# Nashville State Community College

## Course Information

School of Business and Professional Studies
Early Childhood Education
Family Dynamics and Community Involvement
ECED 2340 W01
Fall 2024
Academic Calendar
Department Website

## Instructor Information

Name: Jennifer Goncalves
NSCC Email: Jennifer.Goncalves@nscc.edu
Phone or Zoom Link: (615) 353-3616; Jennifer Goncalves Zoom Virtual Office
Office Location: White Bridge Road, D-21
Office Hours: Monday – Friday 9:00 am – 2:00 pm

## Course/Catalog Description

Family Dynamics & Community Involvement is a study of the role of the family and community in the physical, cognitive, social, and emotional growth of the child ages birth through eight. Topics include the benefits of, and strategies for, developing positive reciprocal relationships with families in an early childhood setting. Field experience is required.

## Course Delivery

ECED 2340 Family Dynamics and Community Involvement is a fully online course in which all the content and interactions will be accessed through the NS Online D2L course.

Credit Hours: (3 credits)
Prerequisites: None

## Course Policies

This syllabus sets forth the expectations for course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. Students will be notified if any changes are made. Though

changes are possible, it is expected that the course will be conducted as described in this syllabus.

## Purpose of the Course

The purpose of this course is to prepare candidates for future professional practice working in early childhood settings.  This includes recognizing the unique culture and knowledge of young children, their families, and surrounding community to build strong reciprocal relationships that support learning and development. Each candidate is expected to actively contribute using course resources that will include communication and collaboration with peers and the course instructor, application of course content through quizzes, activities, discussions, and the Family and Community Engagement Plan.

## Structure of the Course

A large portion of the course is designed for candidates to understand the role that families and the community play in influencing child development and learning.  It's also important to recognize the responsibility and task of an educator in fostering strong relationships with children and families, supporting diversity, and family engagement. Candidates will work through the course in weekly modules that each contain resources (assigned textbook readings, articles, videos, and website explorations) that will support your knowledge on a particular topic of working with children, families, and the community in an early childhood setting.  You will apply the content through weekly activities, quizzes, and discussions. Several modules will contain draft activities of the Family and Community Engagement Project.  You will use the feedback received on draft versions of each section of the project to revise and submit your final version of the project near the end of the semester.  Module content will remain open and available throughout the course.  There are no predetermined class meeting times, but you are expected to communicate with your instructor and peers as needed.

***All module assignments will be due at 11:59 pm on Sunday.***


## Required Textbook(s) & Other Materials:

Once enrolled, all students should verify that they have the correct textbook and materials information by consulting the D2L/NS Online shell for the course.

**Textbook(s): Home, School, and Community Collaboration (K. Grant and J. Ray, 2024)**
**ISBN: 978-1-0718-1226-6**

### Textbook Information

Before courses begin, you should make sure you have the correct textbook and materials for each course. You can look up your courses on the [bookstore's website](#) using your A# or by entering your course information.

### Digital Course Materials (DCM):

To ensure the lowest cost for students, this course includes a materials fee. This means that some, or all, of the required textbooks and materials for this course are available through your *NS Online* course shell. When you register for this course, the charge will appear on your account. If you decide you do not want to purchase the course materials embedded in *NS Online*, you can opt out of the program until the end of the second week of classes. If you opt out, you will be responsible for obtaining the required course materials on your own. For more information, please visit the NSCC Bookstore at www.nscc.edu/dcm.

### Accommodation and Accessibility Needs

If you are registered with the Access Center and require an alternate format for the textbook and other course materials, please contact the Access Center as soon as possible at 615-353-3363 or accesscenter@nscc.edu.

### Honors Option

Honors credit is available in some classes. If you are interested in participating in the Honors Program, please contact your instructor within the first four weeks of class.

## Learning Objectives (Course Level Learning Outcomes)

To successfully complete this course, the student is expected to:

1. Demonstrate knowledge of and value for the diversity of individual children, families, and communities. (PLO 1, PLO 2) NAEYC Professional Standards and Competencies 1b, 1c, 2a.
2. Discuss the benefits of forming strong reciprocal relationships with children and families, engaging with them as partners to support learning. (PLO 2, PLO 4) NAEYC Professional Standards and Competencies 2b, 4a.
3. Use a broad repertoire of responsive strategies to build partnerships with families, community partners, and colleagues to support each child's development and learning including professional communication skills, technology, and community resources. (PLO 2, PLO 4, PLO 6) NAEYC Professional Standards and Competencies 2c, 6c.
4. Identify and reflect om the role of childhood educators as informed advocates for young children, families, and the profession. (PLO 6) NAEYC Professional Standards and Competencies 6a, 6d, 6e.
5. Interpret ethical and other early childhood professional guidelines. (PLO 6) NAEYC Professional Standards and Competency 6b.


### NAEYC Key Competencies:

The following NAEYC Professional Standards and Competencies which are addressed in this course are as follows:

1b: understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequalities.

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.


## Course Policies

As candidates in the Early Childhood Education program, you should strive to obtain as much knowledge and improve skill sets that will aid your work as a future educator.  As a NSCC student working in an online environment, you should be courteous, thoughtful, detailed, and diligent in your coursework.  Lack of initiative or motivation will make it more difficult for you to complete this course successfully. Remember your WHY.  You're here to make a positive impact in the lives of children and families and grow your own future.  This requires you to take advantage of the learning opportunities offered in this course.

## Student Responsibilities

My goal is for you to excel in this class and to develop the skills necessary to succeed in your chosen career. However, you have the major responsibility for doing well. Achievement of course objectives will require you to know what you need to do to improve your performance and actually do it. You are expected to research all materials and software needed to complete your projects, apply the feedback returned to you, and document your process throughout. You cannot meet the objectives of this course by being a passive learner. As the semester progresses, you should be able to implement several ideas to improve your performance. In addition, you are expected to ask questions to clarify expectations, evaluations, or other aspects of the course not clear to you. Schedule 5-7 hours per week to complete the content, discussions, activities, quizzes, and project.  Check your NS Online email regularly inside this course.

Nashville State provides many student resources for academic and personal support; see the "Nashville State Community College Resources" section of this syllabus for more information.

## Academic Integrity and Student Authentication

This course strives to utilize scholarly writing and plagiarism detection tools like Turnitin. The use of artificial Intelligence such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. to complete course activities and projects is prohibited. Cheating, in any form, robs you of your opportunity to learn and master the material that will enable you to succeed in your future career. Nashville State has a clear Academic Misconduct Policy that you are expected to follow. The instructor has the authority to assign an "F" or a "zero" for such violations or for the term grade.

## Contact Preferences

As we learn in this course, communication preferences vary.  I do my best to communicate with you through a variety of formats.  Email or text is preferred as my primary modes of contact. Be sure you use your NSCC student email and put "ECED 2340" in the email header. State your question or issue in detail so I can answer it effectively. Reply times may vary from 24-48 hours but I may answer you sooner if I am available. I am available between working hours (8 am – 4 pm) on Monday – Friday.

We will also use the Remind app as a quick way to text information and ask questions throughout the semester.  If you need to contact me over the weekend, please do so through the Remind app.  I do not check email as often over the weekend. Additionally, we can meet in my office for any scheduled appointments or virtually through Zoom.

### Instructor Presence/ Communication Plan

You can expect a weekly email update reviewing the module expectations and assignments as well as a video to supplement an overview of materials.  You can expect feedback on course assignments between 7-10 days of the due date.  You will be notified if there is a need to vary this schedule.  Assignments submitted late will be graded by the end of the course. *Assignments submitted without completion of module content (videos, readings, and web exploration), may not be graded.*

Please review all your assignment feedback.  I provide you with details on what you did well and how you can improve. This remains critical as you revise drafts of the Family and Community Engagement Project.

Communication is key. I encourage you to reach out with any questions, comments, and even ideas (check out the coffee shop on the discussion board).  We learn through collaboration.

### Participation/Attendance

Participation in this course is dependent entirely upon the student. Along with the required readings and assignments, this course will challenge you to prioritize good time management. You should make it a point to regularly login to the NS Online course at least 3 times a week to check course announcements, posts and respond to weekly assignments, and to communicate effectively with the class and the instructor. Online courses do abide to the Code of Federal Regulations (see NSCC Student Course Engagement Record-Keeping and Reporting ) and will be required to submit assignments within the first three weeks of the semester within NS Online D2L.

### Time Management/Expectations

This online course may require approximately 5-7 hours each week to complete all necessary assignments. Just like in face-to-face courses, students may be expected to expect 2-4 hours of homework per credit hour on average in a college course. Associated weekly readings and assignments will also be expected to be completed quickly so plan accordingly. **Pro Tip:** Treat this course like a part-time job and set aside several hours a week to dedicate to completing your projects and weekly assignments. Some weeks may be lighter than others, but the work ethic you represent will affect your ability to meet the course learning objectives and successfully pass this course.

### Late Work

See the Couse Schedule and Assignment Due Dates for specific dues dates for each assignment. All due dates are Central Standard Time.  To receive full-credit, assignments must be submitted on time.  *Students who need an extension should send an email request 24 hours prior to the due date*.  Assignments with an approved extension can be submitted up to 7 days late.  Late

assignments (any work submitted beyond the due date and time) will have points deducted: There is a 10% deduction based on total points possible, for any assignment submitted after the due date.  Discussions must be submitted on the due date to receive credit.  Discussions are not eligible for a late submission.  See example below:

> *EXAMPLE: An assignment worth 100 points is due Feb. 10th.  The next class meeting is Feb. 17th, a week later.  If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from the total score. You have up until Feb. 17th to turn in the assignment, but no later.  As for grading, if you turned in the activity late and earned 90, 10 points will be deducted, and your final score will be 80.*

It's important to keep on track in the course. Continuously delayed submissions will only cause you to fall farther behind.  If you are having trouble, please communicate with the course instructor.

## Document Formatting

Candidates must submit assignments in Microsoft Word format, or PDF format using 10 or 12-point font.  If the instructor has a hard time reading your work, it may count against you. Spelling, grammar, and punctuation are important so make the effort to submit your best efforts.

## Student Netiquette

I expect you, and your peers, to act as professionals throughout the entirety of the course. This includes posting weekly contributions for team communications, discussion contributions, appropriate planning methods among group members, consistent documented progress, and meeting of all established milestones and deadlines. In this course, you are expected to comply with the NSCC Standards for Netiquette, which emphasizes respect, dignity, and integrity.

## Assignment Descriptions

For each of the activities listed below, be sure to follow the deadlines provided on the **Course Schedule**, which is available in the Getting Started Module.

## Formative Assignments

- **Getting Started Activity:** This activity will be completed in week one and allows you to reflect your understanding of the course expectations and learning objectives. I will collect general information about your experience working with young children, degree

plan, and contact information.   Also included in the Getting Started Activity is a syllabus sign off that will be sent through the course email.  This allows you the opportunity to connect with me through the course email in D2L.

- **Family and Community Engagement Project (FCEP) Review Activity:** The Family and Community Engagement Project is a semester long project.  In the review activity, you will have the opportunity to read through the project instructions and grading rubric and ask your course instructor any questions you may have about the project.
- **FCEP Draft Activities**: Most modules will include a draft activity which allows you to complete a section of the Family and Community Engagement Project. Use the instructor feedback to guide revisions and assess your progress on the project.
- **Implicit Bias Activity:** In this activity, candidates will learn about the concept of implicit bias.  You will take an implicit bias assessment and reflect on the findings.  You will provide an explanation for how identifying implicit bias as well as working to alleviate potential bias and attitude influences <u>equity</u> in working with children and families.
- **Trauma- informed Practices Activity:** In this activity, you will utilize the NAEYC Code of Ethical Conduct to inform your decision-making process when faced with an ethical dilemma that involves potential child abuse.
- **Quizzes:** Most modules will contain a module quiz.  This is a chance to apply your knowledge from the textbook readings and content.  You will have two attempts for each quiz.  The highest score will be kept.
- **Discussions:** Some modules contain a Discussion.  This is a place where candidates come together to share perspectives and collaborate on ideas from course content. Candidates will make an original post, read at least 25% of all posts to the discussion board, and provide a thoughtful response to at least two of their classmates. Follow the criteria as outlined in the Discussion Grading Rubric.


Summative Assignments
- **Family and Community Engagement Project (FCEP):** The purpose of this assignment is for candidates to know about, understand, and value the diversity of families, children, and the contexts in which they live.   Using a set of guided questions, candidates will conduct an <u>in-person interview</u> with the family of a child between the ages of birth and eight. This family can be a friend, relative (outside of your immediate family), neighbor, or family in your early childhood classroom environment. The family <u>must</u> have a child who is enrolled in an early childhood program. Candidates should consider the selection of a family whose background is different from their own in terms of culture, language, socioeconomics, etc.   After the interview, candidates will prepare a Family Profile using Bronfenbrenner's Ecological Systems Theory and the family interview questions provided as a guide. Candidates will visit and interview a community agency/specialist and collect a variety of resources to support the family interviewed. Candidates will

develop/collect community resources (in their community/area) based on the child and family needs, challenges, and concerns of the family interviewed. Candidates will reflect on the process of learning more about and supporting the engagement of the child and family and provide evidence of understanding the NAEYC Code of Ethical Conduct. Finally, candidates will participate in collaborative discussions with their peers to share information about the resources they have found to support families with diverse structures. **This is a semester long project that will be completed throughout the weeks of the course.** The modules support sections of the FCEP, and you will be submitting drafts along the way. This will keep you on track and provide you with instructor feedback prior to the final submission. Note: The Family and Community Engagement Project is a is a course requirement. *You MUST complete the Family and Community Engagement Project. No submission of the FCEP will result in an automatic failure and require you to repeat the course.* This should not be an issue as you will be completing drafts of the project throughout the course.

## Grading Policy and Feedback

There are several gradable elements in this course, but most of your grade will come from the Family and Community Engagement Project so be sure to follow the associated rubric. You will have multiple times throughout the semester to receive feedback from the instructor to improve your work through the Module FCEP Draft Activities. Use the instructor feedback to make updates and revisions prior to your final submission of the FCEP.

## Rubrics

This class uses rubrics. A rubric is a scoring guide for assignments that details criteria for earning points. It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For some assignments, you will be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Completing the rubrics will help you practice self-assessment and identify areas for improvement; these are very important skills for a professional in early education. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

## Grading Scale and Weighting

Grade Weighting: Each assignment in the course will count towards a calculated weight distribution.

| Assessment | Points | Approximate Percentage of Grade |
|---|---|---|
| | | |

| | | |
|---|---|---|
| Getting Started Activity (1) | 10 | 2% |
| Getting Started Quiz | 10 | 2% |
| Quizzes (10 @ 12 points each) | 120 | 21% |
| Family and Community Engagement Project (FCEP) Review Activity (1) | 20 | 3% |
| FCEP Draft Activities (5 @ 20 points each) | 100 | 17% |
| Implicit Bias Activity (1) | 20 | 3% |
| Trauma-Informed Practices Activity (1) | 20 | 3% |
| Discussion (7 @ 12 points each) | 84 | 15% |
| Family and Community Engagement Project (1) | 190 | 33% |
| * | Total Points: **574** | 100% |

Grade Scale

- A = 90%-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 59%
- FA (never withdrew)
- FN (never attended)

According to NSCC policy, an FA is awarded to students who do not officially withdraw from a course and do not attend after the cut-off date provided in the academic calendar. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the "Last Day to Earn F for Attendance (FA)." Students who stop attending on or before this date receive an FA; students who stop attending after this date receive an F. An FN is awarded to students who never attended class.

For online courses, attendance is defined by submission of assignments. Students who fail a course and whose last assignment is submitted on or before the FA date will earn an FA for the course. Students who fail a course and whose last assignment is submitted after the FA date will earn an F for the course. An FN is assigned to students who do not submit any assignments.

## Technology Statement
- All classes at NSCC are web enhanced.

- It will be essential for students to have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials and technologies through D2L/NS Online course shells.

- Students may also be required to use free video conferencing platforms (ex: Zoom, Teams) for classes and meetings.

- Students will be responsible for appropriate dress while on video, to ensure a distraction free environment (mute sound as needed) and to ensure their background is neutral for others to view.

- If you have questions or concerns regarding access to a computer or internet resources, please review Nashville State's Laptop Loaner Program and Internet Access information or contact your instructor.

- Certain publisher materials or supported technologies may not work on cell phones, mobile devices, or Chromebooks.

## Minimum Technology Requirements

Students taking courses that utilize online learning will be required to access a reliable computer and high-speed internet.  You should have or will acquire the following technology skills throughout this course:

1. Downloading and installing software applications.

2. Using Microsoft Office 365 (or similar alternative software) to draft and save in multiple file formats.

3. Copying and pasting between documents and D2L. To **select all** press and hold *Ctrl* (the control key) on the keyboard and then press the *A* on the keyboard. To **copy**, press and hold *Ctrl* and then press the *C* on the keyboard. To **paste**, press and hold down *Ctrl* and then press *V*.

4. Communicate effectively using a webcam and microphone in synchronous interactions using supported video conferencing tools (Zoom or Microsoft Teams) to participate in video conferencing sessions, view recordings, or create recordings (if applicable).

5. Using D2L to upload files, post to discussion boards, complete tests, and submit files and assignment entries (where applicable).

6. Using NSCC email accounts to communicate with your instructors.

If you need additional support with any of these technology skills, please schedule an appointment with the Learning Center to meet with a Tech Tutor.

You should also have access to the following software and hardware:
- Computer or Laptop; Chromebooks or mobile devices may not be sufficient.

- High-Speed Internet

- **Internet Browsers:** Google Chrome and Firefox are the recommended browsers to use with NS Online D2L.

- Install Office 365 (free)

- **Mandatory Accessory:** Webcam (built-in or external),

- Recommended Accessory: Noise-cancelling headphones/microphone (external, not one built into your computer)

- Student Wi-Fi Zones

   o White Bridge Campus

   o Southeast Campus

   o Clarksville Campus

   o Humphreys County Campus

## Computer Labs

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

## NS Online/ D2L

It is students' responsibility to check D2L/NS Online course shells for all enrolled courses and myNSCC, including student email, on a regular basis. These are the official communication channels between the college and students, who are responsible for the information communicated through those channels.  D2L/NS Online contains specific course information and myNSCC contains information important for other purposes. To register or access Nashville State online courses, go to NS Online. NSCC web courses have a "W" section number. Any course ending with section number R50 is a TN eCampus course.

## Student Email

Find student email within Office 365. Use your student email address as the login ID and your myNSCC password. Download the Microsoft Office suite once you are logged in by clicking the "Office 365" download link on the upper left.

## ADA Compliance Statement

Nashville State complies with the Americans with Disabilities Act (ADA). Nashville State complies with the Americans with Disabilities Act (ADA) and so provides accommodations for students with a documented physical, emotional, and/or learning condition. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-

353-3363, or e-mail accesscenter@nscc.edu.  If you are registered with the Access Center and require an alternate format for the textbook and other course materials, please contact the Access Center.

## Academic Misconduct

Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. Students are responsible for understanding and abiding by the Academic Misconduct Policy in the Nashville State Student Code of Conduct. In addition to other possible disciplinary measures that may be applied through regular college procedures as a result of academic dishonesty, the instructor has the authority to assign an "F" or a "zero" for the exercise, paper, or examination, or to assign an "F" for the course. Students may appeal through the appropriate college grade appeal procedures.

## Classroom Misconduct

Nashville State Community College has a zero-tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary measures. Please review the Nashville State Student Code of Conduct policy. Please be aware that children are not allowed in class or to be left unattended on campus.

## Sexual Misconduct Policies

It is the policy of Nashville State Community College, in order to maintain an environment in which the dignity and worth of all members of the institutional system are respected, that sexual harassment of employees or students is prohibited. Such conduct is a form of behavior, which seriously undermines the atmosphere of trust essential to the academic environment. This policy is consistent with federal and state laws prohibiting sex discrimination. It is also a policy of the University that willful false accusation of sexual harassment shall not be condoned. Review NSCC's Sexual Misconduct Policies.

## Copyright

Nashville State Community College urges everyone in its community to abide by the computer acceptable use policy and comply with copyright law. Copying or sharing music or other copyrighted material, including software, without a permissible copyright defense, such as Fair Use, or a valid license, is not only a violation of the colleges and the Tennessee Board of Regent's policies, but also illegal. It may have dire personal consequences and jeopardize the individual's continued enrollment or continued employment, as well as future job prospects.

Acceptable Use Policy (PDF)

## Academic Early Alert System

Nashville State Community College uses an Early Alert System to let students know of a faculty member's concern in one or more of these academic areas: lack of attendance, lack of classroom participation, late or missing assignments, and/or poor performance on assignments/tests. *Please note that Early Alerts do not affect a student's academic standing. If

you receive an Early Alert email, please see your instructor and your academic advisor as soon as possible.

## Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- Free tutoring provides assistance beyond the classroom to help you make the most of your college education.
- These resources include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- Services that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

## Equity Statement

Nashville State Community College has a relentless commitment to the transformation of our institution through the intentional design of college experiences that expect and promote excellence from students, faculty, staff, and administration. We consider equity to be an obligation of higher education. We strive to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We do this through an evidence-based and collaborative effort, understanding that our student population has diverse needs that must be addressed. We recognize that this effort may not always be comfortable and that partnering with students is the driving force to overcome barriers to success.

## Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matters which have no relation to the subject." The preceding comes from the American Association of University Professors' statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. This means that faculty members have the right to conduct their classes in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

## Financial Aid and Attendance

The College is not an attendance taking institution as defined by 34 CFR 668.22(b)(1) in the Code of Federal Regulations; however, students are expected to attend all scheduled classes and laboratories.

- Absences in a course may affect a student's final grade.
- Tardiness may also affect a student's final grade.

- Students are responsible for all work/tests that occur during any missed class session(s) regardless of reason(s) for absence.
- Students who are sick or not well enough to attend class must notify the instructor as soon as possible before the scheduled class time, unless incapacitated or unable to do so. In that case, students must contact the instructor as soon as reasonably possible.
- If a student has an unavoidable conflict with a scheduled class session, students must notify the instructor, preferably before the class session, or as soon as possible.

For purposes of financial aid continued attendance is determined via engagement in the course. This can be accomplished in several ways including, but not limited to, continued attendance and/or participation in on-ground class sessions, participating in D2L as prompted (e.g., responding to an instructor's email, posting to a discussion board), and/or completing and submitting assignments.

## Inclement Weather, Campus Closings, and RAVE

Emergency events can happen at any time, and Nashville State Community College wants to notify students if and when they occur. For this reason, all students can log in to this free alert system to receive text messages about emergencies related to NSCC campuses: https://www.getrave.com/login/nscc.

Nashville State will use the RAVE alert system to send a text message to students, staff, and faculty about adjusted hours of operation and/or closings at individual campuses. All students should check the Nashville State web site home page at www.nscc.edu for announcements on campus closures, which may vary from campus to campus. Campus closures will also be announced on local television stations.  Students should use their own best judgment in determining whether to report to campus during inclement weather when classes are not cancelled.

Your RAVE Username is your NSCC email address. If you have never received an email from RAVE with your password, or if you need to reset your password, select "Forgot your password?" and a new password will be emailed to you. Should the RAVE system indicate "user not found", select Register and create your own RAVE account.

Even when campuses are closed, students are still responsible for completing all assigned work. When classes are cancelled, faculty will post online assignments and any additional instructions in the D2L/NS Online course shell.  Check D2L/NS Online for a message from your instructor regarding your online assignment requirements.  Faculty have discretion over adjusting deadlines or due date for assignments, but students are responsible for completing all assigned work by the due date established by the instructor.

## Class Cancellation Policy

If the class is cancelled, the instructor will notify all students by posting in the D2L/NS Online course or e-mailing through D2L/NS Online. In the event of class cancellation, students must

access D2L/NS Online to complete classwork and the assignment that will be posted in the course D2L site.

## Coronavirus Resources

Nashville State Community College continues to monitor COVID-19. We encourage faculty, staff, and students to remain vigilant with personal health. Please refer to the latest Coronavirus Resources for the latest updates at Nashville State Community College. Students who have been exposed to COVID-19 or who have tested positive must email virusinfo@nscc.edu.

- Latest news and updates
- Responsible Return to Campus Phase Plan
- Current status for campuses
- Campus safety requirements
- What students need to know (Phase 2 &3)
- How to self-report for COVID-19