ECON 7100-005 (CRN 53976)

ECONOMICS FOR TEACHERS

Semester: Summer 2012
Time/Place: TR 1:00-5:00pm; Sparks Hall 308
Instructor: Dr. Pamela Roach
Office: Andrew Young School of Policy Studies (AYSPS) Vault (below the ground floor); The AYSPS building is located at the intersection of Marietta and Peachtree Streets.
Office Hours: TR 11:30am-12:30pm; and/or by appointment
Office Phone: (email is my preferred method of communication – see note #1 below)
Email Address: proach@gsu.edu (or use the email feature in ulearn)
Website: http://ulearn.gsu.edu

Course Description
Study and discussion focuses on contemporary issues in the teaching of economics and the social sciences. Students examine secondary level content and pedagogical strategies in the 9-12th grade social studies curriculum. The focus of this course will be on planning and teaching a high school economics class. By the end of the summer term, each student will have taught an economics lesson and developed a comprehensive course plan for the first semester of a high school economics course. The goal, in part, of the course is to prepare students to take and pass the GACE Economics Assessment (http://www.gace.nesinc.com/GA_PG_038039_opener.asp).

Prerequisite: Admission in the MAT or TEEMS program at GSU.

Text/Materials: Readings will be provided via ulearn. Some course materials will be provided by the Georgia Council on Economic Education (http://gcee.org/). In particular, they will provide you with the highly popular and useful Virtual Economic 3 CD (http://ve.councilforeconed.org/). Virtual Economics 3 is an interactive CD-Rom providing background information on 51 key economic concepts, and more than 1,200 lesson plans in economics and personal finance, which are correlated to the Georgia Performance Standards. You can find a copy of the Economics standards at Georgia Council for the Social Studies at http://www.gcss.net (look under GPS Social Studies Guide). Other course materials will be provided by the Federal Reserve Bank of Atlanta; we will spend three of our class days there this summer where you will learn a lot and leave with many valuable resources. A principles of economics textbook is helpful and should be purchased from Pearson Publishers, along with access to their MyEconLab website where you will spend a lot of time learning economics via the interactive exercises there. See the link in ulearn for information about how to register and access the MyEconLab website. Access to a computer and the internet is required – there are many computer labs available on campus – for information about locations and hours see http://www.gsu.edu/help/25705.html. If you need computer assistance, visit the walk-up window located at Library South 109. They are open 8:30am-5:00pm weekdays. They will help students with password issues, email, ulearn and some software issues.

We will be using ulearn for this course, which can be found at http://ulearn.gsu.edu. It is a password-protected environment where you can monitor your grades, easily communicate with me and your classmates, and find many useful materials throughout the semester. Please check the ulearn site at least once between each class meeting for announcements, etc. To logon to the system,
you need your ulearn ID and your initial password – see the ulearn login page for information about how to login to the system and how to get help if you have never used ulearn before (otherwise, there should be a link to this course on your existing ulearn page). In order to make full use of the ulearn course website (including accessing the online quizzes, etc.), you may need to configure your browser. If you have trouble getting into the ulearn site with your own user ID and password, use temp.sfrost as the user ID and student as the password (this is Dr. Frost’s “fake student” account – please do NOT change the password for this account), and please send me an email to let me know that you cannot access the ulearn site so I can try to help you access it. There will be various items available through the internet throughout the semester. You should become familiar with a web browser (such as Netscape, Firefox, or Internet Explorer) and you will need Adobe Acrobat Reader for some items; the reader is available free of charge at http://get.adobe.com/reader/. There is a link to the Adobe site on the links organizer page of the ulearn site. If you have not already done so, I highly recommend that you install it on your machine; it should already be installed on any machine you use in a computer lab on campus.

Learning Objectives for ECON 7100:

1. The student demonstrates content knowledge of the five areas of the Georgia Performance Standards in economics. The full list of GPS is found at https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Economics%202009-2010%208-14-2008.pdf. The five broad areas are:
   A. Fundamental Economics
   B. Microeconomics
   C. Macroeconomics
   D. International Economics
   E. Personal Finance Economics

2. The student demonstrates ability to prepare an appropriate course plan for a high school economics class in Georgia.

3. The student demonstrates ability to prepare and teach a typical high school economics lesson.

Course in Relationship to the College of Education’s Conceptual Framework[1]

· Theme: Leadership and Scholarship Focused on Learning and Development

· The College of Education’s mission is to provide leadership and scholarship for the betterment of education and human development (Strategic Plan 2002-2007). The Professional Education Faculty (PEF) is committed to planning, implementing, and assessing programs that prepare educational professionals focused on pupil learning and development.

Assumptions Guiding Programs in the College of Education

· Learning and teaching must continually adapt to changes in society and the expanding knowledge base.
· Learning is an active process.
· Quality teaching takes into account individual differences, learning styles, and backgrounds.
· Learning environments are based on the mutual respect of all participants.
· A variety of teaching strategies and assessments are used to meet the needs of individual learners.
An integrated knowledge base consisting of content, skills, attitudes, technologies, and theories is developed and demonstrated in field-based applications.

**Candidate Outcomes**

Programs in the COE at Georgia State University prepare individuals who, by integrating their knowledge, skills, and attitudes, make and implement effective educational decisions based on current data in each of the following areas:

1. content
2. human development
3. diversity among learners
4. varied instructional strategies and tools, including technology
5. the learning environment
6. communication skills
7. instructional planning
8. assessment
9. professional commitment
10. partnerships to support learners.[2]

These educators work collaboratively and exhibit high standards of professionalism.[3]

**Program Goals**

The Social Studies TEEMS program emphasizes several goals that are reflected in this course. Goals relevant for ECON 7100 include the following:

- Candidates in social studies initial teacher education programs will develop broad content knowledge that is transformed given the multiple contexts, purposes, and ends of education as well as specific pedagogical aims and interests.
- Candidates in social studies initial teacher education programs will develop an understanding of the purposes and history of the field of social studies.

**Design of the Course**

This course has been designed to reflect the Georgia State University Professional Education Faculty (PEF) Conceptual Framework, the Georgia Framework for Teaching, the Interstate New Teacher Assessment and Support Consortium (INTASC) core standards for licensing teachers, the National Council for the Social Studies (NCSS) Program Standards for the Initial Preparation of Social Studies Teachers, and the Georgia Performance Standards (GPS) for Social Studies.

**Objectives for ECON 7100 correlate with the following:**

**The Georgia Framework for Teaching:** The following domains align with state and national teaching standards.

- Content and Curriculum
- Knowledge of Students
- Learning Environments
- Assessment
The National Council for the Social Studies (NCSS) has developed **subject matter standards** covering ten themes and five disciplinary professional standards.

**Disciplinary Standards:** Teachers who are licensed to teach history, geography, civics/government, economics, and psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of these content areas. Teachers of these content areas at all school levels should provide developmentally appropriate experiences as they guide their learners in their study.

In addition to subject matter standards, NCSS has developed the following **pedagogical professional standards** for social studies teachers (these standards coincide with INTASC Principles #2-10):

1. **Learning and Development:** Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development.

2. **Differences in Learning Styles:** Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.

3. **Critical Thinking, Problem Solving, and Performance Skills:** Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

4. **Active Learning and Motivation:** Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

5. **Inquiry, Collaboration, and Supportive Classroom Interaction:** Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

6. **Planning Instruction:** Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.

7. **Assessment:** Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.

8. **Reflection and Professional Growth:** Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

9. **Professional Leadership:** Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.
Georgia Performance Standards (GPS) for Social Studies


**Cultural Diversity**

This course reflects the College of Education’s commitment to cultural diversity. The goal of professional education programs at Georgia State University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are:

· effective in their roles as culturally-responsive teachers, designing and implementing sound, meaningful and balanced instruction with the full range of learners;

· effective as they assist learners in their comprehension of issues surrounding diversity; and

· effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments for all learners.

**Grading/Make-up Policy:** More information about GSU grades can be found at [http://www.gsu.edu/es/grades.html](http://www.gsu.edu/es/grades.html). There will be no make-ups for missed work. Any assignment turned in late or incomplete after one day will automatically be **reduced 10% for each day it is late.** In the event of an extreme situation/hardship, a determination will be made based on the reason for the late work and consideration of the student’s attendance, punctuality, and timeliness in turning in other assignments. The following scale will be used to assign final course grades:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 points or more</td>
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<tr>
<td>A</td>
<td>93 points to 96 points</td>
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<tr>
<td>A-</td>
<td>90 points to 92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 points to 89 points</td>
</tr>
<tr>
<td>B</td>
<td>83 points to 86 points</td>
</tr>
<tr>
<td>B-</td>
<td>80 points to 82 points</td>
</tr>
<tr>
<td>C+</td>
<td>77 points to 79 points</td>
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<tr>
<td>C</td>
<td>73 points to 76 points</td>
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<tr>
<td>C-</td>
<td>70 points to 72 points</td>
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<tr>
<td>D</td>
<td>60 points to 69 points</td>
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<tr>
<td>F</td>
<td>59 points or less</td>
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Learning Engagements and Assignments:
Each student's final grade for this course is based on a total of 100 points earned on the following learning engagements and assignments:

Content Assessments (60 points)
Assessments will be administered in each of the five broad areas of the Georgia Performance Standards. Your performance on these assessments will constitute a total of 60% of your final course grade. We will use MyEconLab for most of this; your performance on the assigned homeworks, quizzes, and experiments there will count for 40 points. The comprehensive final exam will count for the remaining 20 points. See the tentative course outline below for dates and times of topics covered, assignments, and the final exam.

Teaching Module (20 points)

· The purpose of this assignment is to help you to begin getting comfortable actually teaching a lesson. In addition, this assignment will allow you to gain some insight and understanding into the things you do well when teaching a lesson and offer you some ideas on what you could (should) work on as you begin your teaching career.

· What you will actually be doing – teaching a 20 minute class on a topic covered in a high school economics class! (You may also be videotaped for this assignment.)

Specific directions and requirements for the Teaching Module assignment:

· You will first choose a topic that you will develop and teach a 20 minute presentation to the class. You are encouraged to select a hands-on activity from the Virtual Economics 3 CD. Use the example you saw Mike Raymer present in the VE3 workshop on the second day of class as a guide to what we are looking for here.

· Choose the date for your presentation from the date and times noted on the Teaching Module Sheet (this will be provided on the first day of class; your date needs to be finalized by June 16th). You cannot do the same thing as one of your classmates, so you may want to sign up sooner rather than later to get the topic of your choice.

· Provide for your classmates (including me) a copy of your notes (this can be emailed and/or posted on the ulearn discussion board under the topic heading “lesson plans”). If you choose to do a PowerPoint, email this. If you have any other visual component for your lesson (i.e. video, chart, etc.) a hard copy also needs to be created and given to your classmates (and me). If you are using a lesson from the VE3 CD, be sure to give us details about how to find it on the CD (which publication an lesson/activity). For example, if you are using any videos, instead of making copies for the class, write a brief narrative listing the source (where to get video) and an explanation on why and how to use the video in a lesson. In addition, if you are creating a visual on the board, I want you to put the visual on paper and give to all of us. Keep in mind, as future teachers, you all need to be gathering resources as you go through the program so you can have these items to use in your future classrooms.

· After your 20 minute presentation, we will take 5-10 minutes, as a class, and critique your presentation. You are expected to provide feedback for other students’ presentations when you are not presenting, so it is important that you be present in class for all student presentations.

· After your presentation, you will be asked to view your teaching again and evaluate yourself. This self-assessment will be due July 17 and should be a self-critique / things to improve as well as how you will improve them.
High School Economics Course Plan (20 points)

· The purpose of this assignment is to get you to begin to learn how (and what it is like) to create a course plan for an entire semester. While many of you will get jobs in settings where you will receive assistance in planning for your courses, many of you will be left alone to do this, with the expectation you already know how and where to begin. Since Georgia public schools require you to teach the standards put in place, you will need to focus on the required standards for a high school economics class.

Specific directions and requirements for the High School Economics Course Plan assignment:

· Be sure you have a copy of the Georgia standards for high school economics
· Go to one of the following county websites (Cobb, Cherokee, Dekalb, Fulton, Gwinnett) and get a copy of the school schedule for the 2011-2012 or 2012-2013 school year
· Try to find a high school textbook or high school resources to use. Please note that Dr. Frost has a limited amount of textbooks available for use. You should also start searching the web, look at some of your old college economics books, and especially make use of the Virtual Economics 3 CD, and the textbook for this course.
· Create a course syllabus
· Develop your course Plan (calendar/outline for literally each day of class in the semester). Base your plan on a 45-50 minute class period (NO BLOCK schedules for this assignment)
· Final copy to be turned in must include the following (in this order):

1. Cover Sheet
2. Narrative – 2-3 page narrative (double-spaced) explaining the process you went through to develop your course plan. Include in your narrative any problems/frustrations you encountered, the sources you relied most heavily on, and the things you learned in the process of developing your plan. Your narrative can literally be divided (with headings) like this:
   a. Problems/frustrations Encountered
   b. Sources I Relied On
   c. Things I Learned
3. Course Syllabus
4. Course calendar/outline for entire semester (write this so it is easily understood by anyone). You may use the VE3 grid as your calendar if you’d like.
5. One Unit Plan – remember, this is the BIG picture – use Unit Plan template in ulearn
6. One Daily Lesson Plan – (45-50 minute classes) – be sure to include all notes, activities, etc. – use Daily Lesson Plan template in ulearn; can include the activity you use for your class presentation.
7. VE3 Grid – fill in the VE3 high school grid’s last column. Find a few (at least two or three) activities from the VE3 CD appropriate for each of the standards listed. List the publication title and lesson number. This is meant to be a valuable resource for you later if you teach high school economics in the future; as Mike Raymer emphasized in his VE3 presentation on the 2nd day of class, you can later look to this to quickly find something to do in class related to any standard if you take the time to develop that grid now. If you think you may teach middle grades in the future, you may also want to do a similar exercise on your own for those grade levels; but for this assignment, I want you to do this for the high school course. One reason is that if you are prepared to teach all the
high school standards, you should be prepared to teach any of the middle school standards, but that would not necessarily work in reverse.

· **Submit** all materials in ulearn (use the assignment feature to submit it). The deadline is 12:30pm on Thurs, July 12th.

**Attendance Policy:** Attendance will be taken daily. Attendance does not factor directly into your grade, but attending class is important and that is why I take roll every day. If you miss class, you are responsible for finding out what you missed. Consult the tentative course outline to see what we are scheduled to cover each day.

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<tr>
<th>Day/Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
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<tr>
<td>Day 1:</td>
<td>intro to class</td>
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<tr>
<td>Tues, June 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>topics: fundamental economics unit</td>
<td>MyEconLab: Chapters 1, 2, 3 (due on Tues, June 12&lt;sup&gt;th&lt;/sup&gt;)</td>
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<td>Day 2:</td>
<td>GCEE guest speaker: Mike Raymer presents Virtual Economics</td>
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<td>Thurs, June 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3 CD – meet in AYSPS 720 (on the 7&lt;sup&gt;th&lt;/sup&gt; floor of AYSPS – see <a href="http://aysps.gsu.edu/directions.html">http://aysps.gsu.edu/directions.html</a> for directions)</td>
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<td><strong>Week Two</strong></td>
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<td>Day 3:</td>
<td>topics: microeconomics unit</td>
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<tr>
<td>Tues, June 12&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>MyEconLab: Chapters 4, 5 (due on Tues, June 19&lt;sup&gt;th&lt;/sup&gt;)</td>
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<td>Day 4:</td>
<td>topics: microeconomics unit</td>
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<td>Thurs, June 14&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>MyEconLab: Chapters 6, 7, 8 (due on Tues, June 19&lt;sup&gt;th&lt;/sup&gt;)</td>
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<td><strong>Week Three</strong></td>
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<td>Day 5:</td>
<td>topics: personal finance unit</td>
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<tr>
<td>Tues, June 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>field trip #1 to Federal Reserve Bank of Atlanta; more detailed</td>
<td>MyEconLab: Chapters 11, 12 (macro) (due on Tues, June 26&lt;sup&gt;th&lt;/sup&gt;)</td>
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<td>itinerary forthcoming – meet there for class (see <a href="http://www.frbatlanta.org/about/atlantafed/branches/atlanta/directions.cfm">http://www.frbatlanta.org/about/atlantafed/branches/atlanta/directions.cfm</a> for directions - plan ahead for time to make it through their security)</td>
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<td>Day 6:</td>
<td>topics: international economics unit</td>
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<td>Thurs, June 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td>MyEconLab: Chapter 18 (due on Tues, June 26&lt;sup&gt;th&lt;/sup&gt;)</td>
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<td><strong>Week Four</strong></td>
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<td>Day 7:</td>
<td>topics: macroeconomics unit</td>
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<tr>
<td>Tues, June 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>field trip #2 to Federal Reserve Bank of Atlanta; more detailed</td>
<td>MyEconLab: Chapters 13, 14 (due on Tues, July 3&lt;sup&gt;rd&lt;/sup&gt;)</td>
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<td>Day 8: Thurs, June 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>topics: macroeconomics unit field trip #3 to Federal Reserve Bank of Atlanta; more detailed itinerary forthcoming – meet there for class (see <a href="http://www.frbatlanta.org/about/atlantafed/branches/atlanta/directions.cfm">http://www.frbatlanta.org/about/atlantafed/branches/atlanta/directions.cfm</a> for directions - plan ahead for time to make it through their security)</td>
<td>MyEconLab: Chapters 15, 16, 17 (due on Tues, July 3&lt;sup&gt;rd&lt;/sup&gt;)</td>
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<td><strong>Week Five</strong></td>
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<td><strong>Day 9:</strong> Tues, July 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>student presentations</td>
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<td><strong>Day 10:</strong> Thurs, July 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>student presentations</td>
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<td><strong>Week Six</strong></td>
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<tr>
<td><strong>Day 11:</strong> Tues, July 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>student presentations</td>
<td>High School Economics Course Plan assignment due!</td>
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<tr>
<td><strong>Day 12:</strong> Thurs, July 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>student presentations</td>
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<td><strong>Final Exam Week</strong></td>
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<tr>
<td>July 17</td>
<td>No Class</td>
<td>Self-Critique Due</td>
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<tr>
<td><strong>Day 13:</strong> Thurs, July 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>final exam scheduled for 10:45-13:15</td>
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**Additional Notes:**

1. When sending me an email to proach@gsu.edu, be sure to send it from your official GSU student email address because my email program frequently blocks emails from external email accounts (such as yahoo, gmail, etc.). I will send emails to you either via ulearn or using your official GSU email account (so you need to check those regularly – see http://www.gsu.edu/ist/dist_email_students.html for the GSU policy on communications via GSU email accounts).

2. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of...
Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. If you require special accommodations for exams (e.g., "time and a half"), you MUST provide documentation from GSU Disability Services and make arrangements with me PRIOR to the exam dates.

3. Incompletes will only be given to students who are PASSING the course, and even then, only in very special circumstances. In the case where an incomplete is awarded, it MUST be removed by the end of the NEXT term that the student is enrolled (and within TWO terms regardless of whether or not the student is enrolled) or it will automatically turn into an F. See http://www.gsu.edu/es/20471.html for more information on GSU’s policy on removal of Incompletes.

4. Students who withdraw after the midpoint of each term will not be eligible for a "W" except in cases of hardship. A student who withdraws after the midpoint of the term is assigned a grade of "WF," except in those cases in which (1) hardship status is determined by the Office of the Dean of Students because of emergency employment, or health reasons, and (2) the student is doing passing work, as determined by the student's instructor(s). Effective Fall 2006, undergraduate students are limited to a total of six withdrawals during their academic career… see http://www.gsu.edu/es/20399.html for more information on the University policy.

5. All students are responsible for knowing and adhering to GSU’s Policy on Academic Honesty as published in On Campus: The Undergraduate Co-Curricular Affairs Handbook.

6. This course syllabus provides a general plan for the course; deviations may be necessary. Important University dates can be found at http://calendar.gsu.edu/calendar/EventList.aspx.

7. Your constructive assessment of this course plays an indispensable role in shaping education at GSU. Upon completing this course, please take time to fill out the online course evaluation.

8. Students are expected to behave properly in class – so as not to interfere with the learning environment of others in the classroom. This includes showing up for class on time, not leaving early (or at least being quiet if either of those do happen), not talking to neighbors in class, not using cell phones during class, etc. Students not adhering to these rules/guidelines may be asked to leave the class and may be subject to an administrative withdrawal (depending on the severity of the infraction). All students are responsible for knowing and adhering to GSU’s policy on disruptive student behavior in the classroom.

[3] Standards of professionalism are defined by faculty in various programs to incorporate standards of the respective professional organizations.