

**Fayetteville State University  
College of Arts and Sciences  
Department of Chemistry and Physics  
PHYS 121--01**

**SYLLABUS**

**I. LOCATOR INFORMATION:**

Semester: **SUMMER I**

Year: **2016**

Course Number	Name	Credit Hours	
PHYS 121	COLLEGE PHYSICS I	4	

**I. Locator Information:**

Instructor: **Dr. Abdirahman Y. Abokor**

Course # and Name: **PHYS 121-01**

Office Location: **ST 321**

Semester Credit Hours: **4.0**

Office hours: **MTWR 10:45 AM – 02:00 PM**

Location: **Lecture: Science & Technology (ST) 338**

**F 10:45 AM – 12:45 PM**

**Lab.: Lyons Science (LS) 219**

Day and Time Class Meets: **Lecture on MWF 08:00 AM – 10:30 AM**

**Lecture Room Science & Technology (ST) 338**

**Lab on TR 08:00 AM – 10:30 AM**

**Lab. Room Lyons Science (LS) 219**

Total Contact Hours for Class: **5.0**

Office Phone: **(910) 672-1358**

Email address: **[aabokor@uncfsu.edu](mailto:aabokor@uncfsu.edu)**

Departmental Office Location: ST Room 305

Departmental Office Telephone: 672-2441

**The following statement should appear on the first page of each course syllabus:**

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

## II. COURSE DESCRIPTION:

A calculus-based introductory study of Newtonian mechanics, wave motion, thermodynamics, and related concepts, with special emphasis on problem-solving and with laboratory emphasis providing practical knowledge in handling laboratory apparatus, data collection, and data interpretation related to topics discussed in the lectures. The objective behind studying these principles is to cultivate an interest in the student to understand the natural laws and to develop analytical skills for the student to be able to tackle some of the fundamental problems in nature.

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

## IV. Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: <http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf>

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall  
Licensed Professional Counselor  
Spaulding Building, Room 167  
(910) 672-2167  
[dhall9@uncfsu.edu](mailto:dhall9@uncfsu.edu)

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
[lmelvi10@uncfsu.edu](mailto:lmelvi10@uncfsu.edu)

**Reporting an Incident of Sexual Misconduct** - The University encourages students to **report** incidents of sexual misconduct. A student who wishes to **report** sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator  
Barber Building, Room 242  
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University's Police and Public Safety Department at (910) 672-1911.

V. TEXTBOOKS:

**Fundamentals of Physics** (10<sup>th</sup> Edition- Extended) by *Halliday, Resnick, and Walker*  
John Wiley & Sons, Inc. (2014) ISBN: 9781118230725

**Lab.:** Physics Laboratory Manual (4<sup>th</sup> Edition, Cengage) by *David H. Loyd*.

**ISBN:** 9781133950639     **Digital ISBN10:** 1-133-95063-9 (e-Book Digital Edition).

Note: If you choose to purchase the Digital Edition, you are limited to print out up to one-third of the material. It is, therefore, advisable that you print the Lab. Report Sheets only. You can also contact the publisher or access the website:

<http://www.cengagebrain.com/shop/search/9781133950639> and under “Purchase Options” click on e-Chapter to purchase one lab material at a time.

VI. SPECIFIC COURSE OBJECTIVES AND COMPETENCIES:

In view of the scope and sequence of this course, the following objectives have been identified. (Numbers in parentheses identify competencies established by the State Department of Public Instruction for Middle Grades Education majors. Numbers in square brackets identify competencies established by the State Department of Public Instruction for High School Education majors).

Students shall:

- A. Understand the relationships between matter, energy, and motion.
  - 1. List the International System units of measure for length, mass, volume, time, and force; and apply the basic metric system prefixes to these measurements.
  - 2. Define mechanics, vector and scalar quantities, speed, velocity, acceleration, work, potential energy, kinetic energy, power, and momentum; and calculate any of these when given sufficient data. (physics 30) [physics 1.3] [physics 1.4]
  - 3. State Newton's three laws of motion and use each to analyze the implications for objects at rest or in motion. (Physics 31) [physics 1.2]
  - 4. List and describe the properties of waves and waveforms and compare and contrast electromagnetic radiation with mechanics waves. (Physics 29) [physics 1.1]
  - 5. Explain and interpret heat, temperature, specific heat, heat capacity, entropy, plasma, latent heat of fusion, latent heat of vaporization, and the laws of thermodynamics. (Physics 29) [physics 1.1]
- B. Demonstrate the practical aspects of the above theoretical and conceptual learning outcomes
  - 1. Demonstrate familiarity with the use of specific lab tools and equipment such as a metric rulers, calipers, digital scales, digital thermometers, digital voltmeters, ammeters, and ohmmeters, instruments that measure pH values of chemical solutions.
  - 2. Demonstrate proficiency in utilizing a computer for data analysis and communication (Excel, Word, Powerpoint) for lab. reports, research papers, and other assignments.

3. Communicate using standard scientific format using laboratory report procedures and conform to the laboratory report rubrics. Prepare research papers as a means to demonstrate their ability to communicate scientific information.
  4. Apply the scientific process, including creating and assessing hypotheses, testing hypotheses, and interpreting and expressing results of observation and experimentation as assessed by laboratory assignments and presentation of research.
- C. Demonstrate the practical aspects of the above theoretical and conceptual learning outcomes and apply to situations common to daily life
1. Demonstrate familiarity with the use of specific lab tools and equipment such as a metric rulers, calipers, digital scales, digital thermometers, digital voltmeters, ammeters, and ohmmeters.
  2. Apply the use of scientific equipment and lab tools to situations that involve daily life as preparing ingredients with appropriate measurements, making necessary conversions between metric and English units, and measuring the temperature of the food that is being cooked.
  3. Demonstrate proficiency in utilizing a computer for data analysis and communication (Excel, Word, Powerpoint) for lab reports, research papers, and other assignments.
  4. Communicate using standard scientific format using laboratory report procedures and conform to the laboratory report rubrics. Prepare research papers as a means to demonstrate their ability to communicate scientific information.

## VII. EVALUATION CRITERIA:

The progress of each student will be evaluated by means of FOUR exams to be given during summer I, quizzes (both on-line and off-line), reports related to the laboratory exercises to be performed, and a comprehensive final examination. The lowest exam may be dropped at the discretion of the instructor.

### A. Grade Distribution:

Final grades will be determined by weighting the averages and scores from the above-mentioned evaluative activities.

Four Exams	40%
Quizzes	15%
Laboratory Exercises	25%
Final Examination	20%

### B. Grading Scale:

The final letter grade assigned to the student will be based upon the following numerical equivalencies as stated in the University Catalog.

A =	90	-	100	Superior
B =	80	-	89	Good
C =	70	-	79	Marginal
D =	60	-	69	Below marginal
F =	Below		60	Failure

## **REVISION OF GRADES – STUDENT RESPONSIBILITIES**

The following revisions become effective on August 16, 2007.

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

**STUDENTS:** Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw\* from it. *\*See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

**STUDENTS:** Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *\*See warning below about class withdrawals.*

### **NEW FINAL GRADE:**

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grade is equivalent to an F grade in the calculation of the GPA.

**STUDENTS:** You must attend (or withdraw\* from) all the classes for which you are enrolled. *\*See warning below about class withdrawals.*

### **WARNING ABOUT CLASS WITHDRAWALS:**

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.

- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

**VIII. Academic Support Resources** – Frequently access Blackboard for Lecture Notes, Assignments, On-Line Quizzes, Grades, etc.

**IX. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE:**

Lectures and laboratory exercises will be undertaken in accordance with the following assignment schedule. It is also assumed that in addition to the topics listed below, the student is assigned both the textual material as well as the exercise problems at the end of the chapters. Any item listed below may be arbitrarily changed by the instructor for his convenience, or as the constraints imposed by equipment and space limitations may compel.

**Topic Outline:** This course will cover Chapters 1-20. The syllabus is as follows:

<b>Date (Tentative)</b>	<b>Topic</b>
Week of May 30 <sup>th</sup>	Chapter 1: Measurement, International System of Units, Fundamental Physical Quantities in Mechanics, Changing Units
	Chapter 1 continues Chapter 2: Motion Along a Straight Line. Sections 2.1 – 2.8
	Chapter 3: Vectors. Sections 3.1 – 3.7
	Chapter 4: Motion in Two and Three Dimensions. § 4.1 – 4.7 Chapter 5: Force and Motion – I § 5.1 – 5.8
Week of June 6 <sup>th</sup>	Chapter 6: Force and Motion – II § 6.1- 6.4 <b>Exam 1: Friday, June 10 (Chapters 1 - 5)</b>
	Chapter 7: Kinetic Energy and Work. § 7.1 – 7.7
	Chapter 8: Potential Energy and Conservation of Energy. § 8.1 – 8.7
Week of June 13 <sup>th</sup>	Chapter 9: Center of Mass and Linear Momentum. § 9.1 – 9.11 Chapter 10: Rotation § 10.1 – 10.10
	Chapter 11: Rolling, Torque, Angular Momentum § 11.1 – 11.11 <b>Exam 2: Friday, June 17 (Chapters 6 - 11)</b>
Week of June 20 <sup>th</sup>	Chapter 12 Static Equilibrium. § 12.1 – 12.5 Chapter 13: Gravitation. § 13.1 – 13.8

Date (Tentative)	Topic
	Chapter 14: Fluids. § 14.1 – 14.10
	Chapters 15 Oscillations. § 15.1 – 15.9 <b>Exam 3: Friday, June 24 (Chapters 12 - 15)</b>
	Chapters 16 and 17: Waves – I and Waves – II § 16.1 – 16.12 and § 17.1 – 17.8
	Chapters 18, 19, and 20: Temperature, Heat, and the First Law of Thermodynamics. The Kinetic Theory of Gases. Entropy and the Second Law. <b>Exam 4: Take Home(Online) (Chapters 18 – 20)</b>
<b>FINAL EXAM: Tuesday, June 28, 2016 at 8:00 AM in ST 338</b>	

## VII. COURSE REQUIREMENTS:

Students are required to:

1. Attend all lecture and laboratory sessions, except in cases of illness and other unforeseen emergencies. It is the student's responsibility to contact the instructor about the steps that must be taken for making up any and all missed work. It is recommended that contact with the instructor take place within twenty-four (24) hours of having missed class. See the university catalog for the details.
2. Be punctual. Attendance will be taken promptly at the beginning of each session. Any student coming in after the roll has been called will have been marked absent. It is the student's responsibility to see that all tardies have been duly noted. Students will also be charged with a tardy for departure from the class before the specified end of class. The accumulation of three (3) tardies will result in the student being charged with one (1) absence.
3. Participate actively in classroom discussions and activities. Two key ingredients of every student's learning are sharing opinions and experiences with others, and interacting with others in the teaching-learning situation.
4. Read over and take notes on the indicated chapters BEFORE they are presented in class. This activity mentally prepares one for the learning experience. It also is important because it raises questions that one needs to have answered in order to fully understand concepts presented.
5. Take notes in class. Recopy these notes at the first opportunity after class and certainly the same day as the class in which the notes were taken. Reconcile any discrepancies in the notes taken in class as well as with notes taken in initial reading. Add explanations or drawings or other examples for clarity.
6. Study about two hours for each hour of lecture. This is an absolute minimum for maximum success in a class.
7. Avail themselves of all pertinent audiovisual and computer-assisted instructional

materials.

8. Take examinations ON THE SCHEDULED DATES. No make-up examinations will undertake. An automatic grade of ZERO is recorded for any exam missed for any reason.
9. Be in compliance with the university policy on drugs which prohibits the possession or use of alcoholic beverages or illegal drugs on any part of the campus.
10. SEE THE INSTRUCTOR IMMEDIATELY WHEN SPECIFIC DIFFICULTIES ARE ENCOUNTERED.

IX. TEACHING STRATEGIES:

The primary teaching strategy for this course will take the form of lectures and demonstrations of the specific processes and effects related to the topics of interest. Particular sections of the course will be taught in accordance to the instructional styles of the individual faculty member.

BIBLIOGRAPHY

The textbook will be considered the primary resource in this class. However, textbooks often do not contain enough information or information in the manner that will be most advantageous for student learning. In light of these shortcomings, it is recommended that each student perform additional reading on each topic covered in class. This may be accomplished by seeking other physical science texts in the library or the instructor's office. It is recommended that the student read the following books:

1. Understanding Physics and Chemistry Using Formal Graphs
2. The language of physics : a foundation for university study / John P. Cullerne, Anton Machacek Oxford ; New York : Oxford University Press, 2008
1. University Physics by *Hugh D. Young and Roger A. Freeman* (Tenth edition 2010)
2. Physics for Scientists and Engineers by *Raymond A. Serway* (Third Edition 2010)
3. College Physics by *Franklin Miller* (Fourth edition).
4. The Feynman Lectures on Physics by *Richard P. Feynman, Robert Leighton, and Matthew Sands*
5. Teaching Children about Physical Science by *Elaine Levenson*, NY Tab Books, c1994

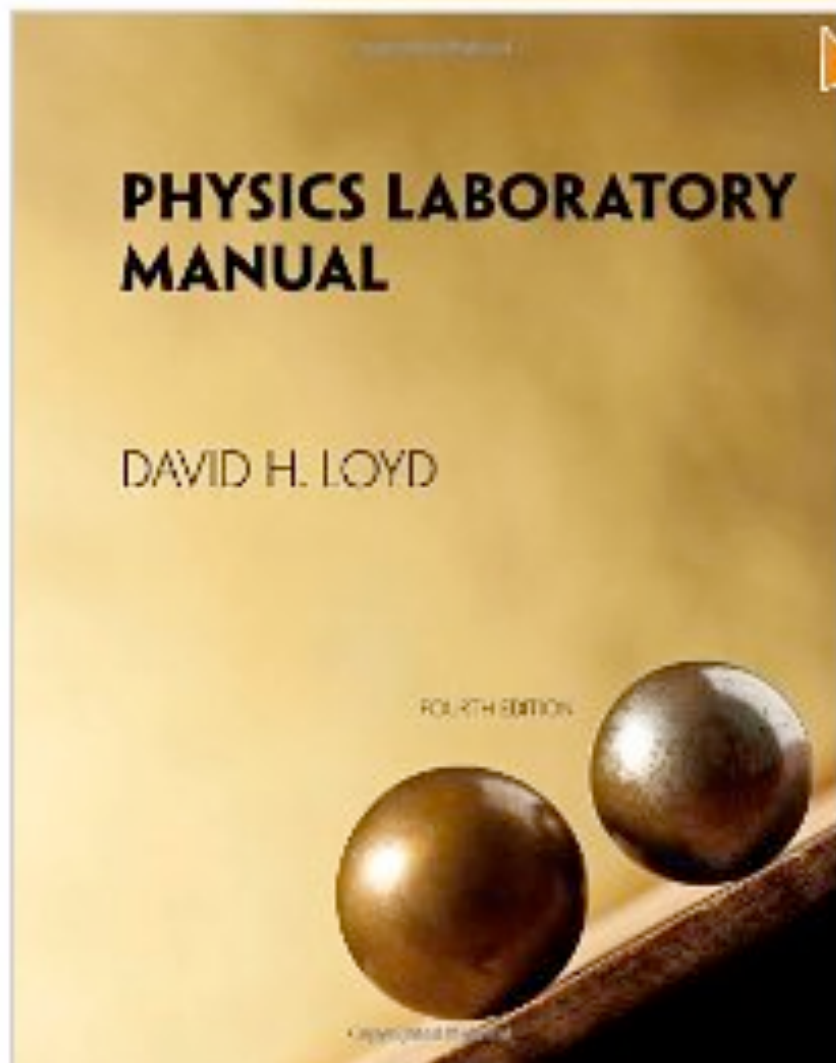
During the time frame in which this course is taught, far more exciting discoveries and interpretations will undoubtedly occur which will not be in texts. It is therefore recommended that the student routinely examine periodical literature such as: Science News, Science, Scientific America, American Journal of Physics, Physics Today, Physical Review, Physical Review Letters, and many others.



Fayetteville State University  
Department of Chemistry and Physics  
Physics 121-01  
Summer I, 2016 Lab. Schedule

<b>Lab. #</b>	<b>Title of the Lab.</b>	<b>Page #</b>
0	General Laboratory Information	1-11
2	Measurement of Density	23
3	Force Table and Vector Addition of Forces	33
4	Uniformly Accelerated Motion on the Air Track	43
9	Newton's Second Law on the Atwood Machine	95
10	Torques and Rotational Equilibrium of a Rigid Body	105
12	Conservation of Spring and Gravitational Potential Energy	127
14	Conservation of Momentum on the Air Track	149
20	Simple harmonic Motion: Mass on a Spring	207
23	Specific Heat of Metals	235

Click to **LOOK INSIDE!**



**Note:** The course text-book is available for you at FSU Bookstore without any charges. It is included in your tuition and fees.

**You will have to return it to the book-store after the session ends.**

## FAYETTEVILLE STATE UNIVERSITY

### DISRUPTIVE BEHAVIOR IN THE CLASSROOM

<b>Authority:</b>	Issued by the Chancellor. Changes or exceptions to administrative policies issued by the Chancellor may only be made by the Chancellor.
<b>Category:</b>	Academic Affairs
<b>Applies to:</b>	●Administrators ●Faculty ●Staff ●Students
<b>History:</b>	Approved – November 17, 2008 First Issued – December 9, 2008
<b>Related Policies:</b>	<i>The Code</i> of the Board of Governors of the University of North Carolina Fayetteville State University's <i>Code of Student Conduct</i> .
<b>Contact for Info:</b>	Provost and Vice Chancellor for Academic Affairs (910) 672-1469 Vice Chancellor for Student Affairs (910) 672-1211 Dean of Students (910) 672-1201

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#### I. Purpose

Section 608 of The Code of the Board of Governors of the University of North Carolina (the "UNC Code") explicitly states that "all students shall be responsible for conducting themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth and freedom of each member of the academic community are reported." The UNC Code further provides that "it shall be the duty of the chancellor to exercise full authority in the regulation of student affairs and student conduct and discipline."

Disruptive classroom behavior is also a violation of Fayetteville State University's *Code of Student Conduct* (Section III.B.5.e.) which defines disorderly conduct to include acting in a manner so severe, pervasive, and objectively offensive that it materially or substantially interferes with normal classroom procedures.

This policy is intended as initial response before enforcing Section III.B.5.e. of the university's *Code of Student Conduct* ("Code") as it relates to classroom conduct and to enforce the right of all students to receive instruction without interference by disruptive behavior from other students. This policy should be used as a first resort before referring conduct to the Dean of Students for a violation under *Code*.

This policy is not intended to address behavior that poses an imminent threat or danger to

the student or others. Such behavior should be immediately reported to the Campus Police and the Vice Chancellor of Student Affairs.

## II. DEFINITIONS

- A. Classroom – Any setting, such as regular classrooms, laboratories, sites of field experiences or internships, or other settings, in which instruction is provided by an FSU faculty member.
- B. Faculty Member – Any individual authorized by Fayetteville State University to provide instruction in a course in which students have the opportunity to earn academic credit.
- C. Disruptive Behavior – As used in this policy, any student behavior that interferes with instruction and learning. Examples include, though are not limited to, the following:
  - 1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
  - 2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
  - 3. Use of cell phones and other electronic devices in violation of the class syllabus;
  - 4. Overt inattentiveness (sleeping, reading newspapers);
  - 5. Eating in class (except as permitted by the faculty member);
  - 6. Threats or statements that jeopardize the safety of the student and others;
  - 7. Failure to follow reasonable requests of faculty members; and/or
  - 8. Entering class late or leaving class early on a regular basis.

Faculty members have the right to clarify specific forms of disruptive behavior beyond those cited above.

## III. LIMITATIONS

This policy does not apply to situations in which faculty members believe that a student's behavior **poses a threat to the student's own safety or the safety of others**. In such cases, faculty members shall report the potentially dangerous behavior to the Vice Chancellor for Student Affairs who will determine the appropriate response to the

information provided. If there is an immediate threat or danger of bodily harm, the faculty shall report that behavior to the Campus Police immediately.

#### **IV. RESPONSIBILITIES OF FACULTY MEMBERS**

##### **A. Instructional Setting**

Faculty members are responsible for maintaining an instructional setting in which the rights of all students are respected. To establish such a setting, faculty members are responsible for:

1. Behaving in ways that exhibit professionalism and civility;
2. Providing in the course syllabus clear statements of expectations for student behavior; and
3. Using instructional strategies that encourage students' active engagement in the learning process.

##### **B. Application of Policy**

Faculty members are responsible for applying this policy in a reasonable manner (as defined by what most faculty members in similar circumstances would consider reasonable). Faculty may not use the policy to limit the rights of students to express points of view different from that of the faculty member or other students.

Faculty members should seek guidance in handling cases of classroom misconduct from the Dean of Students and/or Legal Counsel. Current case law in higher education has been fairly consistent in setting higher standards of due process in conduct cases involving students than in academic cases.

##### **C. Reporting an Incident of Disruptive Behavior**

Each incident of disruptive behavior should be reported to the Dean of Students. Faculty members shall report such incidents on the university's *Report of Disruptive Classroom Incident* form which is included as a part of this policy.

#### **V. RIGHTS AND RESPONSIBILITIES OF STUDENTS**

##### **A. Knowledge of and Adherence to this Policy**

Students are responsible for knowing and adhering to the provisions of this policy. Claims of ignorance of the policy will not excuse unacceptable behavior.

##### **B. Complying with Requests from Faculty Members**

Students are required to comply with requests aimed at reducing disruptive behavior, such as requests to move to another seat, to put away cell phones and other devices, and to leave the classroom. Students must recognize that failure to comply with a faculty member's request constitutes an additional occurrence of disruptive behavior. A student's belief that a faculty member is applying this policy unfairly is **not** a basis for refusing to comply with that faculty member's directive.

### **C. Right of Appeal**

There shall be no right of appeal for actions listed under Section VI. Severe sanctions (such as permanent removal from a class) cannot be imposed without the student being formally charged in accordance with the Code. Students charged with a violation of the *Code* must be advised of their rights as well as offered the opportunity for a hearing. Imposed

## **VI. RESPONSES TO DISRUPTIVE CLASSROOM BEHAVIOR**

When a faculty member determines that a student is engaging in disruptive behavior, the faculty member may take the following actions.

### **A. Direct Student to Cease Disruptive Behavior**

A faculty member may ask a student to cease talking, use of cell phone or other device, or other behaviors that are disrupting class. Faculty members should strive to make requests in a respectful manner and tone.

### **B. Direct Student to Change Seating Locations**

The faculty member may request a student to change his or her seating location to minimize disruptive behavior

### **C. Require Student to Have an Individual Meeting with the Faculty Member**

The faculty member may meet with the student to discuss the disruptive behavior and warn him or her of the consequences of its continuation.

### **D. Direct Student to Leave Class for the Remainder of the Class Period**

A directive to leave class for the remainder of the class period should be made only after the faculty member has had an individual conference with the student to warn the student of the consequences of continued disruptive behavior.

An exception to the requirement that a conference be initially held shall be when a student's behavior is threatening or abusive to others or is a potential threat to the

safety of the student and/or others. If a student, who exhibits such behavior, refuses to leave class as directed by the faculty member, the faculty member may contact FSU's Police Department to request that the student be removed from the class.

#### **E. Dismiss Class for the Period**

A faculty member may dismiss class if he or she concludes that the disruptive behavior is so severe as to make instruction impossible. A faculty member is required to inform his or her immediate supervisor when a class is dismissed for this reason.

#### **F. Deduct Points from a Student's Grade**

A faculty member may deduct points from the final grade of students who continue to disrupt class despite repeated warnings by the faculty member. The student's grade shall not be reduced by more than one letter grade for disruptive behavior. The faculty member may deduct points from a student's grade only if the faculty member has had at least one individual conference with the student.

#### **G. Filing a Complaint with the Dean of Students**

If a faculty member is considering more severe sanctions against a student who is engaging in disruptive classroom behavior, the faculty member shall consult with the Dean of Students regarding filing a complaint against the student under the *Code*. Severe sanctions (such as permanent removal from a class) cannot be imposed without a formal charge for disorderly conduct or some other *Code* violation. A student who has been charged with a violation of the *Code* must be advised of his/her rights as well as offered the opportunity for a hearing.