Instructor: Nancy Carroll, MSW, LSCSW
Office: Butcher Educational Center 115B
Office phone: 620-341-5720
E-mail: ncarroll1@emporia.edu (best contact method)
Office Hours: T 1:00 – 3:00
W 11:00 – 12:00, 1:00 – 3:00
Appt. Hours: R 1:00 – 3:00

IMPORTANT STUDENT INFORMATION:
1) Refer to this syllabus FIRST for any questions you may have about assignments. If the syllabus does not answer your question, your next best option is to check blackboard. If you still are not finding what you need, then email instructor. Office hours are limited so email is your best point of contact for instructor after you have exhausted other efforts.
2) You do not need to email or call and tell me if you cannot come to class. Your learning is your responsibility. If you must miss a class, ask a classmate what we covered and be sure to check blackboard for any additional information.

COURSE DESCRIPTION:
Sport in Society is a sociological analysis of sport in contemporary American Society. Focus is upon sport as a form of social interaction which reflects, reinforces, and helps create basic societal norms, values, attitudes, and beliefs. The impact of sport on the basic social institutions of family, church, school, government, and economics is analyzed from a sociological perspective.

REQUIRED READING MATERIALS:
- Blackboard: elearning.emporia.edu (All assignments, unless otherwise specified, will be submitted via Blackboard)
- Student Gmail: Be sure to check your student gmail account regularly for class announcements, assignment changes, additional articles, and correspondence from instructor. Not checking your email is not an excuse in this class.
COURSE OBJECTIVES:
By the end of the course, students will be able to:
- Understand and articulate the role sports plays in shaping societal norms
- Articulate differences in how sports has been manifested for each gender and share the historical perspective of men and women in sports
- Have a deeper understanding of the role each of us plays in either perpetuating the status quo or making positive changes that forward gender equity in society for all our basic institutions, i.e.; family, church, school, government and economics.

ATTENDANCE:
You will get more out of the class and the class will benefit from your input if you attend regularly. While I do not take attendance, I will have quizzes at the beginning of class that cannot be made up. If you are late or miss class, you will not have the opportunity to make up those points. They will occur randomly throughout the semester. You risk losing points if you do not come to class on-time.

JOB SKILL OBJECTIVES:
How can this course help you in future jobs?
- Broaden your perspective – seeing through the lens of the opposite gender can assist you in the work environment
- Increase your critical thinking skills and challenge you to look beyond the status quo
- Through class discussion participation you will likely gain experience in dealing with a variety of viewpoints which might improve your ability to find common ground
- You will be encouraged to gain listening and participation skills which will carry over into the workplace

Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic or Reading</th>
<th>Homework DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-Aug</td>
<td>T</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>22-Aug</td>
<td>R</td>
<td>Chapter 1: The Sociology of Sport</td>
<td></td>
</tr>
<tr>
<td>27-Aug</td>
<td>T</td>
<td>Chapter 2: Producing Knowledge about Sports in Society</td>
<td>OL - Reflection Paper</td>
</tr>
<tr>
<td>29-Aug</td>
<td>R</td>
<td>Chapter 3: Studying the Past</td>
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</tr>
<tr>
<td>3-Sep</td>
<td>T</td>
<td>Chapter 4: Sports and Socialization</td>
<td>Final Project idea/partner(s)</td>
</tr>
<tr>
<td>5-Sep</td>
<td>R</td>
<td>Chapter 5: Sports and Children</td>
<td>IC - Your Sportography Outline</td>
</tr>
<tr>
<td>10-Sep</td>
<td>T</td>
<td></td>
<td>OL – Reflection Paper</td>
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<tr>
<td>DATE</td>
<td>DAY</td>
<td>TOPIC OR READING</td>
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<tr>
<td>12-Sep</td>
<td>R</td>
<td>Chapter 6: Deviance in Sports</td>
<td>IC - Bring to class a story of an deviant athlete (Extra Credit)</td>
</tr>
<tr>
<td>17-Sep</td>
<td>T</td>
<td>Chapter 7: Violence in Sports</td>
<td>IC - Bring to class a story about violence in sports (Extra Credit)</td>
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<tr>
<td>19-Sep</td>
<td>R</td>
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<tr>
<td>24-Sep</td>
<td>T</td>
<td>Chapter 8: Gender and Sports</td>
<td>OL - Interview Paper</td>
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<td>26-Sep</td>
<td>R</td>
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<tr>
<td>1-Oct</td>
<td>T</td>
<td>Chapter 9: Race and Ethnicity</td>
<td>OL - Reflection Paper</td>
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<td>3-Oct</td>
<td>R</td>
<td>Chapter 10: Social Class</td>
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<td>8-Oct</td>
<td>T</td>
<td>Chapter 11: Sports and the Economy</td>
<td>OL - Reflection Paper</td>
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<td>10-Oct</td>
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<tr>
<td>15-Oct</td>
<td>T</td>
<td>Chapter 12: Sports and the Media</td>
<td>OL - Media coverage of Final Project</td>
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<td>17-Oct</td>
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<td>22-Oct</td>
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<td>FALL BREAK</td>
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<tr>
<td>24-Oct</td>
<td>R</td>
<td>Chapter 13: Sports and Politics</td>
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<tr>
<td>29-Oct</td>
<td>T</td>
<td>Politics and the Olympics</td>
<td>OL - Observation analysis for Final Project</td>
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<td>31-Oct</td>
<td>R</td>
<td>Chapter 14: Sports in High School and College</td>
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<td>5-Nov</td>
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<td>Chapter 15: Sports and Religions</td>
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<td>7-Nov</td>
<td>R</td>
<td>Chapter 16: Sports in the Future</td>
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<td>12-Nov</td>
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<td>Documentary</td>
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<td>14-Nov</td>
<td>R</td>
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<td>Reflection Paper</td>
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<tr>
<td>19-Nov</td>
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<td>Documentary</td>
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<tr>
<td>21-Nov</td>
<td>R</td>
<td>Documentary</td>
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<tr>
<td>26-Nov</td>
<td>T</td>
<td>Presentations</td>
<td>Sports Project Pres.</td>
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<tr>
<td>28-Nov</td>
<td>R</td>
<td>THANKSGIVING</td>
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<tr>
<td>3-Dec</td>
<td>T</td>
<td>Presentations</td>
<td>Sports Project Pres.</td>
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<tr>
<td>5-Dec</td>
<td>R</td>
<td>Presentations</td>
<td>Sports Project Pres.</td>
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<tr>
<td>Dec 9-13</td>
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<td>FINALS WEEK</td>
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OL – On-Line - Assignment turned in On-Line
IC – In Class - Bring assignment to class

1. Reflection Papers
Reflections help assimilate the information heard, read, and discussed into something meaningful and useful. Throughout the class, you will be asked to complete a Reflection Paper based on classroom discussions, films, or a particular question/assignment. These Reflection Papers are to challenge your critical thinking skills and open your perspective on the sociological aspects of our society. See Blackboard for details about each assignment. Use the Reflection Paper Rubric on Blackboard for details on how to optimize your score for these papers.
25 points/each X 5 papers = 125 points

2. Sportography Outline – Bring to class an outline of your involvement (or noninvolvement) in physical play, informal games, and organized sports. The outline should identify who was involved; your personal experiences related to family relationships/dynamics, friends, school, teachers, and coaches; key moments (at least one negative and one positive moment); intense memories; your current situation; and your anticipated future. (Note, this is not the Reflection Paper of your Sportography) 20 points

3. Interview Paper – 2-4 pages
Part 1: Talk with two women who went to high school or college before 1972 (it could be your female caregiver, mother, friend’s mother, aunt, grandmother or older woman you know) and ask them about their involvement in physical activities and sports. What factors in their lives encouraged, limited, or prevented their participation? Then talk with two men (it could be your male caregiver, dad, friends dad, uncle, grandfather or older man you know) and ask them the same questions.
• Was their experience different or similar? Explain why they were either different or similar
Part 2: Talk with two women your age and ask them similar questions about their participation in physical activities and sports.
• How are their experiences different from and how are they similar to the experiences of the older women? Explain why their experiences differ.
• What social changes have occurred over the past two generations that have made early sport experiences for young women today different from women who went to school before the early 1970’s?
• What are your personal opinions, thoughts, conflicts, concerns, joys, about what you learned from writing this paper?
40 points

4. Quiz - At the beginning of some classes, there will be a short quiz or essay about the day’s topic. This will happen promptly at the beginning of class and will be picked up
within ten minutes of the start of class. You must be present to receive these points. I will pick your papers up and we will begin our class for the day.

5 points each \( \times 16 = 80 \)

5. Final Project – (total project worth 440 points). This will be a multi-step project that you will be working on the entire semester. Each step will be turned in at different intervals culminating in a final classroom presentation. This can be a group project (no more than four people) or you can choose to do it by yourself. Everyone in the class will be turning in their own papers so your grade is not dependent on another classmate’s performance or lack of performance.

This is a project about the sociological aspects of sports in our society. You will select a sport that you wish to focus on this semester. It can be any sport as long as it meets all of the following:

- Team sport (multiple players)
- It has a Coach(s)
- Spectators attend the sporting event
- High school or college age players
- Parents/caregivers can attend the sporting event

Sept. 3rd – 15 points - Notecard
Turn in your notecard with:

- Proposed topic
- Statement about how it meets all of the requirements
- Partners, if any

Oct 15th - 75 points – History/Media Coverage of your sport in general
2-3 pages covering:

- History of the origin of your sport from beginning to present
- Who played originally, one gender or both? If started with one gender, when did the other gender begin to play (organized or unorganized and when did it become an organized sport for the opposite gender)
- Which ethnicities participate in this sport? Have they always?
- Is this now a professional sport? If so, who plays professionally, average pay for male/female players?
- Has the media always covered this sport?
- What type of coverage do men in this sport receive?
- What type of coverage do women in this sport receive?

Using the sports sections from local papers, campus papers, on-line papers, etc. for one week compare the media coverage of men’s and women’s sports/athletes by measuring the space devoted to each. This can be done by the following:

- Measure column inches devoted to each (and to ads that clearly are directed to men versus women)
• Count the stories
• Count the photos
• Compute average story length for major stories (in column inches)
• Count the stories written by men versus women (see the bylines)
• Count the photos taken by men versus women
• Ask three men and three women if they read a newspaper sports section on a regular basis: if they do, ask what they look for; if they don’t, ask why they don’t, and when they would.

Oct 29th – 125 points – Youth Sport Observation
3-4 pages covering:
This is a four to five-page paper based on observations of organized, competitive youth sports. Observations and interviews can be done at organized youth games, meets, or matches. The report must focus on sociological issues and include at least two quotes from players and two quotes from parents. You might discuss the organized program/event as a community event, a family event, and a set of social experiences and relationships. Use the following Observation Guide:

When dealing with youth sports from a sociological perspective, relationships become the primary focus of attention. As the game/event is observed, pay special attention to the following:

Player-Player
Parents-Players
Teammates Playing
Teammates on the Bench
Coach-Player
Spectators-Players
Spectators-Coaches
Spectators-Spectators
Referees-Players
Referees-Coaches
Referees-Spectators
Coaches-Coaches

In the case of each relationship, look for the following:
- How often do they interact?
- Who initiates the interaction?
- What is the content of the interaction?
- What is the impact of the interaction on those involved?

Also look for:
- How do players respond to or deal with adult control?
Talk with at least two players and one adult spectator at the event. When initiating contact with these people, just tell them (if they ask) that you are a student in a university course on sport and that you are to ask them about youth sports as family activities.

To initiate conversations with players, you could say:

- Did you just play? How did you do? Was it a good game?
- How many years have you been playing [sport]? Is it your favorite sport?
- Do your parents/family members attend all your games? How many?
- What was the most fun about today’s game? What was the least fun?
- Do you have any good friends on the team? What’s the most fun you have together with them?

To initiate conversation with spectators/parents:

(If they ask: “Hi, I’m ________, and I’m a student in a class on sports and we’re interested in family involvement in youth sports.”)

- Do you know one of the players? What number? How old?
- How many years has he/she played?
- Do you go to most of the games? Practices? How often does he/she practice?
- Does the whole family attend games?
- Is it expensive? What’s the payoff for you and your [son/daughter]?
- Who in the family is most interested in [sport]?
- Does [sport] interfere with doing other family things?
- Do you have any children? Do they play [sport]? Do they attend games?
- What does your child do to get “up” for the games?
- Does your child ever become disappointed in connection with his/her play or the outcome of a game?

Apart from the games:

- What kinds of activities among the young people are going on apart from the games?

When thinking about the overall phenomenon of youth sports, consider the following:

- What do players and spectators learn in connection with youth sports?
- Why are the games so important to many people?
- What ideas about masculinity and femininity are highlighted in connection with [sport]?
- Do boys/girls attend? What do they do? What do boys/girls do who are not on the field? What do players do before, after, and between games?
- What do you think is being learned by the children who are playing? What about the other children in attendance?
• Are there any social dynamics related to social class or race and ethnicity during the event? Is it expensive to play this sport? How is the program and participation funded?

Nov 26th - 4-5 page Sociological Interest Paper AND class presentation using technology (could be PowerPoint, Prezi, old fashioned overhead projector (let me know if you are going to use this option!)

Sociological Interest Paper – 100 points: You will write your own paper and turn it in on blackboard by Nov. 26th. Using the information you collected for your history and media paper and your observation paper, you will write your final paper focusing one of the following sociological interests: gender equity, gender relations, race or ethnic relations, peer group relations, the culture and social organization of social life at the school, the experiences of athletes, coach-athlete relationships, media coverage, the dynamic of inclusion and exclusion in social life at the school, the experiences of “non-athletes” or those who play non-varsity sports, or other (must inform me of your choice and receive approval).

The paper may be organized around your (sociological) interests, but it is important to consider two or more of the following topics in your paper:
• Gender equity and/or gender relations (on the court, in the stands, coach-athlete relations)
• Race or ethnic relations (racial and ethnic makeup of team, fans, etc.; who sits with whom and who talks with whom?)
• Peer group relations (cliques, groups, friendships; interaction at halftime, during the game, cheering)
• How the social activity in the stands represents the culture and social organization of social life at the school
• Social class issues in the stands or related to participation in the sport
• Sports and popularity in the student culture at the school (for males, for females)
• The experiences of athletes (if you can talk with athletes after the game or apart from the game, ask them about their experiences and how they fit with the overall experience of going to school, related with other students, teachers, etc. Is there hazing on the team, and if so, what does it involve? What commitments do students have to make to play on the sport team?)
• Coach-athlete relationships (autocratic or democratic, positive or negative, coach behavior with players, extent to which players make decisions or control the game)
• Media coverage (compared to other varsity sports and other schools)
• The dynamics of inclusion and exclusion in social life at the school, the experiences of “non-athletes” or those who play non-varsity sports. Do varsity sports contribute to social unity in the school or do they create divisions? Is there bullying in the school, and are athletes involved?
• Cheerleaders and pep club (what they do, when, responses to them; how they define their experiences; criteria for being a cheerleader or pep club member)
• Spectators, including parents, other students, and teachers (talk with them if possible and ask them how they see varsity sports fitting into the school; ask them if they would rather see more inclusive programs related to lifetime sports for more students)
• Information from student spectators (What brings them to the game? What do they enjoy most? When is it most exciting or boring? What other sports do they attend or play? What would change if there were no varsity sports? Do they have intramural sports? How do athletes and other students get along?)
• Information from teachers (How do they see sports fitting in to the overall educational experiences of students?)
• For college sports: Funding issues, attitudes related to the use of student fees to support the program; all the above issues also
• Other issues:
  o Who is left out of the experience? (Students with disabilities, students who are smaller in size, eligibility issues?)
  o Who in the school benefits the most or the least from varsity sports?
  o Would anyone like to see alternatives to varsity sports? What alternatives might they want to see?

Presentation – 100 pts.: The presentation will be done during class time during the last three days of class before finals week. You will work with your partner (or solo if you choose) to create your presentation based on what you discovered in your history and media review, observations, and each of your sociological interests that you chose. Everyone participates in some way in the presentation. Presentation length will be determined by the number of groups presenting. Presentations need to cover the following:
• History of your sport
• Current stats on your sport (Male/female athletes, ethnicities, what $ do they each make, who are the coaches)
• Highlights of observation findings
• Area of sociological interest
• Conclusions, what did you discover over the course of this project
• Are you conflicted or have any of your opinions changed

LATE WORK POLICY:
Every assignment has a due date and all assignments are due by 11:59 of the day they are due. An automatic 10% reduction of possible points will occur in the event your submission is late. For example, you turn your paper in one hour late and the paper is worth 25 points. If your paper is perfect, the most points you can receive is now 22.5 points. Any errors or problems with your paper will be calculated based off total possible points of 22.5.

❖ For Fall and Spring courses, after one week, late work will not be accepted.
❖ For 6 week Summer courses, after two days, late work will not be accepted.
For 3 week Summer courses, after 24 hours, late work will not be accepted.

Tips to avoid penalties on assignments:
- If your computer malfunctions, use a university computer or library computer in your home town.
- Be sure to save your work as you go and store it in more than one place so as to not lose your work.
- Be sure to allow yourself enough time to problem solve if you happen to have technical difficulties or any other difficulties. (i.e. your home computer won’t let you on Blackboard to submit a paper so now you have to go on campus to submit your work OR you have the flu and the due date is tonight). Create goals to get assignments done earlier than the due date to allow for possible illnesses, disasters, tragedies, etc.
- Lack of preparation on YOUR part does not constitute an emergency on MY part!

INCOMPLETES:

The grade “I” (incomplete) is given only for personal emergencies that are verifiable and when the student has completed passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the “incomplete” as soon as possible during the following semester. For further information about this university policy, please see pg. 28 of the University Catalog or consult with your professor and department chair.

GRADES:

Final course grades will be based on the plus/whole grade grading system. The final grade will be based upon the following assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reflection Papers (5 x 25pts)</td>
<td>125</td>
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<tr>
<td>Sportography Outline</td>
<td>20</td>
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<tr>
<td>Interview Paper</td>
<td>40</td>
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<tr>
<td>Quiz (16 @ 5pts)</td>
<td>80</td>
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<tr>
<td>Notecard</td>
<td>10</td>
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<tr>
<td>History/Media Paper</td>
<td>100</td>
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<tr>
<td>Observation Paper</td>
<td>125</td>
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<td>Sociological Interest Paper</td>
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<td>Final Presentation</td>
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<td><strong>Total</strong></td>
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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>90% and up</td>
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<td>B+</td>
<td>85-89%</td>
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<td>B</td>
<td>80-84%</td>
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<td>C+</td>
<td>75-79%</td>
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<td>C</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% and below</td>
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COURSE EXPECTATIONS OF BOTH OF US:

#1 – We will ALL (myself included) turn OFF our cell phones during class. It is best to put it where you cannot see it as it becomes a distraction even on silent.

My expectations of YOU are the 5 R’s: Responsibility, Read, Repeat, Retain and Respect
Responsibility – It is your responsibility to attend class on-time, read the material, and complete the assignments. This is your degree and your learning. You have to take responsibility for all of it. If you don’t understand something, and you have tried finding the answer in the syllabus and on blackboard, then send me an email or come to the office during office hours. I want you to be successful and I will help guide you as best I can.

Read – This may sound like a no brainer, but you must read the assigned material in order to adequately discuss. I will not go over all of the text in class. You must do your part before coming to class and read the material for that day.

Repeat – How many times do you have to hear something before you will remember it? At least three times. That is why you have things to read, activities to do, presentations to make and classroom discussions for participation. Repetition will help you to remember what you have learned.

Retain – By taking responsibility for your learning and reading all of the assignments and repeating the themes through assignments, you stand a much better chance of retaining what you have learned. Not to mention, you will be able to sound smart to your friends!

RESPECT – Respect is in caps because it is the most important variable in this class for me. You will be one of many different opinions in this class. It is important for our own learning and to create a class environment that invites differing opinions that we all respect each other’s thoughts even if we disagree. You will eventually work with individuals who do not share the same ideals and you will need to find a way to agree to disagree. We will not disrespect other classmates or individuals outside of class. We will practice treating others the way we want to be treated during our time together.

What you can expect from Me:

- I will be prepared for each class.
- I will be fair and open in my grading of your assignments.
- I will respect each of you even if I disagree.
- I would love any suggestions you might have about activities we can include as we go through the class together.
- I will be available at the hours posted on my office.
- I will respond to your emails in a timely fashion and help work through any problems you may be experiencing.
- I understand occasionally we all have extenuating circumstances that may require an exception of previous stated policies. I will do my best to be fair in these instances.

ACADEMIC DISHONESTY POLICY:

Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the University. Violations of classroom standards include:

a. Cheating in any form, whether in formal examinations or elsewhere.

b. Plagiarism, using the work of others as one’s own without assigning proper credit to the source.
c. Misrepresentation of any work done in the classroom or in preparation for class.
d. Falsification, forgery, or alteration of any documents pertaining to academic records.
e. Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

University policy states the following:

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion for the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

ELECTRONICS POLICY:

Laptops are acceptable and encouraged for class note taking purposes only. If you choose to use your laptop during class for other purposes (email, shopping, Facebook, etc.) you will be asked to leave your laptop at home for future classes.

Cell phones are to be turned OFF and put out of site during class time. Cell phones are a distraction to you and to those around you. If you have a particularly loud vibration on your phone, completely shut your phone down during class.

FACEBOOK AND OTHER SOCIAL NETWORKING POLICIES:

It is my personal boundary that I do not accept “friend” invitations from students. This is my profession and it is my way of separating work from my personal life. It is also good practice for you to consider what kind of boundaries you need to have between future employment and your personal life.

DISABILITY SERVICES:

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

FACULTY INITIATED STUDENT WITHDRAWAL:

If a student’s absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student’s progress or that of the other students in the class, the faculty
member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.

FERPA (Family Educational Rights and Privacy Act of 1974):

FERPA is a Federal law which provides that the institution will maintain the confidentiality of student education records. I am not allowed to reveal any aspect of your educational experience to others without prior written authorization (FERPA release form) provided by you; therefore, do not have other people contact me to discuss your grade in my class without first providing the necessary documentation. You can find the release form at Information Release Form.

see pg. 28 of the University Catalog or consult with your professor and department chair.