, books, and center design explained at an age- appropriate level. (8-10 pts)	Accurate content taught in the lesson, follow-up activity, books, and center design explained at an somewhat age- appropriate level. (5-7 pts)	Inaccurate or somewhat accurate content taught in the lesson, follow-up activity, books, and center design (0-4pts)
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Total Points (100
points)

Field Experience Project 3: Safety (100 points)

Conduct the Health and Safety Checklist for Early Care and Education Programs on the classroom/child care center you are observing in. Write up your experience (How you conducted the checklist) Write up your findings. What is the center/classroom doing that is excellent and always/usually in practice? What are the sometimes and never in the center/classroom? What recommendations do you have for safety and health?

Write up in a minimum 2-page paper (This does not include the cover page). Include the sketch of the classroom and outside play area. Scan and upload the checklist Use APA format.

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, class updates 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. In addition, students have the option to use Canvas to communicate with each other.

(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. 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**. According to the syllabus, part of the course grade will come from online course participation.*

(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 Course 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, and file management (uploading, downloading, or sending files).

(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? *After logging into Canvas, click on the blue link: "Learn more about Canvas Learn through our [On Demand Learning Center \(Links to an external site.\)](#)". The On Demand Learning Center includes short, interactive video lessons called Quick Tutorials and short documents, called Getting Started Guides, designed to get you familiar with a feature in 15 minutes." Then click on "FOR STUDENTS", Then click on "WATCH IT" for whichever subject you have need for.*

(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 external email or internal Canvas mail. 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

No on-campus meetings required.

(9) How **academic honesty will be enforced.**

An online tutorial of “What is Plagiarism?” will be available. Papers may be submitted to turnitin.com for analysis of work.

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. 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. 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 mid-semester 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.

Absences in this course are measured by not logging into the course at least three times a week.

**Paper Formats **

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 a .pdf or an .rtf file which is a rich text file. ***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 .pages, .lnk, .odt or .gdoc.***

Classroom behavior

In the online classroom, we will be following rules of Netiquette. 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 key to being an effective teacher, and this semester is an opportunity to demonstrate this skill. It will be expected during class times (i.e. on discussion boards and emails) and especially during field experiences. Please remember that we are guests in the child care centers where we observe. This should be taken into consideration in your dress, speech, and actions. When one becomes a teacher, 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 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 written work must be typed, double-spaced, 12 pt. Times New Roman font, 1 inch margins, cover sheet, APA formatting and on one side of the page only with rubric, if applicable, at the front of the work. **Cover pages MUST be in the same document as the paper.** Cover pages submitted as a separate document will not be counted and points will be deducted. **All written work unless otherwise specified should be turned into the assignment link in the module in Canvas. NO assignment may be submitted in Canvas email or Grayson email. Any assignment submitted through emails will be awarded a 0.**

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 \(Links to an external site.\)](https://www.turnitin.com), which allows faculty to search the web and identify 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.

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

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act.

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. Students with special needs should contact Jeffri Johnson Hodge, Disability Services Coordinator, in the Testing Center no later than the first week of class. Once appropriate documentation for the disability is received, the DS coordinator will arrange delivery of approved accommodations with students and their instructors.

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 statute 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. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- 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.

These descriptions and timelines are subject to change at the discretion of the professor.