

**Syllabus**

(Contents of syllabus are subject to change without notice)

SOC304: Introduction to Sociology

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| Semester & Year:  SPRING 2020 |  | Instructor:  Janna Lafferty |
| Credits/Clock Hours:  3.0 cr. / n/a |  | Instructor AMDA Email:  jlafferty@amda.edu |
| Deadline for Drop/Add:  See drop/add policy on subsequent page |  | Website: Course homepage available on Student Portal |
| Student Course Evaluation Dates:  TBA (at least once a semester) |  | Final Grades Posted By: Friday of Week 15 |

**Regular Meeting Times:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| ***ACT6SZ*** | ***9:00 – 10:20am*** |  | ***9:00 – 10:20am*** |  |  |
| ***MT7SZM8Z*** | ***11:00am-12:20pm*** |  | ***11:00am-12:20pm*** |  |  |
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**Other Required Meeting Times**

* Final Exam: TBA (Week 15)

**Course Description**  
Introduction to Sociology surveys the organizing concepts, methods, and application of sociology. Students are guided through classical and contemporary perspectives on society, community, organization, inequality, and social change. Each perspective is considered in relation to social forces including race, gender, class, and sexuality.

Please Note:

During a student’s training at AMDA they will be exposed to a wide range of artistic works. These works, at times, may present coarse or profane language and/or complex and mature themes containing political, religious, sexual, or violent content. Students who may feel uncomfortable due to the sensitive nature or mature themes of any texts used within this course, may share (privately) their concerns with the instructor or the Education Dept. Students, at all times, are expected to maintain learning and campus environments that are respectful to any and all members of its diverse community.

**Prerequisites/Co-Requisites**

English Placement Exam

**Required Text**

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| --- |
| Jeanne H. Ballantine, Keith A. Roberts, and Kathleen Odell Korgen (2017) *Our Social World: Introduction to Sociology*, Sixth Edition. SAGE Publications, Inc. Thousand Oaks, CA |

**Bibliography/Resources/Recommended Text**

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| --- |
| * Abrego, Leisy (2008). “Legitimacy, Social Identity, and the Mobilization of Law: The Effects of Assembly Bill 540 on Undocumented Students in California.” Law & Social Inquiry33(3): 709-734 * Ahmed, Sara (2017). Living a Feminist Life. Duke University Press. Durham, NC. * Becker, Howard (2018). Outsiders: Studies in the Sociology of Deviance. Free Press. NY, NY. * Emile, Durkheim (1982). “What is a Social Fact?” In *The Rules of the Sociological Method* (Steven Lukes Ed.). New York: Free Press, 1982, pp. 50-59. * Mills, C. Wright (1959). The Sociological Imagination. Oxford University Press. Oxford, UK. * Smith, Christian et. al. (2013) “Roundtable on the Sociology of Religion: Twenty-Three Theses on the Status of Religion in American Sociology – A Mellon Working-Group Reflection.” Journal of the American Academy of Religion 81(4): 903-938 |

**Additional Course Materials (technology, attire, supplies, equipment, etc. necessary for success in this course)**

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| 1. Reliable access to a computer and the Internet for submitting assignments via *turnitin.com* 2. Writing Utensils: Pencils or pens **in blue/black ink only** |

**Course Objectives**

By the end of the course, the student will be able to:

* Understand and critique sociological research
* Understand and apply key theoretical perspectives in sociology
* Articulate the relevance of sociology to community life
* Describe major social institutions and assess their impact on individuals and groups in American society
* Work collaboratively with a group to articulate and evaluate methods, analysis, and implications of sociological scholarship
* Synthesize scholarly literature to write an argument-driven research paper in APA style

**Overview of Course Activity**

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| --- | --- |
| ***Course Activity*** | ***Estimated time to  Complete (per week)*** |
| In-class activity (presentation, lecture, discussion, group activity, quizzes, exams, etc) | 3 hours |
| Outside of class preparation (homework, readings, performance, reviews etc.) | Minimum of 6 hours |

**Instructional Methodology**

Any or all of the following instructional methods may be used for this course: direct instruction, indirect instruction, independent study, and interactive instruction.

* ***Direct instruction strategy*** is highly effective for providing information and developing step-by-step skills. It also works well for introducing other teaching methods, actively involving students in knowledge construction.
* ***Indirect instruction*** is student-centered. Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students’ interest and curiosities, encourages the development of problem solving skills. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry.
* ***Independent study*** refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by either the student or the teacher, the focus is on a planned independent study by students under the guidance or supervision of a classroom teacher. In addition, independent study can include learning in partnership with another individual or as part of a small group.
* ***Interactive instruction*** relies heavily on discussion and sharing among participants. Students can learn from peers and instructors to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. The interactive instruction strategy allows for a range of groupings and interactive methods. Interactive instruction requires the refinement of observation, listening, interpersonal, and intervention skills and abilities.

**Directions for Submission of Assignments**

* All assignments must be submitted via turnitin.com before the start of the class on the day the assignment is due.
* Teachers will not accept assignments submitted via email.

**Makeup Work/Late Assignments**

* Late work will ***not*** be accepted for any reason, so completing all of the assigned work on time is imperative to keep up with the concepts/lessons addressed in this course.
* At the discretion of the instructor, ONE makeup quiz and/or ONE makeup homework assignment per semester may be given for *partial* points to replace either a low quiz or homework score, which would be made available to all students at the instructor’s discretion. No makeups for essays will be given.
* If missing class, students are responsible for getting information from classmates and being fully prepared by next class; in-class review will not be provided based on absence.
* No emailed work will be accepted. Please make arrangements with the instructor to submit work via turnitin.com or in person (depending on the assignment), ***prior*** to your missed class.
* Class assignments must be handwritten. No typed work (or pictures of work) will be accepted via email unless part of the assignment instructions.

**Weekly Outline of Topics and Assignments**

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| --- | --- | --- |
| Week | Day | Day |
| 1 | Mills (1956) “The Promise” (The Sociological Imagination, Ch. 1) | Emile, Durkheim. (1982) |
| 2 | Ballantine, Roberts, and Korgen (2017), Ch. 1 | Ballantine, Roberts, and Korgen (2017), Ch. 2 **Reflection #1 Due** |
| 3 | Ballantine, Roberts, and Korgen (2017), Ch. 3 | Ballantine, Roberts, and Korgen (2017), Ch. 4 |
| 4 | Ballantine, Roberts, and Korgen (2017), Ch. 5 | Ballantine, Roberts, and Korgen (2017), Ch. 6  **Reflection #2 Due** |
| 5 | Becker (2018), “The Culture of a Deviant Group: the Dance Musician”  In-class group project | Ballantine, Roberts, and Korgen (2017), Ch. 7 |
| 6 | Ballantine, Roberts, and Korgen (2017), Ch. 8 | Ballantine, Roberts, and Korgen (2017), Ch. 9  **Reflection #3 Due** |
| 7 | Abrego, Leisy (2008) | Reverse-Designing Abrego (2008)  In-class group project |
| 8 | **Due: Study Guide Questions**  Review Session | **Midterm Exam** |
| 9 | Identifying Sociological Sources / Approaching the research paper | Ballantine, Roberts, and Korgen (2017), Ch. 10 |
| 10 | **Due: Research paper topic +**  **Annotated bibliography for 2 scholarly sources**  **Presentation** | Ahmed (2017), Introduction  **Reflection #4 Due** |
| 11 | Smith, Christian et. al. (2013)  **Due: Add 3rd scholarly source to annotated bibliography** | Ballantine, Roberts, and Korgen (2017), Ch. 11  **Reflection #5 Due** |
| 12 | Ballantine, Roberts, and Korgen (2017), Ch. 12 | Peer Review and Revision Workshop  **Due: First Draft of Research Paper** |
| 13 | Ballantine, Roberts, and Korgen (2017), Ch. 13 | Ballantine, Roberts, and Korgen (2017), Ch. 14 |
| 14 | Ballantine, Roberts, and Korgen (2017), Ch. 15 | **Final Papers + Presentations Due** |
| 15 | **Final Exam**  (Focused on Terms, Concepts, Theories) |  |

**Summary of Major Assignments (Note: rubrics will be provided for each of these projects)**

1. **Section Reflections:** Ballantine, Roberts, and Korgen (2017) is divided into five overarching sections. On the day that each section is concluded, students must submit a written reflection two (2) pages in length. Reflections can be about any topic covered within the section, but must make a clear connection to the reading in that section or the additional reading introduced during the course. Each reflection is worth 5% of a student’s grade, with 25% of the grade coming from total, written reflections. These papers are required to be turned in in-person at the beginning of class on their due date, in printed hard copy form.
2. **Midterm Exam:** The midterm exam will be cumulative, covering all material up to the mid-point of the course, with a focus on theories and concepts. Students will have the full class session to complete the exam. The format will be a mixture of multiple choice, short answer, and short essay questions.
3. **Research Paper:** All students will submit a final paper of 5-6 pages in length (excluding references, graphs, title page, etc.). The paper should focus on a sociological concept or question relevant to class materials and discussion. In addition, this paper should focus on a particular aspect as it broadly relates to Los Angeles. For example, this may be a paper that investigates the implications of racial composition of the city, how graffiti can be viewed from Functionalist and Critical perspectives, labor and racial or ethnic stratification, or an analysis of social movements for immigration reform. What interests you about this city, and how have you learned to view that differently through this course? This paper will synthesize existing scholarly literature on a focused topic, and should evidence the ability of the student to identify and evaluate the research methods, data, and theoretical framework of sociological scholarship. MLA style and format.
4. **Final Exam:** The final exam cover material covered in the second-half of the course, with a focus on theories and concepts. Students will have the 50 minutes to complete the exam. The format will be a mixture of multiple choice, short answer, and short essay questions.

**Assignment Percentage Values**

|  |  |
| --- | --- |
| Assignment | Percentage Value |
| Attendance and Participation | 30% |
| Homework | 10% |
| Midterm Design Paper | 10% |
| Final Paper and Presentation | 15% |
| Section Reflections (5) | 25% |
| Final Exam | 10% |
| Total | 100% |

**Additional Assignment/Grading info:**

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| --- |
| **Turnitin.com**  All assignments will be submitted to turnitin.com for review unless otherwise specified by the instructor.  95% of the content must be deemed original by *Turn It In* to be accepted for grading.  **Midterm / Final Exam**  These exams will draw from all of the lectures, class discussions, oral presentations, and readings you have done this term. Midterms and Finals will be posted on AMDA Portal one week before exam day for study. No notes on exams except for the essay portion of both midterm and final exams, but essays must be written in class.  **Class Preparation**  You should come to class prepared to discuss the readings on the days they are due, with assignments or quizzes ready to be turned in at the *beginning* of class on the days they are due. Be prepared to discuss the readings in class. Make sure to ***bring*** ***your required texts*** to every class.  If/when extra credit is offered/listed (not every course may offer extra credit), it is made available in the same manner to all students in the course. It provides students an opportunity to improve their grade by demonstrating additional knowledge/skill/effort associated with the course content as instructed. The grade value of extra credit is at the teacher’s discretion but will not exceed 10% of the overall course grade. Students are encouraged to inquire with instructor for any details regarding a course’s available extra credit options. |

**Holistic Grading Standards for Papers**

An "A" Paper: Original, significant development of topic; distinguished support of thesis with clarity and finesse; significant and well-chosen sources and flawless documentation; engaging organization with artful transitions; inventive, memorable sentence structure, fresh, highly specific diction, and skillful paragraphing; and mastery of mechanics.

A "B" Paper: Convincing development of topic; skillful support of thesis with substantial arguments and specific details; good source materials and minor flaws in documentation; unified around a clear organizing principle with smooth transitions; varied sentence structure, full-bodied paragraphing, and good diction; one or two major errors and few, if any, minor errors.

A "C" Paper: General and superficial development of topic; predictable arguments with adequate and obvious support; adequate source materials, meeting the minimum requirement, and one or two major errors in documentation; formulaic organization with mechanical transitions; choppy or monotonous sentence structure, repetitious or conventional diction, basic paragraphing; three or four major errors and several minor errors.

A "D" Paper: Rudimentary engagement with topic; illogical or flawed support of thesis with inappropriate evidence or claims; lack of source materials or materials from non-academic sources and significant failure in documentation-insufficient documentation or lack of consistency with documentation method; some lack of control of organization with limited transitions; simple or awkward sentence structure, incoherent paragraphing, and inappropriate diction or excessive wordiness; five or six major errors and frequent minor errors.

An "F" Paper: Inappropriate engagement with the topic; undeveloped claims with repetitious or inappropriate details; lack of documentation, inappropriate resources, failure to comply with documentation method-or plagiarism, which may result in an "F" for the course; no coherence with minimal transitions; garbled sentence structure, underdeveloped paragraphs, elementary or faulty diction; seven or more major errors and excessive minor errors. Major errors include fragments, comma splices, run-on sentences, mixed sentence constructions, subject/verb agreement, pronoun agreement, and frequent spelling errors.

**Final Grades**

|  |  |
| --- | --- |
| **Letter Grade** | **Total Points** |
| A | 95-100 |
| A- | 90-94 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69 |
| D | 65-66 |
| F | 0-64 |

**Final Grade Inquiry**

Students who wish to have their final grades evaluated further may submit the “Final Grade Inquiry” form within two weeks after the semester’s end. The form is to be submitted to the attention of the Education Department. The Grade Inquiry Form will be forwarded to the appropriate faculty for evaluation. Upon resolution, a copy of the form will be provided to the student and a copy is retained on record.

**AMDA POLICY SUMMARIES**

For complete policy details check the current Academic Catalog.

**Attendance Policy**

The classroom experience is pivotal to AMDA training and attendance policies are directly related to performing arts professional standards and industry expectations. Within the Performing Arts industry, any missed rehearsal or performance can affect the artist’s reputation, salary, and/or ability to procure future work. Likewise, a student’s development is critically dependent upon attendance and class participation, therefore, every absence counts.

AMDA students are expected to attend all classes, every day, according to their term class schedule. Missing class has a direct impact on student performance and class structure. It is important to note that students receiving financial aid are subject to a federal audit of attendance, and absences may delay or nullify Title IV funds and other financial aid.

All absences are recorded and retained on the student’s academic record. Missed classes cannot be recaptured and substantially affect a student’s ability to meet course requirements. Students are responsible for monitoring their own absences and understanding the impact each absence may have on their grade. When class is missed, the student remains accountable for the missed coursework and being fully prepared by the next class session.

Advance notification (via Notification of Absence form) regarding an absence is encouraged and considered a professional courtesy. However, advance notification does not eliminate the absence nor applied grading consequences. Students taking individual voice/coaching must directly notify the vocal instructor prior to their appointed lesson time.

AMDA does not grant approved or excused absences; the attendance policy already provides allowance for a specific amount of absences. All absences are treated equally whether due to an illness or injury, outside event, family obligations, or any other reasons. Students who wish to attend family events (such as weddings, graduations, etc.) are strongly encouraged to keep their attendance in excellent order to mitigate the impact of an absence.

**Class Absence and Grade Impact**

Since class attendance is of vital importance, all absences affect the student’s final grade. Once missed, a midterm, final exam, or performance cannot be rescheduled. There are two ways that absences impact grades:

1. Participation points as part of grading criteria: All classes attach a particular amount of “points” or “weight” to each day’s class sessions. Any absence, regardless of reason, will still impact the grade based on that course’s point system. The failure or inability to make up work may result in a grade of “F” in a course
2. Cumulative absences: AMDA’s training models industry standards by teaching students that productions, rehearsals, and/or classes that have fewer total meetings or occur in a more condensed time frame, carry a greater responsibility with regard to attendance. Based on the frequency of class meetings for a given course, AMDA has established a maximum number of absences. Any absence above this maximum cap will result in course failure. The table below illustrates the correlation between the number of weekly class meetings per course and the effect of total cumulative absences.

|  |  |
| --- | --- |
| Weekly class meetings per course | **Absences resulting in course failure** |
| 3 or more class meetings per week | Maximum of 4 absences.  Fifth absence will result in a failed grade\* |
| 2 class meetings per week | Maximum of 3 absences.  Fourth absence will result in a failed grade\* |
| 1 class meeting per week | Maximum of 2 absences.  Third absence will result in a failed grade\* |
| \*Students who reach “failure status” are removed from the class roster and do not continue to attend the class. | |

**Discounted Absences**

Absences due to extenuating circumstances may result in the classification of an absence as “discounted.”

Absences based on extenuating circumstances are evaluated for special consideration with regard to the impact on grading and total cumulative absences. Extenuating circumstances are defined as:

* Hospitalization (admitted/in-patient)
* Contagious disease (community health risk)
* Death of an immediate family member
* Religious Observance

It is the responsibility of the student to communicate with the Education Services Department regarding any absence related to extenuating circumstances. Communication should occur within five (5) school days of the absence. The Education Services Department will notify the student and instructor of record when the extenuating circumstance meets the criteria for a “discounted absence”. Instructors will “discount” the particular absence when calculating the total number of cumulative absences as depicted in the chart above; however, discounted absences still may impact grades as related to points earned for daily class participation or with regard to fulfilling minimum curricular requirements. This can potentially result in a student’s inability to successfully pass a course.

**NOTE**: Should a discounted absence be applied to a class session that resulted in a “zero” grade for a missed Midterm Exam, Final Exam, or Graded Demonstration, the student may request an opportunity to fulfill an alternate assignment. The alternate assignment will be provided by the instructor and will be worth up to a maximum of 75% of the original exam/demonstration’s grade value. If the absence was based on religious observance, the missed exam/demo will not receive a grade and will not be factored into the overall course grade.

**Student Bereavement Policy**

AMDA recognizes that a time of bereavement can be very difficult. Therefore, the institution provides a Student Bereavement Policy for those facing the loss of an immediate family member.

AMDA’s bereavement accommodates up to a maximum of five consecutive days of absences to arrange, attend, or observe secular/non-secular traditions associated with the death of an immediate family member. Immediate family members include: parent, grandparent, sibling, spouse, or children.

To request bereavement, leave, a student must submit a completed “Notification of Absence” form to the Education Services Department [LA Campus] or to Student Affairs [NY Campus] for review. Upon approval, the Education Services Department [LA Campus] /Student Affairs [NY Campus] will notify the student’s instructors of the date(s) the student will be absent.

Students will remain accountable for missed course work. Therefore, the student is responsible for communicating with instructors and/or classmates in order to enact whatever steps may be necessary to effectively resume class participation.

**Injury or Prolonged Illness Policy**

Students who are unable to fully participate in class due to injury or prolonged illness are required to meet with the Accessibility Services Office and provide medical documentation. Absences due to injury or prolonged illness are recorded and count toward the attendance policy.

Based upon medical documentation, a student may be permitted by AMDA to attend class with “compromised participation.”  Compromised participation is permitted only when AMDA-specific criteria can be met (Criteria available via Health and Wellness [LA] or Education Services [NY]).   AMDA determinations are based upon health/medical assessments related to musculoskeletal injuries (upper extremity, lower extremity) and head injuries.

Compromised participation is limited to a two-week maximum. Written clearance is required from a medical/health professional before a student may resume full participation (or return from injury/prolonged illness related absence). If recovery/return to full participation extends beyond two weeks, student will need to meet with the Education Services Department as withdrawal from class may be required.

**Misconduct Regarding Attendance Policy**

Students who misuse the attendance policy will be considered to have committed academic misconduct. Examples include:

* Falsifying an illness or family emergency
* Falsely claiming to an instructor that a particular absence is approved by AMDA administration.
* Falsely presenting an absence as “extenuating circumstance” as defined by AMDA

If a student is found in violation of the above, it will be treated as any other instance of academic misconduct.

**Classroom Policies:**

* Punctuality: Students must be on time to every class. Students may not be permitted to enter the class after it has already begun and will be marked absent. Whenever possible, students should get in the habit of arriving several minutes early to warm up and prepare
* *Leaving Class:* It is at the instructor’s discretion to establish the guidelines for class breaks or individual exit/return during class. Students may not leave class without the permission of the instructor. A student who walks out of class in a fashion contrary to what the instructor has established as policy will be dismissed from class and incur a recorded absence. If a teacher is delayed in starting class, students are to remain in class and be prepared to work.  If a teacher is delayed more than 20 minutes after a published class start time, students are permitted to leave the class.  It is requested that a student from the class notify reception of the faculty absence and provide a written list of class attendees.
* *Electronic Devices*: The use of ALL electronic devices (unless specifically permitted by the instructor) is prohibited during class. Text messaging during class is absolutely prohibited. Classes, in part or in whole, may not be recorded without the express permission of the instructor. Failure to comply can result in being asked to leave class; student would receive an absence for class that day.
* *Food & Drink:* No food or drink (other than bottled water) is allowed in AMDA’s classrooms, voice studios, dance rooms, or performance spaces.
* *Classroom Attire:* Students must wear comfortable, non-restrictive and neutral attire. Attire considered inappropriate for classes includes but is not limited to: hats, bare feet, sandals, flip-flops, shorts, clothing with holes, rips, and tears, excessive jewelry and piercing studs; covering body artwork may also be required. Students who are not dressed appropriately may be asked to leave class and take an absence. Failure to comply with any of these polices may result in disciplinary action. Final Demonstrations often require specified attire as outlined in the course syllabus or per teacher direction.

**Registration**

Only individuals who are registered may attend classes. Non-registered students may not turn in assignments, take tests or receive grades.

**Add/Drop Policy for BFA Programs Only**

* Week 1 Course Add/Drop: Students may add/drop courses within the first FIVE (5) DAYS of the semester.
* Weeks 2-5 Course Withdrawal Policy: Students who withdraw from class during the SECOND week through the FIFTH week, will have a “W” (Withdrawal) recorded.
* AFTER Week 5 Course Withdrawal: Students who withdraw from class after the FIFTH week will have a “W/F” (Withdrawal/Fail) recorded & GPA is affected.

**Academic Honesty/Integrity**

Everyone who participates in the educational process at AMDA is expected to exhibit honesty and integrity in all aspects of their academic work. Cases of academic dishonesty are initially handled between instructors and students. Depending upon the severity of the case, consequences may range from partial credit after work is redone to expulsion from the Institution. As in all situations where a member of the institution violates the behavioral and academic expectations of the community, opportunity for restoration and restitution will be extended to those willing to work to correct the situation and reconcile with the community.

For more information regarding AMDA’s Academic Honesty policy, please refer to the AMDA Consolidated Catalog.

**Notification: Use of *Turnitin* Database for Class Assignments**

Consistent with AMDA’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called *Turnitin* to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’.  The tool does not determine whether plagiarism has occurred or not.  Instead, the instructor must make a complete assessment and judge the originality of the student’s work.  All writing submissions to this course may be checked using this tool. Electronic databases often add the submitted material to their sources to compare against other student work.  By submitting assignments, a student agrees to these processes.

**Behavioral Standards**

Student behaviors disruptive to the educational process may result in the student being dismissed from a class or AMDA.

**Sexual Harassment Policy**

Harassment of a student or an employee of the Institution by other students, employees, supervisors, or agents of AMDA will not be tolerated. All reports of harassment will be taken seriously, promptly investigated and addressed by AMDA in accordance with Institution policies and procedures, as well as all city, state and federal regulations.

**Responsible Use of Technology**

The use of resources at AMDA is a privilege, not a right. Violations of Institution guidelines on computer use will result in disciplinary action, which may include any of the following: warnings, loss of computer privileges, suspension, and/or legal prosecution.

**Students with Disabilities**

AMDA makes every effort to provide services and accommodations for any student with a documented disability. Students should first register with the Accessibility Services Office, which will engage in an interactive process with the student, faculty, and staff in order to coordinate reasonable accommodations in the classroom. For additional information, see the student handbook, available online at [www.amda.edu](http://www.amda.edu), or visit the Accessibility Services website at <https://www.amda.edu/student-life/accessibility-services>.

**Incompletes**

Incomplete grades are given only in special cases related to unexpected and unavoidable circumstances such as serious illness, accident or death in the immediate family, which have made it impossible for the student to complete all course requirements as scheduled.  A grade of “incomplete” is not issued for unsatisfactory work or failure to submit work due to student negligence.

**Satisfactory Academic Progress**

Students are expected to make satisfactory progress toward completion of their program by maintaining an institutional grade-point average of 2.0 or higher. Institutional grade-point averages are based on AMDA coursework only.

**AMDA Student Portal and email**

**Portal:** The AMDA Web Portal is the institution’s device through which students may access everything related to their courses and enrollment, including calendars, schedules, classes, grades, degree audits, etc.

**Email:** Students are expected to check their AMDA.edu email on a frequent and consistent daily basis. AMDA Email is used to share information such as schedule adjustments, newsletters, alerts, events, and many other announcements related to campus life.

**Student and Faculty Dispute Resolution**

Occasionally a student may find cause to question the action of an instructor regarding requirements of a course, teaching effectiveness, comments made in a class that seem derogatory or inflammatory, criticism of the student, general performance or sanctions given for academic dishonesty. Students should first discuss their concerns with the instructor. If the student and faculty member cannot resolve the issue satisfactorily or if the student does not feel comfortable speaking directly with the instructor the student should consult with the Director of Education Services, who will attempt to resolve the issue. Decisions may be appealed to the Director of Education and/or Director of Academic Services for a final resolution.

**Right to Petition**

Request for exception to academic policies may be made when there are extenuating circumstances such as a serious medical condition, a death in the immediate family or other traumatic, unforeseen events. Students should complete a Communication Form and submit it to the Registrar’s Office. Forms will be forwarded to the appropriate academic official or committee for consideration and decision.

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