



THE UNIVERSITY *of* NORTH CAROLINA  
**GREENSBORO**

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College of Arts & Sciences

# **F**reshman **S**eminar

Faculty Guide  
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# Table of Contents

<b>Introduction</b> .....	1
<b>Section 1: Overview of Freshman Seminar Program</b> .....	1
<b>Section 2: Getting Started</b> .....	1
<b>Section 3: GEC Categories and Markers</b> .....	3
<i>Literature, GLT, FMS 120,121,122</i> .....	3
<i>Fine Arts, GFA, FMS 130,131,132</i> .....	3
<i>Philosophical, Religious, and Ethical Principles, GPR, FMS 140,141,142</i> .....	4
<i>Historical Perspectives, GHP, FMS 150,151,152, FMS 160,161,162</i> .....	4
<i>Social and Behavior Sciences, GSB, FMS 170,171,172</i> .....	4
<i>Mathematics, GMT, FMS 195</i> .....	5
<i>Natural Sciences, GNS, FMS 183,183L,184,184L</i> .....	5
<i>Reasoning and Discourse, GRD, FMS 115, 116</i> .....	5
<i>Global Perspectives/Nontwestern, GN</i> .....	6
<i>Global Perspectives, GL</i> .....	6
<i>Speaking Intensive, SI</i> .....	6
<i>Writing Intensive, WI</i> .....	7
<i>Service Learning, SVL</i> .....	8
<i>Chart of Course Numbers and Titles</i> .....	9
<b>Section 4: Syllabus</b> .....	9
<b>Section 5: Teaching the Seminar</b> .....	11
<i>Mentoring and Community</i> .....	12
<i>University Teaching and Learning Commons</i> .....	12
<b>Section 6: Other Important Information</b> .....	12
<i>Academic Integrity Policy</i> .....	12
<i>Assessment</i> .....	12
<i>Canceling Class</i> .....	12
<i>Canvas</i> .....	13
<i>Class Roster</i> .....	13
<i>Classrooms</i> .....	13
<i>Cross-Listing in the Canvas Learning Management System</i> .....	13
<i>Final Grades</i> .....	14
<i>Freshman Seminar Website</i> .....	14
<i>Funds for Special Events</i> .....	14
<i>Incompletes</i> .....	14
<i>Jackson Library</i> .....	14
<i>Ordering Textbooks</i> .....	15
<i>Photocopying</i> .....	15
<i>Repeating Courses &amp; Equivalent Courses</i> .....	15
<i>Starfish Early Alert</i> .....	15
<i>Student Course Ratings</i> .....	16
<i>Student Enrollment</i> .....	16
<i>Student Success Center</i> .....	16
<i>Technical Problems</i> .....	16
<i>Working With Troubled Students</i> .....	17
<b>Appendix:</b>	
A. <i>FMS Course Rating Form and Instructions</i> .....	18
B. <i>Disruptive Behavior in the Classroom Policy</i> .....	19
C. <i>Student Religious Observance Policy Requirement</i> .....	20
D. <i>Grievance Policy</i> .....	21

# Introduction

This guide is intended to acquaint you with important aspects of the College of Arts and Sciences' Freshman Seminar Program. The information should help to facilitate your work in the program. Policies and procedures, of course, are subject to periodic review and revision and efforts will be made to ensure you are kept apprised of them. If you have questions or concerns not addressed in this guide, please bring them to the attention of the Associate Dean or Program Assistant in room 105F Foust, which is the Freshman Seminar Office.

## Section 1: Overview of Freshman Seminar Program

The Freshman Seminar Program started as an experiment in the College of Arts and Sciences in 1989-90. The program is designed to introduce students to University study in a seminar format, allowing them to gain familiarity with important areas of knowledge while developing and practicing fundamental intellectual skills of reading, writing, and critical thinking. The program is based on the belief that students may easily become disillusioned with their college experience when they find themselves in large, impersonal lecture classes. Although large introductory classes are a fact of life in a university such as ours, and are not necessarily a bad thing, the Freshman Seminar Program (which limits class enrollments to 22-25) tries to offset their impersonal character by providing an opportunity for students to get to know one another and their teacher, to experience focused discussion of issues, and to begin to develop the kind of critical engagement of their intellects that we hope will be one of the outcomes of their university education.

The Freshman Seminar Program has three main goals for students: 1) to foster enthusiasm for intellectual inquiry; 2) to begin the process of developing the academic habits of mind that students need in order to engage in such inquiry; and 3) to introduce students to some of the areas of academic life in which that inquiry takes place.

## Section 2: Getting Started

### How to sign up to teach a Freshman Seminar

We are always looking for faculty to participate in this program. If you are interested in teaching a Freshman Seminar, you should first consult with your department head. Departments in the College provide faculty to teach Freshman Seminar courses. Department heads consult with their faculty before recommending faculty to teach in the program.

The Freshman Seminar program is directed by an Associate Dean in the College, Chuck Bolton, assisted by the Program Assistant, Anna Nugent. The program director works closely with the Freshman Seminar Advisory Committee that reviews all new course proposals and assists with faculty development and program assessment.

If you are assigned to teach a Freshman Seminar you will need to promptly submit the following information to the Freshman Seminar Program Assistant ([anna.nugent@uncg.edu](mailto:anna.nugent@uncg.edu)):

- **Course title**

Seminars can be listed in the Schedule of Classes with the *generic title* of their GEC area (i.e. "Freshman Seminar in Literature," "Freshman Seminar in the Fine Arts," etc.), but your *unique title* is preferable for advising purposes. Additionally, your unique title will be listed in the Freshman Seminar course flyer and on the program's website. In creating a course title keep in mind the audience of first-year students to which you are appealing. The title should serve as an intriguing "hook" that encourages students to read the course description and possibly register for the class.

Avoid replicating titles for existing courses and don't use specialized or esoteric terms and jargon. Although the seminars are introductory and intended for first-year students with no prior experience in the discipline, they are not intended to be foundational in the way traditional first-year courses are. Unlike the traditional introductory course, Freshmen Seminars accomplish their objectives by focusing on a single topic, rather than by attempting to survey the whole of a field of knowledge.

- **Course description**

Write a concise but engaging description of your seminar (25-100 words). This description will appear in the Freshman Seminar course flyer on the program's website. Your description should be clear, accurate and free of esoteric terminology and professional jargon.

- **Days and time the course is to be offered**

Seminars must be scheduled during the standard times the University sets for scheduling classes. The scheduling guidelines are linked here: <https://reg.uncg.edu/wp-content/uploads/Meeting-Patterns.pdf> While it may be convenient and efficient to offer a graduate seminar one day a week for three hours, first-year students generally do not have the discipline or interest in the subject matter to keep them involved in a course scheduled just one day each week. Evening classes should also be avoided.

- **Course syllabus**

See Section 4 of this *Guide* for detailed instructions on the form and content of your syllabus.

Course syllabi **must** provide explicit evidence that the class will address the Student Learning Objectives and General Expectations for the designated GEC category and/or marker(s). Student Learning Objectives (SLOs) should be linked in the syllabus to specific assignments to achieve the objectives.

Apart from seminars offered under the Reasoning and Discourse category, **all** Freshmen Seminars are offered as "Writing-Intensive" (a Marker course). It is possible for a single Freshman Seminar to simultaneously fulfill several different marker requirements (i.e. Writing-Intensive, Speaking-Intensive, Global Perspectives/ Nonwestern, and Global Perspectives). The complicated world of GEC, LEC (Liberal Education Commitment), and Marker courses is explained in Section 3 of this Guide.

In developing syllabi for Writing-Intensive or Speaking-Intensive seminars, it is helpful to consult the GEC website and review the [Guidelines for a Speaking-Intensive Course](#) and/or the [Guidelines for a Writing-Intensive Course](#).

- **Course review and approval process**

The FMS Advisory Committee reviews and approves all FMS course proposals. The committee includes faculty from various disciplines in the College of Arts and Sciences. The committee meets in the Fall and Spring to review new FMS proposals and the WI and/or SI Request forms for seminars that are scheduled to be offered in the subsequent semester. Special attention is given by the committee to ensure that seminars comply with current General Education goals. Issues raised by the committee are communicated in summary form to the instructor by the program director. The Advisory Committee may approve the course, provisionally approve the course subject to revisions that meet the committee's concerns, or reject the proposed seminar. Following the committee's action, the program director writes the instructor to report the committee's decision. Note: The program director may act on behalf of the Advisory Committee in special instances where a proposal is submitted very late.

All faculty are expected to submit a complete and accurate syllabus to the FMS program assistant by the start of the semester. The syllabi are kept on file in the Freshman Seminar Office to assist students who transfer and may, at some point in the future, need a syllabus to document how a seminar might meet requirements at their new institution.

In the spring 2010 semester the Freshman Seminar Program and the General Education Council reached an agreement that FMS courses retain permanent general education and marker certification. A process for the periodic review of syllabi by the council was also established.

## Section 3: GEC Categories and Markers

### Philosophy of UNCG's General Education Program

*"The faculty and staff of The University of North Carolina at Greensboro are dedicated to student learning and believe that the best evidence of this commitment is the caliber of UNCG graduates. A UNCG graduate should combine specialized education in a major with the skills, knowledge, and understanding necessary to be a lifelong learner, an ethical and independent decision maker, a critical and creative thinker, a clear and effective communicator, and a responsible citizen."*

[-UNCG Undergraduate Bulletin](#)

### Overview of GEC, Marker, and College Additional Requirements

Freshmen Seminars are designed to meet General Education Core (GEC), Marker, and Liberal Education Commitment (LEC). In planning a Freshman Seminar it is essential for faculty to be familiar with the **current student learning outcomes** and general expectations for the GEC, Marker and/or LEC category (pg. 54 of the [Undergraduate Bulletin](#)) that apply to their course and incorporate them in their seminar. ***Student learning outcomes (SLOs) must be listed verbatim in your syllabus.*** General expectations must be addressed in your syllabus to facilitate the seminar's review and approval by the Freshman Seminar Advisory Committee. *The Advisory Committee will not approve proposals that fail to provide sufficient evidence that the student learning objectives and general expectations will be met.* Presented below are descriptions of GEC, Marker, and LEC requirements and their student learning objectives and general expectations. **Please consult the [UNCG online Undergraduate Bulletin](#) for a more detailed explanation of GEC, Marker, and CAR.**

#### ***Literature (GEC Category: GLT)***

Students read and write about selected works of prose and/or poetry from diverse cultural traditions, analyzing the context, aims, and methods of literary expression. The Literature category is a subset of the larger GEC category of Humanities and Fine Arts. Students in the College must take 6 hours of courses in the Literature area. Students majoring in programs outside of the College must take 3 hours in the Literature area.

*FMS 120, 121, or 122*

*Freshman Seminar in Literature (3:3)*

**Student Learning Outcomes for GLT** - at the completion of this course, the student will be able to:

1. Demonstrate orally, in writing, or by some other means a fundamental ability to use some of the techniques and/or methods of literary analysis.
2. Identify and/or describe some of the various social, historical, cultural, and/or theoretical contexts in which literary texts have been written and interpreted.

#### ***Fine Arts (GEC Category: GFA)***

By focusing on painting, sculpture, architecture, drama, dance, cinema, or music, students gain understanding of the aims and methods of artistic expression and the role of cultural traditions and artistic value in human society. The Fine Arts category is a subset of the larger GEC category of Humanities and Fine Arts. Students must take 3 hours in Fine Arts.

FMS 130, 131, or 132

Freshman Seminar in Fine Arts (3:3)

**Student Learning Outcomes for GFA** - at the completion of this course, the student will be able to:

1. Describe and interpret art forms in relation to cultural values.
2. Identify the fundamental roles of artistic expression in personal or collective experience.

### **\_\_\_Philosophical, Religious, & Ethical Principles (GEC Category: GPR)**

For two or more significant philosophical, ethical, and/or religious traditions, students examine and compare assumptions, modes of thought, and attendant practices, and analyze their effects on behavior. Philosophical, Religious, and Ethical Principles is a subset of the larger GEC category of Humanities and Fine Arts. Students must take 3 hours in Philosophical, Religious, and Ethical Principles.

FMS 140, 141, or 142

Freshman Seminar in Philosophical, Religious & Ethical Principles (3:3)

**Student Learning Outcomes for GPR** - at the completion of this course, the student will be able to:

1. Describe and analyze at least two significant philosophical, religious, and/or ethical theories or traditions.
2. Compare and contrast the assumptions, arguments, beliefs, and/or practices of two or more theories or traditions.
3. Apply the general description of at least two theories and/or traditions to specific instances.

### **\_\_\_\_\_Historical Perspectives (GEC Category: GHP)**

Students use a historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing. Students in the College must complete a total of 6 hours in GHP courses with one course chosen from the LEC category of Pre-Modern (GPM) and one from the Modern (GMO). Students majoring outside of the College must complete 3 hours in GHP coursework.

FMS 150, 151, or 152

Freshman Seminar in Historical Perspectives - Pre-modern (3:3) [LEC: GPM]

FMS 160, 161, or 162

Freshman Seminar in Historical Perspectives - Modern (3:3) [LEC: GMO]

**Student Learning Outcomes for GHP** - at the completion of this course, the student will be able to:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

### **\_\_\_\_\_Social and Behavioral Sciences (GEC Category: GSB)**

By focusing on a particular discipline which studies the behavior of individuals, groups, or organization, students learn to use its methodology and theoretical framework to interpret, analyze, and evaluate the broader social contexts of individual events or situations. Students in the College must complete a total of 9 hours in GSB courses with courses taken from at least two different academic departments. Students majoring in programs outside the College take 6 hours of GSB courses.

FMS 170, 171, or 172

Freshman Seminar in Social and Behavioral Sciences (3:3)

**Student Learning Outcomes for GSB** - at the completion of this course, the student will be able to:

1. Analyze the influence of contemporary social dilemmas, conditions, or contexts on individuals, groups, or institutions using disciplinary knowledge.

### ***Mathematics (GEC Category: GMT)***

Students gain the skills to perform computations on data, to use mathematical principles to solve problems, and to reason with and manipulate concepts within a mathematical system. Students must take 3 hours in GMT courses.

FMS 195

*Freshman Seminar in Mathematics (3:3)*

**Student Learning Outcomes for GMT**- at the completion of this course, students should be able to:

1. Reason in mathematical systems beyond data manipulation.
2. Formulate and use mathematical models to solve real-world problems.
3. Communicate mathematical solutions clearly and effectively.

### ***Natural Sciences (GEC Category: GNS)***

By focusing on the concepts of a physical or biological science, students develop an understanding of scientific inquiry as they analyze empirical information, distinguish between primary research and secondary reports, and communicate effectively about scientific issues. Students majoring in the College must complete 9-10 hours in GNS courses, and at least one course must be from the Physical Science (GPS) list, one course must be from the (GLS) list, and one of the three must include a laboratory. Students majoring outside of the College must take 6-7 hours with one including a laboratory and each course must have a different departmental prefix.

FMS 183 and FMS 183 L

*Freshman Seminar in Natural Science: Physical Science (3:3) [LEC: GPS]*

*Laboratory for Freshman Seminar in Natural Science: Physical Science (1:0:3) [LEC: GPS]*

FMS 184 and FMS 184 L

*Freshman Seminar in Natural Science: Life Science (3:3) [LEC: GLS]*

*Laboratory for Freshman Seminar in Natural Science: Life Science (1:0:3) [LEC: GLS]*

**Student Learning Outcomes for GNS**- at the completion of this course, the student will be able to:

1. Demonstrate an understanding of the process of scientific inquiry (i.e. the “scientific method”).
2. Demonstrate knowledge of basic scientific principles.
3. Analyze qualitative and quantitative empirical data.

### ***Reasoning and Discourse (GEC Category: GRD)***

Students gain skills in intellectual discourse, including constructing cogent arguments; locating, synthesizing, and analyzing documents; and writing and speaking clearly, coherently, and effectively. Students must complete 6 hours in GRD courses. **Note:** *Courses in the Reasoning and Discourse category do not fulfill writing-intensive marker requirements.*

FMS 115

*Freshman Seminar in Reasoning and Discourse I (3:3)*

FMS 116

*Freshman Seminar in Reasoning and Discourse II (3:3)*

**Student Learning Outcomes for GRD** - at the completion of this course, the student will be able to:

1. Critically evaluate written, oral, and/or visual arguments.
2. Construct cogent, evidence-based arguments.

The syllabus for a proposed GRD course must contain 1) a statement of student learning objectives consistent with these guidelines and 2) sufficient information about how the subject matter and assignments correspond to the learning objectives and general expectations quoted above.

The subject matter should include at least some of the following: criteria for interpreting arguments and analyzing them for cogency and effectiveness; guidelines for assessing the relevance and reliability of information; and methods of constructing arguments and communicating them orally or in writing. These should be a main focus of the course. Proposals must demonstrate rather than simply state that the course requires critical thinking: the proposal should explain *how* the course or some substantial part of it engages critical thinking.

Assignments should include actual practice in such tasks as: interpreting argumentative speech or writing, analyzing arguments for cogency, gathering reliable information that is relevant to a given subject, constructing cogent arguments, and communicating arguments in speech or writing. While there may be a range of writing assignments, the course should emphasize those that require critical analysis.

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### ***Global Perspectives/Nonwestern (GEC Marker: GN)***

In a course in any subject, students focus on the interconnections among regions of the world other than North America, Great Britain, and continental Europe; interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems; and gain sensitivity to cultural differences on a global scale. Students must take at least one GN marker course out of a total of four Global Perspective courses. The GN course can be in a foreign language.

**Student Learning Outcomes for GN** - at the completion of this course, the student will be able to:

1. Interpret or evaluate information on diverse cultures.
2. Describe interconnections among cultures, polities, and/or intellectual traditions of the world other than the dominant Euro-American ones.
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

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### ***Global Perspectives (GEC Marker: GL)***

In a course in any subject, students focus on the interconnections among regions of the world; interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems; and gain sensitivity to cultural differences on a global scale. Students must complete four GL or GN marker courses, of which two can be in a foreign language.

**Student Learning Outcomes for GL**- at the completion of this course, the student will be able to:

1. Find, interpret, and evaluate information on diverse cultures.
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

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### ***Speaking Intensive (GEC Marker: SI)***

In a course in any subject, students receive instruction in an appropriate mode of oral communication (interpersonal or small group communication or presentational speaking) and enhanced opportunities to practice improvement of oral communication skills.

**Student Learning Outcomes for SI** - at the completion of this course, the student will be able to:

1. Students will be able to speak in genres appropriate to the discipline(s) of the primary subject matter of the course.



## General Expectations

- A Speaking Intensive course has two goals:
  - to enhance subject area learning through active engagement in oral communication
  - to improve a student's ability in oral communication
- A Speaking Intensive course treats speaking as a means of learning via one of a variety of oral contexts, including interpersonal communication, small group communication, and public communication (presentational speaking). The choice of oral context should be appropriate to the learning outcomes of the specific discipline.
- A Speaking Intensive course recognizes process and product by including both formal (graded) and informal (ungraded) assignments/learning activities.
- A Speaking Intensive course includes:
  - instructing students in effective oral communication
  - giving students informed feedback providing opportunities for students to apply what they have learned to subsequent oral communication activities
- Assessment activities should be appropriate to each assignment and could include a variety of methods and products, emphasizing both quality and development of students' skills. Students should be informed of the assessment criteria.

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## ***Writing Intensive (GEC Marker: WI)***

In developing syllabi for Writing-Intensive seminars, it is helpful to consult the faculty guide titled "Guidelines for a Writing-Intensive Course." This guide can be found on the [GEC website](#). Click on the WI/SI Courses tab at the top of the page and select the appropriate guide.

The WI marker can be awarded to a course in any subject where students demonstrate their understanding of its concepts and materials through writing using constructive criticism from the instructor to revise drafts and produce one or more clear, coherent, and effective written assignments appropriate to the field. Students in the College must take four WI marker courses with at least one in upper-division courses (300 and above), and at least one in the department or program of the student's primary major. All Freshman Seminars except for those in reasoning and discourse are expected to be writing-intensive.

To receive WI designation for your seminar please complete the [General Education WI and SI Marker Request Form](#) found on the GEC new Course Proposals webpage and submit it to the FMS Office.

**Student Learning Outcomes for WI-** at the completion of this course, the student will be able to:

1. Students will be able to write in genres appropriate to the discipline(s) of the primary subject matter of the course.

## General Expectations

- A Writing-Intensive course has a special responsibility for improving students' ability to write in the context of learning about a particular discipline. It treats writing as a means of learning as well as a skill to be learned. A Writing-Intensive course does not necessarily require lengthy research papers. "Intensive" refers more to the integration of writing into the course than to the sheer amount of writing involved.
- The course makes substantial and continuous use of writing as a way of engaging students with important questions and problems of a particular subject. Students may become familiar with the material of the course through a variety of writing assignments throughout the semester, including both formal (graded) and informal (ungraded) work. The work required should be selected to be appropriate to the subject being taught.

- One important aim of a writing-intensive course is to show students how to use drafts of a paper to shape its form and content, incorporating comments and ideas from readers. Every Writing-Intensive course must include guided revision as a requirement. A proposed course in which students will have an "opportunity" to revise papers, or in which papers "may be resubmitted" for a higher grade, will not meet this requirement. Rather, *each proposed course must include at least one substantive assignment in which all students submit at least one draft for comments from the instructor and then revise the draft* to take account of those comments. The instructor not only assigns and evaluates writing but also provides instruction and coaching as students write. Specifically, he or she comments on the students' control over the subject matter, as well as on clarity, organization, correctness, and effectiveness of expression. Grades for writing assignments reflect an assessment of both quality and improvement in students' writing.
- The aim of the course is to use writing as a tool for learning about the subject matter and to introduce ways of writing within the discipline, rather than to provide formal instruction in basic writing skills. Students can be referred to the Writing Center for consultation as they revise drafts of a paper.
- Because of the personal attention and guidance that students will receive, class size should not exceed 25 unless additional resources (teaching assistants, release from other duties, etc.) are made available to the instructor.

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### **Service Learning (GEC Marker: SVL)**

The Office of Leadership and Service-Learning at The University of North Carolina at Greensboro serves as a catalyst for experiential curricular and co-curricular leadership development and service-learning initiatives that empower students to effect positive change and serve as citizen leaders in a global community. Through civic engagement, integrated learning, and reflective practice we equip students to develop a personal, professional and civic identity.

For more information about the service learning program, contact the Office of Leadership and Service Learning at UNCG: 256-0538 or look at their website: <http://olsl.uncg.edu/> Cathy Hamilton is the Director.

Please inform the director of the FMS program if you initiate a request for your Freshman Seminar to have the Service Learning designation (SVL).

## **Course Numbers and Titles for Freshmen Seminars**

Following is a chart of the Freshman Seminar course numbering system that has been in place since Fall 2002.

<b>Course Number</b>	<b>GEC / LEC</b>	<b>GEC marker(s)</b>	<b>Course Title</b>
FMS 100			College Connections
FMS 115	GRD 1		Freshman Seminar in Reasoning and Discourse I
FMS 116	GRD 2	SI	Freshman Seminar in Reasoning and Discourse II
FMS 120	GLT	WI	Freshman Seminar in Literature
FMS 121	GLT	GL, WI	Freshman Seminar in Literature - Global Perspectives
FMS 122	GLT	GN, WI	Freshman Seminar in Literature - Global Non-Western Perspectives
FMS 130	GFA	WI	Freshman Seminar in Fine Arts
FMS 131	GFA	GL, WI	Freshman Seminar in Fine Arts - Global Perspectives
FMS 132	GFA	GN, WI	Freshman Seminar in Fine Arts - Global Non-Western Perspectives
FMS 140	GPR	WI	Freshman Seminar in Philosophical, Religious, and Ethical Principles
FMS 141	GPR	GL, WI	Freshman Seminar in Philosophical, Religious, and Ethical Principles - Global Perspectives
FMS 142	GPR	GN, WI	Freshman Seminar in Philosophical, Religious, and Ethical Principles - Global Non-Western Perspectives
FMS 150	GHP/GPM	WI	Freshman Seminar in Historical Perspectives - Pre-modern
FMS 151	GHP/GPM	GL, WI	Freshman Seminar in Historical Perspectives – Pre-modern - Global Perspectives
FMS 152	GHP/GPM	GN, WI	Freshman Seminar in Historical Perspectives – Pre-modern - Global Non-Western Perspectives
FMS 160	GHP/GMO	WI	Freshman Seminar in Historical Perspectives – Modern
FMS 161	GHP/GMO	GL, WI	Freshman Seminar in Historical Perspectives – Modern -Global Perspectives
FMS 162	GHP/GMO	GN, WI	Freshman Seminar in Historical Perspectives – Modern -Global Non-Western Perspectives
FMS 170	GSB	WI	Freshman Seminar in Social and Behavioral Studies
FMS 171	GSB	GL, WI	Freshman Seminar in Social and Behavioral Studies – Global Perspectives
FMS 172	GSB	GN, WI	Freshman Seminar in Social and Behavioral Studies - Global Non-Western Perspectives
FMS 183	GNS/GPS	WI	Freshman Seminar in Physical Science
FMS 184	GNS/GLS	WI	Freshman Seminar in Life Science
FMS 195	GMT	WI	Freshman Seminar in Mathematics

## **Section 4: Syllabus**

Your syllabus will be used by the students enrolled in your course but it will also be carefully reviewed by faculty committees tasked with approving FMS course proposals. You have discretion in determining the specific form and content of your syllabus. Samples of recent FMS syllabi can be viewed at the FMS program website.

**Your syllabus should include:**

- Your full name and title.
- Email address.
- Office location and phone number. It is the responsibility of your sponsoring department to provide you with office space. If your home department is unable to assign you office space, you will need to make other arrangements for meeting with your students (i.e. public areas and lounges in EUC, the Library, and classroom buildings). If the classroom you are assigned is not in use either before or after your seminar, it could serve as a meeting site. If you decide to give students your home or cell phone number, you may wish to limit calls to emergencies and to certain hours.
- List of office hours. It is policy to have at least one office hour per week per three-credit hour course.
- The FMS course number and title.

- Course description: describe the content of the seminar in a narrative description. The description should contain enough detail to allow the Freshman Seminar Advisory Committee to confirm that the seminar is appropriate for credit in the General Education Core category.
  - For all seminars except Reasoning and Discourse
    - Describe how the use of writing in your seminar conforms to the guidelines for a Writing-Intensive course.
  - For Reasoning and Discourse seminars:
    - For FMS 115 include enough detail to show it is appropriate for equivalence with ENG 101.
    - For FMS 116 include enough detail to show it is appropriate for equivalence with ENG 102.
- List the student learning outcomes for your seminar verbatim. These must incorporate the learning objectives and general expectations for the relevant GEC category. There should be a direct and explicit connection between these objectives and your assignments. Learning outcomes/objectives should be stated as specific skills, knowledge, or an understanding that students will be able to demonstrate after successful completion of the course. (NOTE: Gaining “understanding” is not itself a student learning outcome; it is the demonstration of understanding that counts.)
- List of text books and primary references (using complete bibliographic citations). Also include information on the cost of your text books (both new and used editions) and where students can find them (i.e. online, UNCG Bookstore, etc.).
- List and explain all assignments. Be explicit about how your seminar will meet Writing-Intensive and/or Speaking-Intensive requirements through the assignments. Whenever possible link the completion of assignments to the achievement of your learning outcomes and objectives.
- State how grades will be determined. You may want to reference University Grading Policies, which can be found in the [UNCG Undergraduate Bulletin](#).
- State your attendance policy and the consequences (if any) of missing classes. Information on absences for religious observance can be found in the [Undergraduate Bulletin's](#) Class Attendance Policy.
- State your policy on the use of electronic devices in the classroom.
- State or direct students to the [University's Academic Integrity Policy](#). Let your students know that you take the policy seriously and will enforce it.
- Adverse weather policy: If your seminar is taught on Tuesdays and Thursdays in Spring semester, you may want to include in your syllabus this explanation on how delays in opening the campus will affect Tuesday and Thursday classes. You can get information about campus closings/delays from the following sources:
  - UNCG home page ([www.uncg.edu](http://www.uncg.edu))
  - Campus Switchboard (336-334-5000)
  - UNCG Adverse Weather Line (336-334-4400)
  - University Police (336-334-5963)
  - Triad TV stations: WGHP-TV (FOX 8), WFMY-TV (News 2), WXII-TV (News Channel 12) and WUPN-TV (UPN 45).
  - For Tuesday and Thursday schedule changes due to a delay in the opening of the university, faculty and students should proceed to the class that would normally be under way at the time the university is opened. If the university's opening is delayed until 10 a.m., for example, then all 9:30 a.m. classes will begin at that time and run through the end of the period. Other classes that day will meet on the normal schedule. Make-up of any missed classes or class time will be arranged at the discretion of the professor.

- If you are offering a WI and/or SI marker course you should include information about the Writing and/or Speaking Centers in your syllabus. You may want to include a tour of the Writing Center or the Speaking Center on your syllabus or have representatives from the centers address your class. You should encourage (or even consider requiring) your students to take advantage of these resources.

The Writing Center  
<https://writingcenter.uncg.edu/>  
 3211 MHRA  
 Phone: 334-3125  
 Director: Jennifer Whitaker  
 Email: jlwhitak@uncg.edu

The Speaking Center  
<http://speakingcenter.uncg.edu/>  
 3211 MHRA  
 Phone: 256-1346  
 Director: Kimberly Cuny  
 Email: kmcuny@uncg.edu

- Include the following statement on your syllabus for disabled students who might be in your seminar: *“If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.”* If you have a disabled student you will need to work with the student and [Office of Accessibility Resources & Services](#) to ensure appropriate accommodations are being made.
- Freshman Seminar students are required to evaluate their course online in Class Climate (the University’s electronic course management system) at the end of the semester. To ensure a robust completion rate for the rating form: 1) include an explanation of the evaluation system on your syllabus; 2) remind your students near the end of the semester of their responsibility to complete the form; and 3) consider including the completion of the form as part of the course “participation requirement.” Appendix A contains a copy of the rating form and specific instructions for students on how to complete the form.
- Class calendar with topics and due dates for assignments.

Freshman Seminar instructors must submit an updated syllabus to the Freshman Seminar Office each semester they are teaching in the program. Syllabi are kept on file and are occasionally consulted to address student grade appeals, credit transfer questions, etc.

Syllabi should be submitted via email to the FMS Program Assistant at [altysor@uncg.edu](mailto:altysor@uncg.edu). If you are teaching a new seminar or are offering a seminar you taught prior to Fall 2001, your syllabus will need to be reviewed and approved by the FMS Advisory Committee. Courses seeking a speaking intensive (SI) marker will need to be reviewed by the General Education Council’s SI subcommittee.

Occasionally, adjustments will need to be made to a syllabus once you begin to teach. Changing due dates, adding or deleting assignments, etc. to adjust to the dynamics of the classroom and the pressures of the calendar may occur – particularly if it is a new course you are teaching for the very first time. *Great care should be taken in communicating these changes to your students to avoid confusion and misunderstandings.*

## Section 5: Teaching the Seminar

Teaching a Freshman Seminar can be both a satisfying and daunting experience. Freshman Seminars require a good deal more structure and planning than is normally associated with a *seminar* designed for upper-classmen or graduate students who usually have a serious interest in the subject matter. While some of your students may have a genuine interest in your seminar topic, many more will be in the class simply because it fulfills general education requirements and/or fits their schedule.

Your first challenge as an instructor will be to engage your students. A problem that some Freshman Seminar instructors have encountered is expecting too much of their students initially. Remember that they will have no background in the discipline and will be relatively unpracticed in the general intellectual skills that we take for granted in more mature students.

The first week or two of the course will be crucial in building community and establishing a receptive atmosphere for learning. If you require too much reading and writing of the class early on, or if you expect too much sophistication and become impatient when your subtle and provocative questions meet with blank stares, the seminar will founder. **IF** on the other hand, you begin with short, simple assignments and exercises and provide plenty of information about what you want the students to do, you will find that the students warm up (both socially and intellectually) and the seminar will begin to run more smoothly. A slow, easy start will be well repaid later in the semester, no matter how much you may feel that you are wasting time.

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## Mentoring and Community

At the beginning of each semester the Freshman Seminar Office sponsors a luncheon intended to bring the faculty together to share their experiences in teaching and learning. We hope, as your schedule allows, that you will be able to participate. Each semester a FMS faculty email group is established by the FMS Program Assistant. The group provides faculty with a quick and easy way to communicate with each other and seek help and advice.

In addition, the program director, Chuck Bolton, is available to speak with you about any aspect of your seminar and work as a teacher. On occasion, the program director may wish to observe your seminar. Class visitations are always scheduled in advance. To schedule an appointment contact Anna Nugent at 334-3186 or email her at [altsyor@uncg.edu](mailto:altsyor@uncg.edu). You can also reach Chuck at 334-5481 or email him at [ccbolton@uncg.edu](mailto:ccbolton@uncg.edu).

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## University Teaching & Learning Commons

The primary focus of the University Teaching and Learning Commons (formerly the Teaching and Learning Center) is the support of faculty in their efforts to enhance teaching and learning. UTLC provides helpful workshops, instructional and reference materials, equipment, test and data scanning, etc. Consult the [UTLC website](#) for a complete listing of their programs and services.

# Section 6: Other Important Information

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## Academic Integrity

National surveys unfortunately indicate that cheating and plagiarism are endemic in higher education. A twelve-year study from 2002-2015 by the Center for Academic Integrity and Dr. Donald McCabe of ~71,300 undergraduates revealed 68% admitted to written or test cheating (<https://academicintegrity.org/statistics/>). You should be prepared to deal with violations of the University's Academic Integrity Policy in your seminar. The policy can be found in the current edition of the *UNCG Student Calendar/Handbook* and online at <http://academicintegrity.uncg.edu>. The policy has clearly articulated procedures for handling alleged violations of the policy, which all FMS faculty should follow.

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## Assessment

The Office of Assessment, Accreditation, and Academic Program Planning, on behalf of the General Education Council, will periodically ask FMS faculty to participate in the assessment of courses in the General Education curriculum. FMS faculty should supply OAAAPP with the materials called for (syllabus, student work products, rubrics, etc.) in a timely and professional manner.

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## Canceling Class

If you need to cancel your class, you must tell the head of your home department as well as the FMS office. We need to make sure your home department is involved so there is no confusion about whether the course is being canceled or if there is going to be a replacement instructor covering your absence.

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## Canvas

Canvas is an online course management system available for all faculty and students at UNCG. *You should use this tool in your seminar.* Canvas allows you to:

- quickly and easily develop/post your syllabus online
- easily post all course documents online, thereby eliminating the need to photocopy handouts
- easily communicate with your students
- manage activities with an online calendar tool
- post announcements to your class
- instantly create discussion boards for your class
- manage grades and record keeping
- collect assignments

The Canvas website is: <https://uncg.instructure.com/> The Canvas support website is located at: <https://casitc.uncg.edu/canvas/>

You can sign up for workshops at the above link as well. If you have any specific questions about Canvas, they can be directed to the College's Instructional Technology Consultant, Anita Warfford, at 4-4641, or by email: Anita Warfford: [aawarffo@uncg.edu](mailto:aawarffo@uncg.edu)

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## Class Rosters

You may print your class rosters off the web using UNCGenie. To access information online, instructors must use their user ID and PIN; if these are unknown, instructors should contact their home department for their ID number.

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## Classrooms

Classroom guidelines have been updated from previous terms.

- Do not remove classroom furniture (e.g., desks, chairs, tables) from a classroom and do not add external furniture to a classroom. The number of seats in each classroom corresponds to the maximum capacity allowed for that room by the fire code. Moving furniture creates seating issues for other classes and can result in fire code violations.
- All classrooms have a set capacity which cannot be altered due to State Fire Code and Accessibility regulations. Please do not allow additional students to add a course if the assigned room cannot house them. The university will not add additional seats above the approved capacity.
- Restore seats to a pre-class setting at the end of each class meeting. Please note that many classrooms have a Maximum Occupancy sign, but this number reflects a North Carolina Department of Insurance assessment and is not a seat count.

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## Cross-Listing in the Canvas Learning Management System

Previously, an instructor could add a student to a class in the LMS (Canvas) even though the student was not actually enrolled in the class in Banner. This practice was often done in an attempt to consolidate rosters for the convenience of the instructor of multiple sections of the same course.

To improve data integrity, this practice is no longer allowed. Beginning with the Spring 2016 term, instructors may update a roster only in Banner. That roster is then automatically populated into Canvas. Instructors may not add students to a roster who are not actually enrolled in a section; however, Canvas offers a cross-listing solution that allows for consolidation of multiple rosters from different sections into one course. Visit the following link for instructions: <http://courses.uncg.edu/cross-listing-courses>

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## Final Grades

At the end of each semester, instructors enter final grades online using UNCGenie no later than 5:00 p.m. on the appropriate day (see the [Parts of Term calendar](#)). Instructions for submitting grades online are distributed by the Registrar's Office. If the instructions are difficult to follow, please contact the University Registrar's Office for assistance (336-334-4137). The Freshman Seminar Office is not authorized and does not have access to enter grades.

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## Freshman Seminar Website

The Freshman Seminar Program has a website: <https://freshmanseminars.uncg.edu/>. This site can be reached from the UNCG homepage by choosing "Academics" then "College of Arts and Sciences" then "Academics" then "Departments & Programs" then "Freshman Seminar Program."

The website has links to the following:

- This Faculty Guide
- Flyers advertising course descriptions
- Syllabi samples and standard course syllabus format
- WI / SI Proposal form

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## Funds for Special Events

Seminar instructors are encouraged to include special activities and events in their classes that enhance learning and promote a sense of community. Generous donations from the "Class of 1947" provide support for special activities in Freshman Seminar classes. Each class has a maximum of \$1,000 to use for special activities. In the past, instructors have used this funding for a variety of purposes including: refreshments, admission to a play, movie, or exhibition, taking a field trip, etc. This money should be used for activities that provide student enrichment, as opposed to paying for work that is fundamental to the course. To use these special funds you should:

Consult with the Program Assistant in the Freshman Seminar Office to confirm the availability of funding, ensure the appropriateness of your request, and initiate the appropriate paperwork in a timely manner to cover the expense. The Program Assistant will help facilitate your use of these funds.

Please limit your expenditures to \$1,000. If you anticipate that the activity or event will cost more than \$1,000 you must consult with the Associate Dean beforehand to determine if additional funding is available.

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## Incompletes

Incomplete (I) – indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student's control. Concomitantly with the recording of an Incomplete grade, the instructor files with the FMS Program Director (105E Foust) the student's average grade and the specific work that must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Director of Student Academic Services.

Students and faculty need to be familiar with the University's policy and procedure for the Removal of [Incomplete Grade](#).

To change an (I) to a letter grade, faculty need to complete a Grade Change Request in UNCGenie (under Faculty Services tab).

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## Jackson Library

Consider scheduling a tour of the library for your class and encourage them to check out books that deal with your seminar topic. The Library's liaison to the FMS program is Jenny Dale, First Year Instruction



Coordinator and Reference Librarian. Jenny will be happy to consult and work with you in developing a customized library tour and instruction session appropriate to your seminar. She can be contacted at [jedale2@uncg.edu](mailto:jedale2@uncg.edu) or by phone 336-334-5880. *Knowledge about using resources in the library will be valuable to your students throughout their time at UNCG.* The library has orientation tours that students and faculty can sign up for online. All first-year students are expected to complete the Library's web tutorial and/or attend an instructional session in the Library. The online tools in the library's website are very helpful. <http://library.uncg.edu/>

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## Ordering Textbooks

Textbooks for the Freshmen Seminars can be ordered several ways. Books can be adopted via the FacultyEnlight website off of the bookstore's main webpage: <https://bookstore.uncg.edu/>, phone call, fax, interoffice mail, and in person.

Your book should include the following information: author, title, publisher, the edition and ISBN if at all possible. The Bookstore sets a deadline for receiving at least one book order per class (or communicate that you do not require any books for the class). Please submit your book orders as early as you possibly can. This time allows them to find as many used books as possible and save your students money. They also need time to handle any problems that may occur, such as out-of-prints, foreign titles, and out-of-stock titles from the publishers.

### **Submit your book order directly to the University Bookstore.**

You may submit your order any of the following ways:

Campus mail to: University Bookstore, EUC  
fax (336-334-3279)  
email ([uncg@bkstr.com](mailto:uncg@bkstr.com))  
phone (336-334-5563)

*Please be mindful of the ever-escalating cost of textbooks and class materials.* Consider using the Library's E-reserves service for journals or excerpts from books you may want students to read. Also consider placing a copy of your primary textbook on course reserve in the Library.

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## Photocopying

Photocopying services for class materials should be provided by your home department. Check with the department's administrative assistant for policies and procedures for using the copier. The Freshman Seminar Office is also available to make routine photocopies of syllabi and exams with **two business days notice**. Please bring materials to Anna Nugent in 105F Foust.

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## Repeating Courses & Equivalent Courses

Although FMS courses are not set up as a repeatable course, students can take the same course in duplicate if the course's topics are different. The approval of credit for the same course will be handled on a case-by-case basis. If a student wishes to take the same course twice and receive credit for both courses, the student should speak with their instructor and the instructor should contact Chuck Bolton for approval. Dr. Bolton will then contact the University Registrar's Office about applying the credit.

FMS 115 is considered an equivalent course with ENG 101 and RCO 101. Students will only receive credit for one of these classes. If you are teaching a section of FMS 115, please make sure that none of your students are currently taking ENG 101 or RCO 101, or that they received credit for one of these classes from an Advanced Placement Program or transferred credit for these courses from another institution.

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## Starfish Early Alert

Faculty teaching undergraduate courses should use Starfish EARLY ALERT to provide students with timely feedback on issues that could impact on class performance. For information on Starfish, see

<https://studentsfirst.uncg.edu/starfish-overview/starfish-for-faculty-and-instructors/>. Unsatisfactory grades (Unsats) are for students who are in danger of failing. Please assign a **U** for any student who, at the end of the first six weeks, has performed in the D range or who is in danger of failing. You should assign a grade of **UA** for those students whose lack of progress is attendance related. The Registrar's Office will notify students by email that they should check midterm grades on UNCGenie and take steps to meet with faculty and/or advisors for assistance.

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## Student Course Ratings

All Freshmen Seminars are routinely evaluated using an instrument designed specifically for the Freshman Seminar program. The course rating questions are appended to this guide. If your home department uses their own evaluation form, *please do not use it in your Freshman Seminar*. Data from the student course ratings is reviewed by the Associate Dean and is made available to your department head.

Students complete the rating form online, which enables the FMS office to report, store, and retrieve the data more efficiently. It also requires less paper and saves time in analyzing results.

The Freshman Seminar Program Assistant will set up the rating form for your class. You will be provided with instructions to inform your students about the evaluation and request that they complete it near the end of the semester. The evaluation will become available for your students to access approximately two weeks prior to the end of the semester and will become unavailable on the last exam day.

After the deadline for final grades submission, the Freshman Seminar Office will provide results of the ratings to you and to your department head. An electronic copy of rating results will be retained on file in the Freshman Seminar Office.

*To increase student participation in this important exercise please consider doing some of the following:*

- 1) Include an explanation of the FMS Student Course rating system on your syllabus.
- 2) During the 11<sup>th</sup> or 12<sup>th</sup> weeks of the semester, review the instructions for completing the online form with your students.

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## Student Enrollments

Student enrollment limits are set at 22-25 for Freshmen Seminars unless it is a special case for a cross-listed class. If you are teaching a Freshman Seminar in a Fall semester, please be aware that we "lock" enrollments in the prior Spring semester to prevent students from enrolling during pre-registration. We do this because we are targeting freshmen who register during SOAR in June; we do not want students who are not truly eligible to enroll before SOAR. Right before SOAR at the end of May, we open the Freshmen Seminars for enrollment.

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## Student Success Center

If any of your students are encountering serious difficulty in your seminar, you may want to recommend they consult with the Tutoring and Academic Skills Programs (TASP), located in 114 and 214 Forney, which is part of the Student Success Center. Free services for all undergraduates include: tutoring in selected courses, academic skills instruction, and workshops. Student Success Center staff can also be scheduled to come to your class to conduct workshops on such topics as time management, note taking, and academic habit building. You can schedule an appointment to take your class to the SSC for a tour and presentation. For more information visit the website at <http://success.uncg.edu/>

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## Technical Problems

All technology equipped teaching stations include an intercom system. This system is used to access classroom support and provides a direct connection to emergency services. Should the intercom not be available, ITS classroom technology support staff can be reached by calling 334-5207.

[http://its.uncg.edu/Classroom\\_Technology/Support/](http://its.uncg.edu/Classroom_Technology/Support/)

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## **Working with Troubled Students**

The UNCG Safety Committee has developed a detailed Q & A document to provide faculty with guidance in working with troubled students. The document can be found in Appendix B.

The safety of our campus is crucial. Please contact the Dean of Students Office (336-334-5514) or the UNCG Police (336-334-5963) if you have a safety concern regarding a student.

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## FMS Course Rating Form

### Part One: Multiple Choice

Questions about yourself:

(1=always, 2=usually, 3=sometimes, 4=rarely, 5=never, NA=not applicable)

I was self-motivated to learn this course material  
I was well-prepared for each class session  
I asked the instructor for help/guidance when I needed it  
I invested enough time and energy to meet/exceed course requirements  
I participated actively and contributed thoughtfully in class sessions  
I attended class sessions and/or individual appointments  
Overall, I gave my best possible effort to learning in this course

Questions about the course:

(1=always, 2=usually, 3=sometimes, 4=rarely, 5=never, NA=not applicable)

The course was well-organized to help students learn  
The objectives and criteria for meeting them were made clear  
The assignments contributed to my learning  
The assignments helped me improve my writing skills  
The assignments helped me improve my speaking skills  
The assessments/evaluations were clearly connected to the objectives  
The amount of work required was appropriate to the objectives  
The level of intellectual challenge was high

Questions about the instructor:

(1=always, 2=usually, 3=sometimes, 4=rarely, 5=never, NA=not applicable)

The instructor clearly connected the course objectives to course activities, assignments, and assessments  
The instructor encouraged me to connect my experience to the course  
The instructor provided clear and useful feedback to improve learning  
The instructor inspired interest and excitement in the course material  
The instructor was available and helpful when asked  
The instructor communicated ideas and information clearly and effectively  
The instructor evaluated and graded fairly  
The instructor treated students and their ideas with respect  
The instructor used required texts/other required materials effectively

Summary Questions: Compare w/ other similar course:

(1=extremely high, 2=high, 3=adequate, 4=low, 5=very low, NA=not applicable)

The course increased my desire to continue learning about this material  
If a friend asked about taking this course, my recommendation would be  
Overall, I would rate the quality of this course as  
Overall, I would rate the effectiveness of the instructor as  
Overall, I would rate the amount I learned in this course as

### Part Two: Open-End Questions

Describe your experience in your seminar. How effective were the course and instructor?  
What suggestions do you have to improve your seminar and/or the Freshman Seminar Program?

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## **DISRUPTIVE BEHAVIOR IN THE CLASSROOM POLICY**

The University of North Carolina at Greensboro

**(Last Revised by the Dean of Students Office, June 23, 2016)**

Disruptive is behavior which the UNCG regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) impedes or interferes with the learning activities of other students, 3) impedes the delivery of university services, and/or 4) has a negative impact in any learning environment.

Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Conduct Code.

The instructor may withdraw a student from a course for behavior that is deemed by the instructor to be disruptive to the class. The grade assigned will be "W" if the behavior occurs before the deadline for dropping a course without academic penalty, and the instructor has the option of giving a "W" or a "WF" if the behavior occurs after the deadline.

### **I. BINDING PROCEDURES FOR INSTRUCTORS**

The instructor must provide an opportunity for the student to be heard. In providing this opportunity, the instructor must follow the procedure described below:

1. The student must be notified in writing at the next class attended that the instructor proposes to drop the student from the course for disruption of the class. If necessary, the instructor may send the notice in writing via email in advance of the next class. The instructor will provide the student with a written notice that identifies the behavior deemed disruptive invoking this policy as well as instructions regarding the time and place for a meeting with the instructor. A copy of this written notification must be sent to the instructor's department head at the same time.
2. A student shall have the opportunity to meet with the instructor and to be heard no later than five (5) business days after the student's receipt of written notification.
3. The date of notification establishes whether the withdrawn student will be given a "W" or "WF". "W" is appropriate before the 8-week drop date and either "W" or "WF" is appropriate after that date, at the instructor's discretion.
4. The instructor may, in his/her sole discretion, either suspend the student from class until the instructor takes final action to withdraw the student from class or allow the student to continue in the class.
5. Either party in the resolution of this dispute may invite one other person of the University community to be present as an observer to the meeting between the student and the instructor.

### **II. STUDENT'S RIGHT TO APPEAL**

If the student wishes to appeal the instructor's decision to withdraw the student from class, he/she should deliver that appeal in writing to the instructor within three (3) business days of removal from the classroom. If desired, the student may make a further appeal in writing within three (3) business days of the instructor's decision. This appeal should be made to the department head who may designate a faculty member to rule on such appeals. Any decision made at this level will be final.

## Religious Observance and Class Attendance Policy

University of North Carolina at  
Greensboro *Approved by the Office of the Provost, August 2010*  
<http://provost.uncg.edu/documents/personnel/religiousobservance.pdf>

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### Purpose

As required by *NC House Bill 357* of the NC General Assembly (*approved July 20, 2010*), the Board of Governors shall direct each constituent institution to adopt a policy that authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student.

### Scope

The following policy applies to all students.

### Policy

1. The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student.
2. When appropriate advance notice is provided by a student, the student must be granted at least two excused absences per academic year under this policy and must be allowed to make up or waive work and tests missed due to these particular absences. With regard to any test or other assignment that a student would miss due to notice of a required religious observance, faculty members may require the student to complete the test or assignment in advance of the originally scheduled date of the test or assignment. Beyond the minimum terms and limits of this policy, instructors maintain authority to establish and enforce the attendance policy for the courses they are teaching.
3. Instructors have authority to specify, via written notice to students, the amount of lead time required and may require that the nature of the religious observance be specified.
4. The requirement for students to make such requests for excused absences applies only to days when the university is holding class.

### Related Links:

**NC General Assembly - House Bill 357**  
<http://www.ncleg.net/gascripts/BillLookUp/BillLookUp.pl?Session=2009&BillID=h357>

**UNCG Undergraduate Bulletin - Academic Regulations and Policies - Class Attendance**  
<http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/Academic-Regulations-Policies/Class-Attendance>

### Policy Administrator:

For comments or questions regarding this policy, please contact the Office of the Provost at (336) 334-5494 or send email to [aaf\\_policy@uncg.edu](mailto:aaf_policy@uncg.edu).

**GRIEVANCE PROCEDURES FOR STUDENTS**

The University of North Carolina at Greensboro  
(Last Revised by the Dean of Students Office, June 6, 2013)

A grievance that should be resolved under these procedures is one that rests on an allegation by a student (undergraduate or graduate) that he/she has been treated with substantial unfairness by another student or by a faculty, staff, or student employee of the University. Such matters usually have their basis in University policy, except that the procedures for grade appeals are outlined in the Undergraduate Bulletin and the Graduate Student Catalog. Student grievances may be based upon alleged violations of state or federal law, except that grievances related to sexual misconduct and sexual harassment, undue favoritism, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, or the Rehabilitation Act of 1973 must be handled through the separately designated University policy.

**I. INFORMAL REVIEW**

A student who believes that he/she has been treated with substantial unfairness should initially attempt to resolve the matter by the end of the academic semester (fall, spring, or summer) following the academic semester when the alleged incident occurred (e.g. if the incident occurred during spring semester, the initial attempt must be completed by the last day of the final summer term) by communicating in writing allegations to the administrative officer most directly concerned, excluding the person accused of the improper act. This officer is likely to be a Director, a Department Head, Dean or Vice Chancellor or designee. In the case of an allegation against a faculty member, if the student wishes to appeal the decision of the Department Head/Chair, the Dean shall be the first avenue of appeal. The final step in the informal review for all students shall be the Vice Chancellor to whom the respondent ultimately reports.

The officer, or his or her, designee should attempt immediately to discover the truth of the allegation and in the case of valid complaints, should seek resolution by discussion, counseling, mediation, or agreement of the parties, or by administrative action. The nature of the grievance and any information about it should be treated with the utmost confidentiality and with sensitivity to the issues involved.

At the end of efforts to resolve the grievance, the officer should record the complaint in a written statement identifying the complainant, the conduct complained of, the name of the respondent, and the outcome of the information inquiry. A copy of the written statement of findings should be maintained in the office's complaint files to be made available to other appropriate officials if needed. A written response of the findings should also be sent to the student.

**II. FORMAL REVIEW**

A student who is dissatisfied with the outcome of an informal inquiry may submit a formal complaint for resolution under this grievance procedure. A student who has a grievance against another student will proceed in accord with the Student Code of Conduct. A student who has a grievance against a faculty, staff, or student employee of the University will proceed in accord with these grievance procedures.

Within a reasonable time after the conclusion of unsuccessful efforts to resolve the matter through an informal review, the complainant shall present to the Office of the Vice Chancellor for Student Affairs a written statement of the grievance and any action that may have been taken. This statement will then be forwarded to the Grievance Committee by the Vice Chancellor or his/her designate who will serve as the Convener of the Committee. A hearing will be scheduled with both the student and alleged offender(s). Facts surrounding the grievance will be presented at the hearing in the presence of all parties. The Committee will proceed in the manner, in its judgment, most likely to produce a fair resolution of the matter.

Within a reasonable time following the hearing, the Committee, through its Convener, will issue a report of its conclusions. Depending on the nature of those conclusions, these steps will follow:

1. If the Committee recommends a reversal or amendment of the action affecting the complainant, the Convener will send the report to both the complainant and the respondent. The respondent will then (1) proceed accordingly and the matter is then concluded, or (2) communicate to the Committee Convener that the action will not be reversed or changed. Upon receipt of a communication that the recommendation is not accepted, the Convener will send the recommendation to the Vice Chancellor of the division where the alleged offense occurred. If the Vice Chancellor concurs with the recommendation, he/she will authorize the appropriate action and the matter is then concluded. If the Vice Chancellor decides that the committee's recommendation cannot be accepted, he/she will communicate the decision to the Convener, who will then notify the complainant of the decision and the right of appeal. (Because in this case, a Vice Chancellor has made a final decision for the division, the line of appeal is to the Chancellor.) See "Appeals."
2. If the Committee finds that the grievance is unfounded, its Convener will send the report to both the complainant and the respondent, and will further advise the complainant of the right to appeal.

All steps of a grievance procedure shall be closed to the public. All documents generated in the course of an inquiry into a charge shall be confidential and not subject to any public disclosure except to the extent where disclosure may be required by state or federal law. The Vice Chancellor for Student Affairs, who will, according to the circumstances of the case, forward such documents to the Office of the Chancellor. A copy of all documents shall be placed in the Dean of Students Office.

### III. GRIEVANCE COMMITTEE

The Grievance Committee will be convened by the Vice Chancellor for Student Affairs (or his/her designate) and will include a pool of sixteen members. These will include four undergraduate students appointed by the President of Student Government, four graduate students appointed by the President of the Graduate Student Association, two student service administrators appointed by the Vice Chancellor for Student Affairs, six faculty members appointed by the Provost (after consultation with the Deans), at least two of whom must be graduate faculty members who have been recommended by the Dean of the Graduate School. These appointments will be made in an effort to insure the representation of all constituent groups in the University community.

The Grievance Committee will be selected by the Convener for hearing a grievance. The Convener will assemble a hearing panel which will normally consist of four individuals: two (2) students, and two (2) members of the faculty/staff. In situations where the grievance has been brought forward by a graduate student, the panel will consist of graduate faculty and graduate students. The Convener will preside over the hearing, but will not be a voting member.

Should sufficient numbers of the Grievance Committee be unavailable during the summer months, the Vice Chancellor for Student Affairs (or his/her designate) will convene an ad hoc committee of available faculty, staff, and students to hear the grievance.

### IV. APPEALS

After all steps set forth above under "Formal Review" have been accomplished, a complainant who remains dissatisfied with the outcome may appeal. If the matter has not been reviewed by a Vice Chancellor, then the appeal is to the Vice Chancellor of the division where the matter arose. In the case of an appeal of the Grievance Committee findings involving graduate students, the appeal will be heard jointly by the Dean of the Graduate School and the Vice Chancellor of the division where the matter arose.

If a Vice Chancellor has reviewed the matter, then the appeal is to the Chancellor. The complainant will write to the Chancellor stating the grievance, the outcome of the formal review, and the basis on which the decision of the Vice Chancellor should be overturned. Normally the Chancellor's review relates to the procedures of a case and not its merits. The decision of the Chancellor is final. The decision will be sent to the complainant, respondent and Vice Chancellor. A copy of all documents will be kept in the Dean of Students Office.