

I 550. OVERVIEW OF CONTEMPORARY SCHOOL CURRICULUM (3)

Current school programs and options and their impact on pupils; problems in introducing new content into the curriculum. Prerequisites: 12 credits in education and psychology or teaching experience.

Overview

This course is cohort-based, which means that there is an established start and end date, and that you will interact with other students throughout the course. The course consists of textbooks, a videotape, and a course web site that contains the lessons and communications tools. This course presents a social historical overview of US school curricula and reform through which contemporary schooling practices, issues, ideas, and contexts are explored. Within this curriculum studies framework, we will analyze changes in the established school curriculum. More specifically, this course will explore current schooling practices such as assessment and standards, diversity, morality, within a socio-historical context. In accomplishing this, you will rely heavily upon 1.) personal-practical knowledge gleaned from your classroom and life experiences; 2.) research and scholarship from course readings and individual study; and, 3.) collaborative learning experiences from this on-line learning community.

CI 550 is 7 weeks in length (including the Orientation Unit).

Course Objectives

Taken as a whole, the broad outcomes of our learning experiences in CI 550 include:

- *Active interaction* in both the personal and content/subject arenas by **critically** analyzing how historical and contemporary school curriculum events and personal experiences intersect or inform each other;
- *Collaborative learning* by providing guidance, encouragement, and otherwise meaningful feedback on each other's work;
- *Socially-constructed meaning* by using the guidance you receive from others in tandem with reflecting on your personal-practical experiences and seeking additional resources pertaining to your area of study that goes beyond course material;

More specifically related to the content of this course, by the end of this course, you will

- Distinguish among various turning points in US society, school curriculum, and curriculum studies by observing historical trends and citing current examples;
- Identify select historical and contemporary school curriculum leaders, describe the philosophies that they espoused and recognize their impact on contemporary schooling by crafting "curricularists profiles" and responding to individual and small group focused reading questions;

- Critique your school practices to enhance awareness of and discern ways in which school reform is undertaken and teacher leadership is modeled by pursuing an individual project of inquiry.

Required Course Materials

You may purchase course materials from MBS Direct (the bookstore used by Penn State's World Campus). For pricing and ordering information, please see the MBS Direct Web site, located at <http://direct.mbsbooks.com/psude.htm>. MBS Direct can also be contacted at 1-800-325-3252. Materials will be available at MBS Direct approximately three weeks before the course begins. Alternatively, you may seek these texts from other favorite bookstores. (Note: Be sure you purchase the edition/publication date listed below.)

The following are required materials you need to purchase from MBS Direct:

- Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. NY: Jossey-Bass.
- Marshall, J.D., Sears, J.T., Schubert, W.H. (2000). *Turning points in curriculum: A contemporary American memoir*. Columbus, OH : Merrill/Prentice-Hall.
- Strongly recommended (but not required): *Publication manual of the American Psychological Association*. Washington, DC.

The following texts are optional:

- Kliebard, H. (2002). *Changing course: American curriculum reform in the 20th Century*. New York: Teachers College Press.
- Sears, J. (1998). (Ed.). *Curriculum, religion, and public education: Conversations for an enlarging public square*. New York: Teachers College Press.
- You are also required to purchase one video for this course directly from the distributor.

Optional Texts

Note: I have selected these readings to represent resources across a broad range of areas. You may wish to further explore items from this list -- especially as you begin to focus on a particular area.

- Altenbaugh, R.J. (Ed.) (1992). *Teacher's voice: A social history of teaching in twentieth century America*. Washington, DC: Falmer Press.
- Biklen, S.K. (1995). *School work: Gender and the cultural construction of teaching*. NY: Teachers College Press.
- Clinchy, E. (1997). *Transforming public education: A new course for America's future*. NY: Teachers College Press.
- Cuban, L. (1993). *How teachers taught* (2nd ed.). NY: Teachers College Press.
- deMarrais, K. Bennett, LeCompte, M.D. (1999). *The way schools work: A sociological analysis of education*. NY: Longman.

- Eisner, E.W. (2002). *The educational imagination: On the design and evaluation of school programs*. NJ: Merrill/Prentice Hall.
 - Flinders, D.J. & Thornton, S.J. (1997). *The curriculum studies reader*. NY: Routledge.
 - Hargreaves, A., Earl, L., Moore, S. & Manning, S. (2001). *Learning to change: Teaching beyond subjects and standards*. NY: Jossey-Bass.
 - Jossey-Bass. (2001). *The Jossey-Bass reader on school reform*. NY: Jossey-Bass.
 - Katz, M.B. (2001). *The irony of early school reform: Educational innovation in mid-nineteenth century Massachusetts*. NY: Teachers College Press.
- Oakes, J. & Lipton, M. (2003). *Teaching to change the world* (2nd Ed.). NY:

Using the Library

You are expected to use library resources for this course. Many of Penn State's library resources can be accessed from a distance. Through the [Library Resources and Services for World Campus and Distance Education](#) Web site, you can...

- access electronic databases, and even full text articles, from the LIAS Fast Track,
- borrow materials and have them delivered to your doorstep...or even your desktop
- talk to reference librarians in real time using the "Virtual Reference Service"

...and much more! NOTE: You must have an active Penn State Access Account and be registered with the University Libraries in order to take full advantage of the Libraries' resources and services. Registration and services are free!

Statement of Academic Integrity

All students are expected to act with civility and personal integrity; to respect other students' dignity, rights and property; and to help create and maintain an environment in which all can succeed through the fruits of their individual and collaborative efforts. An environment of academic integrity is requisite to accomplish these expectations within a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Academic dishonesty violates the fundamental ethical principles of the University community and compromises the worth of work completed by others. Sanctions for academic dishonesty or breaches of academic integrity may range (depending on the severity of the offense) from an 'F' for the assignment to an 'F' for the course. In severe cases, students may receive a grade of 'XF', a formal University disciplinary sanction that indicates on the transcript that failure in the course was due to a serious act of academic dishonesty.

The University's full statement on Academic Integrity is available at <<http://www.psu.edu/dept/oue/aappm/G-9.html>>. For further information or clarification, also see the current Policies and Rules for Students handbook and the College of Education policy statement at <http://www.ed.psu.edu/edservices/certification/academic_integ.htm>. As students, it is your responsibility to know what constitutes a violation of academic integrity. If you have any doubt whatsoever, or any questions, please see me, or your advisor, or another university official immediately.

Technical Requirements

For this program we recommend the World Campus technical requirement listed below, and please note that a microphone is required:

Curriculum and Instruction

Operating System Windows 2000, ME, or XP Macintosh OS X (10.2 or higher)

Processor 500 MHz or higher

Memory 128 MB of RAM

Hard Drive Space 500 MB free disk space

Browser: Mac OS X: [Firefox](#) 1.0 or higher -OR- Mac OS X: [Safari](#) 1.0 or higher

Windows: [Internet Explorer](#) 6 or higher -OR- Windows: [Firefox](#) 1.0 or higher

Note: Cookies, Java, and JavaScript must be enabled. AOL users should upgrade to the latest version or connect through AOL and then use one of the browsers listed above.

Plug-ins

Adobe Reader [[Download from Adobe](#)] Flash Player [[Download from Macromedia](#)]

Additional Software: Microsoft Office (Word, Excel, Powerpoint)

Modem: 56 kbps or broadband connection

CD-ROM, Sound Card, Printer

Speakers

Microphone

Not sure if your computer is set up correctly? You can use the links below to test your settings:

- [Adobe Acrobat](#)
- [Cookies](#)
- [Flash](#)
- [Frames](#)
- [Java](#) [This may take a minute to load.]
- [JavaScript](#)
- [Power Point](#)

If you need technical assistance at any point during the course, please contact the [World Campus Help Desk](#).

Course Requirements

Each of us will bring shared and unique perspectives gleaned from various experiences and readings to inform our discussions, explorations, personal reflections, and writings. As such, consider this course a work-in-progress or an emerging process in your understanding of contemporary school curriculum. In an attempt to create a common point upon which we can ground our discussions and interactions, we'll begin with shared readings. As individuals work to develop and refine a personal focus, readings and directions of inquiry will diverge. While a course structure is provided, I am open to mildly negotiating this structure to better meet our needs.

Recognizing that our learning experiences are framed, in part, by the broader parameters set by Penn State University, please familiarize yourself with set course policies related to such considerations as academic integrity, accommodating disabilities, and netiquette. These, and others, are more fully explained at the end of this section.

General Comments

Our learning and interactions are based upon access to our course website and are largely electronic in nature. Everyone will substantively contribute to learning as active and well-prepared participants and as thoughtful inquirers within our learning community. Each week will provide various opportunities for reflection, researching, writing, and reading. Since these activities strand through the entire week and generally do not require your "electronic presences" at any particular time or day, there should be no need to "miss" class. However, in exceptional cases when such a need arises please communicate with me immediately. A few words about course participation and issues related to writing are warranted, given our cyberspace learning environment.

Logging On

Interaction with each other is an important part of this course. It is recommended that you log on to the course Web site at least five times a week to work through course materials and to participate in course discussions. You should plan on spending the same amount of preparation and "in class" time on this course as you would if you were taking it on a summer residential campus.

Posting Responses

In an attempt to be most efficient with our time and to be considerate of the various realities we each deal with - beyond the requirements of this course - I would like to suggest that we operate under an agreed upon time frame for posting responses to assignments related to online discussions. For starters, let's view Wednesdays as the beginning of our week and Tuesdays as the end of it. So as to give people an opportunity to read and respond to each other's initial postings, let's also agree to have your initial responses to weekly assignments posted by the Friday of that week (again, this is mainly for the discussions that will occur in your eBase groups). This way online discussion

among peers can occur for the remainder of the week and we can have some sense of when to bring closure to our chats. Of course, no discussion should be prematurely terminated simply because Tuesday rolls around!

Participating in Elluminate Live! Sessions

Elluminate Live!™ is a collaborative tool that allows you to communicate synchronously (real-time) with your instructor and classmates. The software package allows real-time voice, document, and whiteboard sharing, among other things.

We will use this tool as one form of communication with different groups of people throughout the course. As it is synchronous, you will be expected to participate at a scheduled day/time. We will work, as a class, to find times that are mutually acceptable.

More information (and detailed instructions on how to install and use this tool) is available in the orientation unit.

Writing Issues

Assignments will be due as noted on our class calendar. I welcome your feedback and suggestions, should these parameters not meet your needs.

I consider writing in threaded conversations (personal postings and in online discussion) to be less formal than what you will submit as written assignments. With online postings and discussions, my preference is to focus on the exchange of ideas, spontaneity of thought, and maintenance of flow to the discussion rather than stiling this process unnecessarily with worries about grammar and punctuation. However, having read a range of great to not-so-great papers, I realize that excessive errors in the above can make it difficult (okay, painful!) to try to follow an author's thoughts. I will not evaluate your weekly eBase group postings and discussions on grammar and punctuation but rather on the degree to which—taken as a whole—your responses are: 1.) timely and consistent; 2.) substantive, supportive, and critical as you integrate course readings; and, 3.) personalized in ideas/concepts based on personal practical knowledge (see Scoring Rubric below).

In contrast, graded learning tasks, particularly the final project of inquiry, will be subject to the standards of properly written English, including the use of APA, 5th edition, style of formatting, where appropriate. Given the importance of writing in both your lives as educators and as graduate students, there will be an opportunity for peer and instructor feedback on your graded paper.

Evaluation

I view the evaluation of student learning as opportunities for comparing self-evaluation against feedback from instructor and peers. The spirit, and hence, design of this course is such that you and your peers will play an integral part in determining how well each of you have learned what we set out to do. Both ongoing (referred to as normative) and final

(referred to as summative) evaluation will be evident, including feedback about your performance and evidence of self-evaluation. Overall course requirements and components for each assignment are listed below.

Participation [50 points total]

As a way for each of us to gauge our levels of online participation, I've created guidelines that distinguish between minimal and excellent participation, from my perspective. I provide these guidelines with the assumption that many of you are new to web-based learning and may not have thought about this.

Minimal Participation:

- offers a personal response to each required online posting in a timely manner and follows through with assigned leadership tasks, typically requiring at least 4-5 course site log-ons per week;
- shows evidence of having read and responded to peer postings, whether within an assigned eBase group or in a broader posting environment;
- original postings and responses to peers demonstrate a critical analysis of points made (versus a summary of what was written);

Excellent Participation

- offers a personal response to each required online posting in a timely manner and in following through with assigned leadership tasks shows exceptional leadership skills (as defined in this course), typically requiring more than five course site log-ons per week;
- shows evidence of having read and responded to peer postings and offers both supportive yet perspective-altering comments, whether within an assigned eBase group or in a broader posting environment;
- original postings and responses to peers demonstrate a critical analysis of points made (versus a summary of what was written) and weaves in references to shared and individually-sought readings, resources and experiences.

Rubric for On-line Threaded Conversations & General Class Participation

Penn State on-line courses are not workbook simulations; instead, computer technology enhances communal discussions of cogent topics for each course. CI 550 is no exception. Frequent and substantive online participation from each student is essential to your success and the effectiveness of this course. Through threaded discussion we become a community of learners and meaning-makers, intent on critical thinking and academic excellence.

In the past, it has been difficult for some online students to assess the quality of their on-line threaded conversations (i.e., postings). This rubric clarifies our expectations for the

extent and breadth of your on-line postings.

- Below are the four categories for this rubric, each of which is scored on a series of 4 points (1 being considered poor, 4 excellent). The total number of possible points for each response set is 16.
- Category 1: **Timeliness of Response/Initiative** – indicative of active, consistent engagement with course members;
- Category 2: **Scholarship and Research** -- indicative of extent to which student can clarify course content for himself/herself, research substantively, and use others' work in a professional manner. When using quotes and/or allusions to course material and/or other related research page numbers (in the case of course materials) or brief citations (in the case of outside material) are included;
- Category 3: **Personal-Practical Knowledge** . – indicative of extent student is making connections between course content and professional experience. Meaning making and personalizing of ideas and concepts, using practical experience to highlight understanding of the discussion;
- Category 4: **Supportive, Substantive, and Challenging Feedback** . – indicative of student contributions to develop a collaborative learning experience by providing a combination of supportive, substantive, and challenging comments to others that contribute to critical reflection within the Learning Community (LC)

Here is an example of how the rubric works; we have gleaned these samples of singular responses from Susan Edelstein of Broward Community College. Remember, over the course of any given unit, you will have provided several of these responses. Here is a sample of three student responses to a threaded discussion on how gender affects maturity:

Sample Responses	How would we score these responses?
Student A: Boys who mature late have a double whammy – they are behind the girls who generally mature socially and physically faster than boys, but they are also behind other boys. Boys who do mature early are likely to feel more confident, have more success with female relationships, etc. For the most part, adolescent girls feel awkward and ungainly throughout their adolescence. I was the same, and probably matured a little late as I didn't begin to develop a “full figure” until quite a bit later than my friends. I was envious of the more “shapely” girls the boys stared at. I would say late maturing girls have a harder time early on. Early maturing girls most likely feel better about themselves	Student A would be awarded with 4 points in each category except for category 2, since there is no direct reference to research supporting her/his claims. (You the reader are not aware the student responded in a timely and consistent manner, but let's pretend she did.) Total number of points: 14.

<p>early on, but this does expose them to older boys who will tease and exploit them. Generally, girls are not emotionally prepared for these experiences. Has anyone had a similar experience?</p>	
<p>Student B: Negative consequences for early-maturing girls appear to be more severe than for early-maturing boys. Girls can become depressed, anorexic, and get involved in sexual activity because of their early physical development. Early-maturing boys perceive themselves more positively and have more successful peer relations. However, research shows that late – maturation for late adolescents has an overall positive impact on there body image [sic], and senses of identity. Took me several years to accept my body and maintain a positive self-image.</p>	<p>Student B would be awarded 2 points for category 1, since the initial posting occurred late in the week (again, you don't know this from the example, but you certainly will know it once you are fully engaged in the course); 2 points for category 2, since there is no direct reference to research supporting her/his claims.; 3 points for category 3, reflecting the absence of substantive reference to personal or professional experience, and 3 points for category 4, given there is a lack of connection to what others have written (this last category is difficult for you to assess as an example; it will be easier for you to see how this category is used once the course is in full gear). Total number of points: 10.</p>
<p>Student C: I think this like everything else is relative. Some kids can handle it, others can't.</p>	<p>Student C would be awarded 3 points for category 1, since the initial posting was a day late, 1 point for category 2, since there is no direct reference to research supporting her/his claims, 2 points for category 3, reflecting the absence of any reference to personal or professional experience and 1 point for category 4, given the lack of any connection to what others have written nor particularly inviting continued conversation. Total number of points: 7. A pithy response such as this would elicit response from the facilitator in which the facilitator and student would look together at how to help the student become a more engaged, thus successful, learner.</p>

Remember, in actuality, during each unit you will have provided several postings and the total of points earned will be based on this entire response set within a given timeframe.

Following week one of the course, you will have an opportunity to see how this rubric applies in practice. For this first use, the points for the rubric will be halved—the total points will be 10. This will allow you to apply this rubric firsthand and to see how your instructor also scores your responses, using the rubric; you will have a chance to discuss that scoring.

On weeks 3 (the mid point of the course) and 6 (the end of the course), we will again use the rubric, this time at “full strength:” 20 points each time. You will again provide a self-assessment; points will be assigned by the instructor.

To reiterate, remember: the purpose of this rubric is to ensure that you, the student, understand the importance of ongoing, substantive online response for the success of this—and any other—online course. I would hope, too, that by attending to the rubric, you might come to a sort of meta-cognitive or critically self-reflective awareness of your thoughts, understandings, meanings, etc., and how these work via collaborative deliberation.

Graded Learning Tasks [50 points total] (greater detail can be found by going to Learning Task & Grading Rubrics)

- [5 points] Bibliography
- [5 points] Group Facilitator Tasks
- [10 points] Curriculum Worker Profile
- [30 points] Project of Inquiry
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Bibliographic References of Research and Scholarship in Curriculum

Students will post at least six scholarly or research references, properly cited in APA style. These references should fall within an area of curriculum in which you plan to pursue your Project of Inquiry (see below). These references will be identified from a combination of data bases using the Penn State Library system as well as your independent search on the Web.

Group Facilitator Tasks

You will have opportunities to model leadership skills among your peers. It is expected that within your eBase group you show initiative, creativity, and resourcefulness - as any good teacher and administrator would - throughout the threaded discussions. All members within a group should perceive of themselves as "leader" and help facilitate fruitful conversation. At the end of the course, each member of your eBase team will provide an anonymous evaluation of your work within the group.

Curriculum Worker Profile

For this assignment, your eBase team will have an opportunity to identify and research an individual who has had a noteworthy influence in the curriculum field from the list provided. Your group will provide a 3-5 page overview of this worker or a PowerPoint-like presentation, including: personal background information, time frame and context within which the person lived/or is living, what s/he is known for or has accomplished regarding curriculum issues, school reform, and/or in the curriculum field of study. These will be shared with the entire class when you complete your task in Unit 5. However, as soon as your team selects your curriculum worker, it will be renamed for that worker.

Project of Inquiry

As the major assignment for this course, each participant will select a topic for her/his Project of Inquiry related to contemporary school curriculum. The emerging ideas about your Project of Inquiry will initially be presented as a proposal, followed later in the course as a draft paper and eventual final paper.

The following are required components of your Project of Inquiry:

- [5 points] Proposal -- As an organizational tool for your inquiry, your proposal must contain:
 - What you are interested in accomplishing in this paper—a concise statement of your topic and your major question(s) related to contemporary school curriculum
 - Why this is important to you and other educators—a lucid overview of the relevance or importance of your choice and how this pertains to issues and ideas found in the course readings and discussions
 - How you plan to "get there from here"—a clear indication using a topical outline, concept map, and brief bibliography of where your reading and thinking will take you and the readerYour proposal will be submitted to me in the course dropbox titled "Proposals."
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[10 points] Draft Paper -- This will be your opportunity to share your "solid draft" paper with a fellow student in this course and the instructor.

[15 points] Final Paper -- The final paper serves as a more formal representation of your thinking and ideas. As a common mode of expression in graduate studies, your writing should be a cohesively crafted piece that draws upon external references to provide evidence of analytic connections to course readings and discussions. APA style guidelines prevail.

Assignments and Schedule

- Course begins Wednesday, 7/13/2005
- Course ends Tuesday, 8/30/2005
- Course length: 7 weeks

Unit 0: Orientation

TIME FRAME: 1 week

LEARNING TASKS

Read pp. 59-69 in *Curriculum, Religion, and Public Education*.

Read the Introduction and Chapters 6 & 7 in *Courage to Teach*.

Begin thinking about possible topics for your Project of Inquiry.

Fundamental Educational Transitions in United States Society

Unit 1: What is Curriculum and Curriculum Studies?

TIME FRAME: 1 week

LEARNING TASKS

Read chapters 1 & 2 in *Courage to Teach*.

Read pp. 1-14 in *Turning Points* textbook.

Read pp. 11-35; 42-55 in *Curriculum, Religion, and Public Education*.

Your eBase group selects a Curriculum Worker for which it will be named.

Refer to the Learning Tasks listed under "Course Units" for this lesson.

Unit 2: One-Room Schools & Schools for Workers

TIME FRAME: 1 week

LEARNING TASKS

Read either Kliebard or Ensign articles, located in eReserves.

Read chapter 3 in *Courage to Teach*.

Proposal for Projects of Inquiry is due.

Refer to the Learning Tasks listed under "Course Units" for this lesson.

Ideology and Power in American Education: Past and Present Perspectives and Trends

Unit 3: Rise and Fall of Curriculum Specialists: White Architects of Education

TIME FRAME: 1 week

LEARNING TASKS

Read pp. 15-53 in *Turning Points* textbook.

Read excerpt from William Watkins, (*The white architects of black education:*

Ideology and power in America, 1865-1954) available in eReserves.

Refer to the Learning Tasks listed under "Course Units" for this lesson.

Bibliography is due.

The choice of text for the Curriculum Worker your eBase group has chosen should be selected now.

Unit 4: Literacies of Social Class: Whose Values Should be Taught?

TIME FRAME: 1 week

LEARNING TASKS

Read pp. 56-104 in *Turning Points* textbook.

Read pp. 105-134 in *Curriculum, Religion, and Public Education*.

Read Chapter 4 in *Courage to Teach*.

Read excerpt from Pat Shannon (*Becoming Political, Too: New Readings and Writings on the Politics of Literacy Education*), available in eReserves.

Refer to the Learning Tasks listed under "Course Units" for this lesson.

Unit 5: (Re)Shaping the Contemporary Curriculum Field: Sexualities Education

TIME FRAME: 1 week

LEARNING TASKS

Read Chapter 5 in *Courage to Teach*.

Read pp. 105-166 in *Turning Points* textbook.

Read pp. 137-184 in *Curriculum, Religion, and Public Education*.

Curriculum Worker Profile due from your eBase group.

Refer to the Learning Tasks listed under "Course Units" for this lesson.

Leading to Change: Contemporary School Perspectives & Trends

Unit 6: Peer Review of Draft Papers and Paper Revision

TIME FRAME: 1 week plus

LEARNING TASKS

Submit draft paper for peer and instructor critique no later than Wednesday, August 24; refer to the Learning Tasks listed under "Course Units" for this lesson.

Final Paper submitted to Instructor via drop box by the last day of this course (August 30).

Note: You will be able to access the course materials for one year from the beginning of the course.

Assignment Policies

While most assignments will be submitted electronically, there may be requirements to provide hard copies of select assignments (i.e., final papers or projects). You will be informed in a timely manner when this is the case.

Be sure to include the following information in all of the assignments that you submit:

- Course name and number
- Your [PSU ID Number](#)
- Your name, and
- Your surface-mail address (include street, city, state, postal/zip code, and country).
- Please keep a copy of all your work. We cannot assume responsibility for lost items.

Late Policy

Please contact your instructor directly. Situations will be dealt with on a case-by-case basis.

Grading

Letter Grade	Percentage
A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77

Please refer to the [University Grading Policy for Graduate Courses](#) for additional information about University grading policies.

Deferred Grades

If you are prevented from completing this course within the prescribed amount of time, it is possible to have the grade for that course deferred with the concurrence of the instructor. To seek a deferred grade, you must submit a request in writing (by e-mail or surface mail) to the instructor describing the reason(s) for the request. It is up to your instructor to determine whether or not you will be permitted to receive a deferred grade. If for any reason the course work for the deferred grade is not complete by the assigned time, a grade of "F" will be automatically entered on your transcript.

For a refund schedule, please see the [World Campus Student Policies](#) Web site.

Accommodating Disabilities

Penn State encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the [World Campus](#) in advance of your participation or visit

Netiquette

The term "Netiquette" refers to the etiquette guidelines for electronic communications, such as e-mail and bulletin board postings. Netiquette covers not only rules to maintain

civility in discussions, but also special guidelines unique to the electronic nature of forum messages. Please review [the section on "Netiquette"](#) in our World Campus student orientation, "WC 101," for specific guidelines.

Additional Course Policies

For information about additional policies such as course fees, course drops and refunds, and a refund schedule, please see the [Admissions Fact Sheet](#) for the Master's Degree in Teacher Leadership