

EDU 170
EDU 170: DIVERSITY AND JUSTICE IN EDUCATION
 FALL 2021

Course Information	
Classroom	Eppley 423
Meeting Times	T-Th, 12:30-1:45
Required Text Book	Johnson, J.A. et al. (2018). Foundations of American education, 17 th Edition.

Description

The course, both lecture and field-based oriented, provides inquiry into the field of teacher education. Problem-solving and critical-thinking case studies will provide opportunities for students to explore the purposes of education, development of curriculum, cultural diversity of students and families, and the history and philosophy of education. This course incorporates and includes dual registration with the COM 101 Oral Communications course.

Professor	Max Engel, Ph.D.
Office	Eppley 441
Phone	402-280-3162
Email	MaxEngel@creighton.edu

Office Hours

Office hours this semester are by appointment only and will be conducted by Zoom unless other arrangements are made. Availability is listed below.

M Research Day	T 2-4	W Noon-3	T 2-4	F 9-10
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Education Department Statement of Purpose

Mission

We empower teachers, administrators, and counselors to transform the lives of their students by preparing graduates to be compassionate and effective leaders in the Jesuit tradition.

Vision

In the Jesuit tradition, we graduate women and men who build a better world by living and leading according to these charisms:

- Reflective practice (contemplation in action),
- Care for others (*cura personalis*),

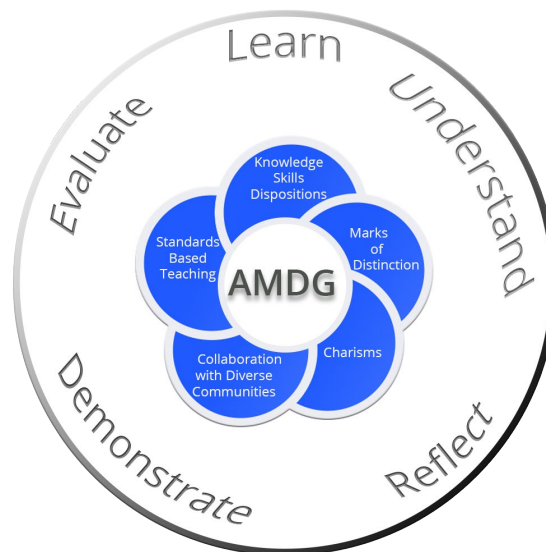
- Promotion of service, justice, and inclusive community (men and women for and with others),
- Sharing gifts for the greater good and the greater glory of God (*magis, ad majorem Dei gloriam*).

Marks of Distinction

We will be known for:

- Placing the Jesuit charisms and Ignatian pedagogy at the center of all coursework.
- Emphasizing social justice so that our graduates are formed to lead in highly diverse schools.
- Providing specialized preparation so that our graduates are ready to serve students with diverse needs and backgrounds in P-12 schools.
- Providing specialized preparation for those who wish to serve in Catholic schools.

Teacher Prep Conceptual Framework



Preparing Effective Teachers in the Jesuit Tradition

Our Teacher Preparation Program begins all that we do with the goal of serving God and God's greater glory (AMDG). From this goal unfolds each of the focal points of our program. The knowledge, skill, and disposition standards of the teaching profession guide our learning outcomes and are the basis of our accreditation with the Nebraska Department of Education and the Council for the Accreditation of Educator Preparation. Our Education Department marks of distinction include specialized preparation for teaching in highly diverse schools as well as specialized preparation for teaching in Catholic schools. The charisms, or core values, guide our preparation of teachers for public, private, and Catholic schools. These core values are rooted in

the life and writings of Saint Ignatius of Loyola. We ourselves and our students collaborate with a wide variety of people from diverse communities to make our world better, one student at a time. Lastly, we expect our students to align their practice in schools with state and professional standards. The circle surrounding our central goal and focal points sets forth the vision we have for our graduates; effective teachers who use the Ignatian Pedagogical Paradigm to reflect and evaluate their practice based on a personal understanding and care for their students.

Academic Accommodations

If you have a disability that will require academic accommodations, you need to do both of the following as soon as possible: (1) contact the Office of Disability Services located in Old Gym 437 (402-280-2166) in order to obtain a letter verifying your disability and the accommodations needed, and (2) contact your instructor to discuss what reasonable accommodations can be made.

CATALOG DESCRIPTION

(Repeated from page 1) The course, both lecture and field-based oriented, provides inquiry into the field of teacher education. Problem-solving and critical-thinking case studies will provide opportunities for students to explore the purposes of education, development of curriculum, cultural diversity of students and families, and the history and philosophy of education. This course incorporates and includes dual registration with the COM 101 Oral Communications course.

Fit to Core:

This multidisciplinary course (sociology, history, philosophy, religion, and political science) promotes critical and creative dialogue through the integration of case studies, dilemmas, simulations, and current issues based in American education. It asks “how has history, philosophy, religion, and sociology molded education since it reached the eastern seaboard of the colonies?” and “what impact have courts, diversity, ethics, and technology had on the ideal of social justice?” These questions, among others, will serve as the foundation of our exploration of American education related to purposes of schooling, curriculum development, and diversity of students and families.

It is anticipated that an introduction to the content material will occur in authentic situations and that these will allow for rich in-class activities where collaboration and reflection are required.

A major component of this course exposes the student to P-12 students and their context. It speaks of “diversity” as “difference” and asks the student to research, understand, reflect, and interact with the multiple dimensions of diversity, including, but not limited to ethnicity, exceptionality, religion, educational status, socioeconomic status, age, and geographical location.

In a usual semester, the EDU 170 classes visit schools as part of the authentic experience in American education. However, as a result of the global COVID-19 pandemic this

semester will provide alternative school experiences to meet the same learning objectives.

The school experiences, in conjunction with the course content, offer students opportunities to confront their beliefs and biases regarding the purposes of schooling and teaching effectiveness with diverse populations. For example, course assignments such as the summative analysis of school experiences, the Students and Their Context research essays, and then a culminating speech presentation will provide opportunities for students to evaluate injustice and inequality, to question the purposes of schooling in light of “human dignity,” and to demonstrate research and communication skills.

The Education Department advocates the Jesuit charisms of: *cura personalis*, *magis*, men and women for and with others, contemplation in action, and finding God in all things. These charisms will be introduced within the EDU 170 course, interwoven into course content and reflection, and authentically assessed through identification of effective teaching practice. Although interwoven throughout all of the course content, two of the four themes within the course relate directly to the charisms: understanding standards, curriculum design, and assessment (*magis*) and students and their context (*cura personalis*). These charisms speak directly to the tenets of effective education and the Catholic, Jesuit mission and tradition embodied in social justice and human dignity.

Course objectives

Magis Core Objectives:

2.I.1 Students will demonstrate the basic skills of information literacy, including critically evaluating information from sources and appropriately using and citing information.

4.I.2 Students will effectively deliver a formal oral extemporaneous presentation of at least 5 minutes in length that is appropriate for a specific audience, in terms of content, organization, and delivery.

3E.I.1 Students will explain the concepts of “service”, “social justice”, and “human dignity” as they are understood within the Catholic and Jesuit traditions, and how they are influenced by systems of social differentiation and by relative power and privilege.

6.R.1 Students will identify their own social locations and conditions and analyze a controversial issue by discussing their own values and perspectives and those of an unfamiliar community. [see prompt 6 on CST assignment]

6.R.2 - Students will evaluate and critique the way systems of relative power and privilege are reinforced.

EDU Objectives:

GOALS OF THE COURSE

	GOALS AND OUTCOMES	PROGRAM STANDARDS	INSTRUCTIONAL STRATEGIES	ASSESSMENT PROCEDURES
KNOWLEDGE				
The students will be exposed to and gain knowledge of:				
K-0	Creighton University Education Department's conceptual framework.	Standard 12	Lecture, Discussion	Unit 3 Assessment
K-1	Why people decide to be teachers	InTASC 9		Unit 3 Assessment
K-2	The characteristics of excellent teachers	InTASC 4		Unit 3 Assessment
K-3	The professional orientation of teaching: moral, social, and political dimensions of classrooms; ethical standards	InTASC 9		Unit 3 Assessment; CST & Research Topic analysis; Ethics in schools
K-4	The historical developments in education	InTASC 9		Unit 3 Assessment
K-5	Differing philosophies of education: perennialism, essentialism, progressivism, existentialism, reconstructionism, and Catholicism (Jesuit core values)	Standard 11		Philosophy of Education Matrix; Analysis of School
K-6	Landmark cases affecting P-12 schools; school law and policy affecting P-12 schools	InTASC 9		Unit 3 Assessment
K-8	Separation of church and state	InTASC 9		Unit 3 Assessment; Exit Slip
K-9	Curriculum: how it is selected and who decides what should be included	InTASC 7		Lesson Plan & Assessment
K-10	Value and use of technology in education	Outcome 12		Lesson Plan & Assessment
K-11	Future trends in educational practice	InTASC 9		Lesson Plan & Assessment

K-12	Authentic (formal and informal) assessment activities, including portfolios	InTASC 6		Lesson Plan & Assessment
K-13	Issues of diversity (educational instruction) as they relate to multicultural education, inclusion, and equity	InTASC 2		BL Posts
K-14	Ignatian charisms: education of the whole person, cura personalis, magis, men and women for and with others, service of faith and promotion of justice, leadership, and contemplation in action	Standard 11		Students and Their Context Research Project
SKILLS				
The student will demonstrate skills in:				
S-1	Analyze his/her characteristics and personality as they relate to being a good teacher	InTASC 9		Philosophy of Education Matrix Activity; Analysis of school
S-2	Describing the evolution of the American school system from early colonial time to the present	InTASC 9		Historical Perspective Activity
S-3	Identifying the type of educational philosophy that a teacher is using and the reasons for its use	InTASC 9		School visit discussions; Analysis of school
S-4	Evaluating teaching situations that might result in negligence and liability	InTASC 9		Unit 3 Assessment & Ethics video case studies
S-5	Describing how ethical standards govern good teaching	InTASC 9		Ethics video case studies
S-6	Comparing and contrasting curriculum materials for stated goals/objectives	InTASC 6,7		Lesson Plan & Assessment
S-7	Utilizing technology for educational purposes	InTASC 8		Lesson Plan & Assessment
S-8	Outlining historical, legal, and ethical issues related to the problems of inequality in education	InTASC 2		Historical Perspective Activity
S-9	Analyzing issues of diversity as they relate to multicultural	InTASC 9		Students and Their Context

	education, inclusion, and equity			Research Project
S-10	Identifying different theories of learning	InTASC 1		Philosophy of Education Matrix
S-11	Identifying authentic assessment procedures	InTASC 6		Lesson Plan & Assessment
S-12	Working as a member of a team	InTASC 10		Philosophy of Education Matrix & Card Game
DISPOSITIONS				
The student will demonstrate valuing dispositions of:				
D-1	Awareness of the evolution of the American school system	InTASC 9		Historical Perspective Activity / BL Posts
D-2	Awareness of the different philosophies of education as they apply to teaching	InTASC 9		Philosophy of Education Matrix
D-3	Awareness of the principles established in selected United States Supreme Court cases and potential liability situation in teaching	InTASC 9		Historical Perspective Activity
D-4	Awareness of ethical standards and how they relate to good teaching	InTASC 9		Ethics Case Studies
D-5	Utilization of technology in education	InTASC 8		Lesson Plan & Assessment
D-6	Diversity as related to multicultural education, inclusion, and equity	InTASC 2		BL Posts; Students and Their Context Research Project
D-7	Professionalism as an educator	InTASC 9		Unit 3 Assessment
D-8	Ignatian charisms: education of the whole person, cura personalis, magis, men and women for and with others, service of faith and promotion of justice, leadership, and contemplation in action	Standard 12		Students and Their Context Research Project & Unit 3 Assessment
D-9	Appreciation of the diversity among schools and the diversity within each school in a metropolitan area	InTASC 2		School visit discussions; Analysis of school

Weekly Course Calendar

Please see the initial module on the course BlueLine site to find a complete weekly course calendar. This calendar is subject to change; students will be notified of all changes.

COURSE REQUIREMENTS AND GRADING PROCEDURES

Requirement, percentages, and formula:

BlueLine Discussion Posts*	25%	Grade % x .20=
Unit 3 Assessment	5%	Grade % x .05=
Lesson Plan & Assessment Activity	5%	Grade % x .05=
Speech #1 (Homework grade)		
Critical Issues in Education Research Project		
(1) Research Phase: References (HW grade)		
(2) Research Essay	15%	Grade % x .15=
(3) Speech #2: Research Topic (HW grade)		
(4) Cath Soc Teach (CST) & Research Topic	5%	Grade % x .05=
(5) Preparation Outline (HW grade)		
Consult with Com. lab by class #25 (HW grade)		
(6) Speech #3 Presentation	15%	Grade % x .15=
Homework / Exit slips / Reading quizzes / Activities	15%	Grade % x .15=
Attendance and Participation	10%	Grade % x .10=
Analysis of School Visit (Philosophy in practice)	5%	Grade % x .05=

GRADING SCALE

Undergraduate	
A	100-95
A-	94-92
B+	91-89
B	88-86
B-	85-83
C+	82-80
C	79-77
C-	76-74
D	73-65
F	<65

Note:

All assignments are due on the stated due date. No late work is accepted. If a student does not attend class, assignments are expected as an email attachment by the beginning of class or uploaded on BL. If there are extenuating circumstances, the student must get explicit approval for an extension from the instructor. Extensions are not automatically granted. If an extension is granted, anticipate loss of at least 10% off the final grade per day.

Incomplete Final Grade:

A grade of "Incomplete" for this course will only be awarded for extreme or highly unusual circumstances.

BlueLine:

Information for the course can be found on the website. Directions for accessing the website are:

1. <https://blueline.instructure.com/> (Cut and paste into toolbar.)
2. Type in your NET ID / Username and BLUE Password
3. Click "Sign In."
4. Select EDU 170 under the "Courses" drop down menu.

Students can access the course syllabus and assignment outlines among other things that will support and enhance learning in this course. Questions regarding grading should be directed to the instructor.

Submission of Assignments:

Some assignments are expected to be submitted electronically on BL: e.g. Annotated Bibliography, Analysis of a School, Research Essay #1. However, some assignments are to be brought to class in hard-copy: e.g. Unit 3 Assessment and Lesson Plan & Assessment activity. Expectations will be posted on BlueLine.

COURSE REQUIREMENT DESCRIPTIONS

I. Speech #1: Getting up in Front of Others and Identifying Oneself (1-2 mins)

This experience early in the semester is intended to introduce students to oral presentations in a low-stakes manner.

II. Critical Issues in Education Research Project, including Research Topic, Annotated References, CST Template, Critical Essay, and Speech Presentations #2 & #3.

Class members will select a current education-related topic to research utilizing periodical literature. Prospective topics will be provided in class. Students may suggest additional topics for the presentation; these must be first approved by the instructor. Over a period of weeks, they will submit an annotated bibliography, a completed CST template, a Research Topic Speech (#2), a Critical Essay of 4-7 pages of text, and a Final Speech 3 Presentation. Collectively, these assignments should:

- 1) demonstrate basic skills of information literacy, including evaluating and incorporating current scholarly literature on the topic, and citing it appropriately
- 2) thoroughly introduce the history, impact, and at least two points of view related to the given topic

- 3) summarize the student's own context related to the topic, analyze the topic in relation to the student's experiences and biases, and evaluate the topic's significance for unfamiliar communities or individuals
- 4) summarize the concepts of "service" and "social justice" in the Catholic and Jesuit traditions
- 5) evaluate the how the topic has impacted, currently impacts, or may impact education and the attainment of the social and just ideal of equal access to excellent education for all students in contemporary society
- 6) Explain how education and strategies for education enhance or limit understanding and attainment of "human dignity" as understood in the Jesuit and Catholic traditions (
- 7) evaluate and critique the impact of one's chosen topic in terms of past and/or potential substantiation or dismantling of systems of social differentiation

Explicit rubrics will be provided in class. This essay and feedback from the instructor will be used to develop Speech #3 presented at the end of the semester.

III. Annotated References

The course objectives include "Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information." To this end, students will create an annotated references list with a given number of entries from the past ten years on the topic they will be presenting on in their speeches. Explicit directions and expectations will be provided in class.

IV. Critical Essay

Standards for Essay

1. Research essays must be typed, double-spaced, and adhere to the length assigned.
2. Content of essay should integrate learning in the course, including articulations of human dignity and social justice; evidence of research; and personal reflection of educational issues.
3. Scholarship includes organization, writing style, and grammar. Organization is defined as the orderly flow and clarity of the essay or presentation. A clearly delineated introduction, exploration of the issue of problem, and statements of reflection and conclusion are required. The use of APA – American Psychological Association (7th Ed) – style is required for identification of material utilized in your essay and reference lists. The instructor will provide specific APA elements evaluated on each essay to you. Correct grammar is essential.
4. Grading expectations are included in the grading rubrics provided in class. Essays may be submitted early for review.
5. Late essays are not accepted, unless due to extenuating circumstances and prior approval is given. Consult with the instructor ASAP. If an extension is granted, a 10% per day penalty off the final score may be administered.

V. Speech #2: Research Topic Presentation (4-6 min)

This experience is intended to give students practice presenting a speech in conjunction with the culmination instruction in the 8-week COM 101 experience. A formal outline is expected for the COM 101 course and so students should use the content of their Research Essay as the basis for the outline they create for COM 101 and then use that outline as the basis for their Speech #2. Explicit expectations will be communicated later in the course. Students may attend a consultation with the Communications Lab for speech #2 to meet their requirement to attend at least one consultation with the Com Lab.

An approximately equal number of students will be divided into separate rooms or online discussions for these speeches. The speeches will be recorded. Peers are expected to participate by providing feedback on the speeches and evaluating insights into the various research topics.

*** Students are required to schedule and attend a consultation with the Communications Laboratory in preparation for either Speech #2 or Speech #3.

VI. CST Template

Students will analyze their research topic and associated factors using the lens of Catholic Social Teaching and the Jesuit commitment to justice as presented in the course. This analysis will be incorporated into the student's final Speech #3.

VII. Speech #3 Final Presentation: Critical Issues in Education (7-9 mins)

This speech extends the research and analysis evident in the Students and Their Contexts Research Project. Students are expected to have an outline of their research and ideas based on their research paper and feedback from the EDU instructor for this consultation with the Communications faculty member.

*If speeches are to be presented in a face to face format: Each student is expected to attend class for each day of presentations, even if his/her presentation is completed. Common courtesy and respect as well as the need to be present to learn about the material being presented dictate this. If a student is absent without a formal, written excuse during a Presentation day but is not scheduled to present, that student will be required to attend the "Reserve" day scheduled for our exam date and time (or an alternative day) and will be given an assignment on the topics presented upon during the student's absence. If the student is unable to attend, his/her presentation grade will be penalized 50%. If a student is absent on the day he/she is scheduled to present, that student will lose all the points for the presentation unless there are documented extenuating circumstances, in which case an alternative may be developed in coordination with the EDU Department Chair and possibly the Dean (or the Dean's designee) of the College of Arts and Sciences.

It is imperative that you plan to attend class on the “Reserve Day,” which is the university-scheduled exam time. In other words, do not make travel plans to leave campus until after this day and time.

VII. School Visits

Because we will not visit schools in the fall of 2021, Unit 5 is designed to engage students with a range of schools to answer the question, “What is going on in schools today?” These learning experiences will be characterized by an encounter with a school or element of schooling, analysis, and evaluation based on course content. This unit culminates in a final Analysis of a School, which includes explanation of the philosophical premises evident in the school. A detailed rubric will be provided in class.

VIII. Assessments

Two assessments will be administered throughout the semester: “Unit 3 Assessment” and “Lesson Plan and Assessment activity.” Dates and materials covered in the assessments are noted in the Course Schedule; point values are listed above. The formats for the assessments may vary; the instructor will outline the format at least by the class prior to the assessment.

IX. Homework and Exit Slips

To maximize student learning and student success, homework assignments and exit slips that are based on course readings or extend them may be given throughout the semester.

X. Reading Quizzes

Reading quizzes may be periodically assigned to assess student retention of assigned readings. These will be tabulated as a “Homework” grade.

XI. BlueLine (BL): Please see “Introduction to BlueLine Discussion Groups” on our course BL page

Note: “Magis Posts” are evaluated on a 20 pt. scale b/c of their expectation to directly evidence attainment of Magis Core objectives.

XII. Participation / Attendance

Class participation is an essential element of student learning. Many in-class activities, including case studies, articles, and role-playing, will necessitate student participation. Students are expected to have the assigned readings with them in class and be able to begin class by responding to comprehension questions from assigned readings and constructively engage in discussions referencing course readings and topics. If a student does not come with the requisite materials or repeatedly is unable/unwilling to participate, this will negatively impact the student’s participation grade.

If the course is forced to be delivered in an online format, “participation” is understood to include but not be limited to the following: prompt responses to emails from peers and the instructor, timely communication and exchange with partners for assigned projects, thorough and accurate feedback to peers, and respectful and engaged participation in synchronous online Zoom sessions (if applicable, please see BL site for “Zoom etiquette”), and other assigned activities. While you zoom, your background is visible unless you choose a virtual background. Please remove distractions and remind roommates/family of your schedule.

Participation and Attendance Rubric

25 points	In the whole class forum, the student volunteers to participate most days, if not each day, and relates readings to discussion, extends the discussion with valuable insights, and inspires conversation. The student always engages in paired and group discussions with respect and insight as well as unusual depth.
24 points	In the whole class forum, the student volunteers to participate regularly—almost every class - at least each week. The student engages in paired and group discussions with respect and insight.
23 points	In the whole class forum, the student volunteers to participate consistently—every other class or so. The student engages in paired and group discussions with respect and insight. The student provides thorough and substantive feedback to peers on assignments and speeches.
22 points	In the whole class forum, the student volunteers to participate regularly—every few classes or so. The student participates when called upon. The student engages in paired and group discussions with respect and insight. The student always provides thorough and substantive feedback to peers on assignments and speeches.
21 points	In the whole class forum, the student rarely volunteers to participate—a few times per half of the semester. The student participates when called upon. The student engages in paired and group discussions with respect and insight. The student always provides thorough and substantive feedback to peers on assignments and speeches.
20 points	In the whole class forum, the student usually participates when called upon but does not volunteer to participate. The student engages in paired and group discussions with respect and insight. The student usually provides thorough and substantive feedback to peers on assignments and speeches.
17-19	In the whole class forum, the student usually participates when called upon but does not or rarely volunteers to participate. The student sometimes engages in paired and group discussions with respect and insight, but at others seems disinterested or unable/unwilling to engage with the topics. The student sometimes provides thorough and substantive feedback to peers on assignments and speeches.

10-16 points	The student talks when others are talking, or is otherwise disrespectful. The student sends and reads <u>text messages</u> during class or is distracted in some other way such as Internet surfing. The student on more than one occasion is a reluctant or disinterested participant in paired and group discussions.					
0-9	The student is or has been egregiously disrespectful to members of class or the instructor in a whole group forum or in small group or paired discussions.					
25 points are awarded per half semester for a total of 50 points. However, the points are subtracted from a total of 50. (e.g. 8 unexcused absences = -30 total). Recall: 3 unexcused tardies = unexcused absence.						
0-2 Unexcused absences = -0 points.	3 unexcused absences = -5 points	4 unexcused absences = -10 points	5 unexcused absences = -15 points	6 unexcused absences = -20 points, etc.	9-11 unexcused absences = 0 points for participation	12 or more unexcused absences = course failure

Attendance is required to participate and necessitates being present for the entire class period. Events and activities occur during a class session that cannot be reconstructed or imparted at a later date, for example the Unit 3 Assessment and the Lesson Plan & Assessment Activity. 10% of a student's grade is based on attendance and participation. Please contact me if you will be absent, in person if the absence is anticipated, or through email otherwise. Two absences will be tolerated without direct penalty (except for Presentation days: see above). Each subsequent unexcused absence will drop the participation grade 10% each. For instance, three unexcused absences will drop the participation grade 10% (5 points), four absences 20% (10 points), etc. Nine unexcused absences results in forfeiture of the participation points. Twelve or more unexcused absences will result in failure for the course. ****Note:** an absence may be excused with a note from health services for an illness or from a sponsoring organization causing the absence (e.g. athletic team, service organization, etc.). An excused absence must be documented as such by the subsequent class or it will remain unexcused. In the event of a family emergency, contact me as soon as possible; documentation may need to be arranged.

If the student misses an assessment or quiz, he/she must arrange to make up the missed assessment with me, either in person or over email as soon as possible. This opportunity ends three workdays after the student's absence. In this instance, a student will receive a 0 grade for that assessment/quiz. If a student requests to take an assessment/quiz at a time other than the regularly scheduled class time, that individual should anticipate receiving the assessment/quiz in a different format with different questions related to the same material.

Three tardies—defined as arriving after the instructor begins class—equate to an unexcused absence for grading purposes. This penalty may result in the lowering of one’s grade.

REQUIRED COURSE MATERIALS

Johnson, J. A., Musial, D., Hall, G. E., & Gollnick, D. M. (2018). *Foundations of American education: Becoming effective teachers in challenging times* (17th ed.). Boston, MA: Pearson.

JOURNALS THE STUDENT MAY WISH TO CONSULT FOR THE COURSE

American Educator
Childhood Education
Education

Education and Urban Society

Educational Horizons
Educational Leadership
International Studies in Catholic Education
Journal of Teacher Education
Journal of Catholic Education
Momentum: Journal of National Catholic Educational Association
Multicultural Education
Phi Delta Kappan

POLICIES AND STATEMENTS

Class Cancellation:

In the event that the class will be cancelled (e.g. inclement weather, instructor unavailability, etc.), students will be notified by Creighton University email. In the event of disruption of normal classroom activities due to a disease or other medical outbreak, natural disaster, or other emergency, the format and calendar for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version. Students must check their CU email account daily and are accountable for information communicated via this account.

Mobile phones:

Should remain in silent mode and out of sight at all times during class. Violating this expectation may result in being given a “tardy” for the class day b/c the student is not prepared for class and is disrupting others.

Laptop usage:

Laptop computers and other digital devices are only to be used for taking notes and accomplishing tasks related to class that day. The professor reserves the right to restrict laptop and digital device use.

Recording and dissemination of classroom materials:

Learning takes place in the face to face and virtual classrooms through a variety of means, including lectures, discussions, activities, etc. For learning to take place, these environments need to be a safe space. As part of that safe space, we should speak respectfully to and with each other. That is not to suggest that any of us will never misspeak. To learn from these conversations, we need to ensure that what happens in our face to face and virtual classrooms stays in the classroom.

For this reason *all* course materials, including handouts, problem sets (and solutions), and lecture and discussion materials (powerpoint slides, videos, lecture and discussion recordings, etc.) that are posted on the course BlueLine site are considered to be copyrighted and are intended to be used only by students enrolled in that class, for the purposes of fulfilling the course objectives. Only the instructor may record common class sessions. Only the instructor may distribute any and all recorded materials, including individual student discussion posts. Sharing any of these materials with others outside of the course will be considered "misuse of academic resources," as defined in the *Creighton University Student Handbook* as an act of academic misconduct, and students can be penalized, up to and including failure of the course.

In the case of recorded live lecture and discussion material, students should be aware that recording may continue during class breaks. Therefore, private conversations should be held elsewhere in order to avoid inadvertent recording.

There are additional consequences for cyberbullying or otherwise using a recording in violation of our code of conduct or Title IX policies.

University Requirements for Student Technology:

There are university tech standards for students and you can view these at <https://www.creighton.edu/node/170088>.

University-Assigned Final Exam Day:

You are required to plan to attend class on the university-assigned exam day unless otherwise noted and posted on BL.

ADA Statement / Disability Services:

Disability Services at Creighton University is committed to providing services and resources to meet the need of qualified students with disabilities by establishing equal access to academic programs and University facilities. Students with a documented disability who wish to request academic accommodations in a particular class are

encouraged to contact Disability Services as soon as possible to discuss the request process and eligibility requirements, as accommodations are not retroactive. If you believe that you may qualify or have questions regarding accommodations, please visit the [Disability Services Website](#) for more information or contact Disability Services at DisabilityServices@creighton.edu or 402-280-2195. Once accommodations are granted from Disability Services, students are responsible for informing their professors of approved academic accommodations. Accommodation letters are generated and shared via ClockWork, an accommodation software system.

Felony Convictions / Mental Capacity

***Please remember that to remain in the Education Department, it is EACH STUDENT'S RESPONSIBILITY TO NOTIFY the Director of Field Experiences or the Certification Officer to report any order(s) or determination(s) pertaining to mental or emotional capability OR any felony or misdemeanor conviction(s).

Personal and Academic Responsibility

This university is committed to excellence and exists for students and learning. It maintains that students are personally responsible for completing all requirements and expects each student to maintain appropriate standards in his/her academic and personal lives. Therefore students, like all members of an academic community, have the responsibility to create and support an educational environment.

Each student in this course will accept responsibility for learning and be prepared to discuss assigned material for each class session. As each student possesses the right to learn, she/he should be treated with respect and dignity while not infringing upon the rights of other individuals. With those rights, it is the responsibility of the academic communities to promote those opportunities, protections, and privileges for its students that provide the optimal climate for learning.

Student Well-Being

All members of Creighton University recognize that you, as students, may experience stressors that can impact both your academic experience and personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, relationships, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For other concerns, Creighton University offers many resources including Student Counseling Services, The EDGE, The Office of Disability Services, Student Health Education and Compliance, The Office of Student Retention, The Financial Aid Office, The Creighton Cupboard, The Student Leadership and Involvement Center, The VIP Center, The Creighton Intercultural Center, and so many more. All can be found on Creighton University's website or you can just ask.

It is the intent of the faculty and staff to support you. In the event I suspect you need additional support, I will express my concerns and the reasons for them and share resources that might be helpful. It is not my intention to know the details of what might be going on, but simply to let you know I am concerned and that help, if needed, is available.

Communication Center

The Department of Communication Studies supports a [Communication Center](#) to directly assist students in the organization and delivery of public presentations. Students use the Communication Center to brainstorm topics, organize and build outlines, find sources, determine source citations, create visual aids, establish gestures and facial expressions, develop tone, practice, and record presentations. Appointments in the Communication Center are available two weeks after the semester has started. For directions on how to book an appointment, please visit the [Communication Center webpage](#).

All communication center sessions are 30 minutes and will occur in Hitchcock Center for the Communication Arts, room 306B. Keep in mind that students can schedule 10 days out and 24 hours in advance. Hours will be limited and available on a first come basis, so if you are interested in a session, book as soon as possible. If you have questions about the center, please contact [Laura Gill](#), Director of the Communication Center.

Research Assistance Program

Reinert-Alumni Library's [Research Assistance Program](#) assists students with the research process. Our librarians can help students define and narrow their topic, identify appropriate sources, use library research tools, and manage their citations and sources. This service is available to all Creighton University students and faculty. They accept walk-ins at any time the research center is open (8 A.M. to 10 P.M. Monday through Thursday, 8 A.M. to 5 P.M. on Friday, and 1 P.M. to 5 P.M. on Saturday and Sunday) but encourage students to fill out a request form (linked above) to schedule a meeting with the facilitators in advance. Booking a meeting in advance will allow them to effectively pair students with a librarian that specializes in their subject area, and will allow ample time for effective research.

Honesty

Professional teachers are expected to be trustworthy and honest in student grading, reports, and communications. Therefore, if a teacher candidate (student) engages in academic dishonesty, the professor may deduct points from the grade for the class, may give the student a zero for the assignment, or may give the student an (F) for the course. If warranted, the professor may also report the academic dishonesty to the Department Selection and Retention Committee and the Dean of the College. Students may appeal instructor decisions related to academic dishonesty to the Selection & Retention Committee and the Dean.

University Policy. “[the University] expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

‘Academic or academic-related misconduct’ includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another’s ideas as one’s own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examination or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter an academic record; or engaging in any conduct which is intended or reasonably likely to confer one’s self or another an unfair advantage or unfair benefit respecting an academic matter.” Here is the link to the current policy:

https://www.creighton.edu/fileadmin/user/CCAS/curriculum/CCAS_Academic_Honesty_Policy_.pdf

Any student who engages in academic dishonesty will receive a zero (0) for the test/assignment/product, etc., and may receive an “F” in the course, depending upon the severity of the infraction.

Integrity Pledge

You will be required to sign the “Integrity Pledge” for tests and writing assignments in this course, particularly the school visit reflections and the philosophy of education essay. The philosophy of education essay includes the use of materials from other individuals, which require proper citation as to the source.

Academic Integrity Pledge

In keeping with Creighton University’s ideals and with the Academic Integrity Code adopted by the College of Arts and Sciences, I pledge that this work is my own and that I have neither given nor received inappropriate assistance in preparing it.

Signature: _____

Moral Life Choices

Parents and principals expect teachers to follow the laws of their communities. Because teachers take on the responsibility of keeping students safe and educating students, teachers need to have the mental acuity required to fulfill their professional obligations.

Therefore, it is each teacher candidate's responsibility to notify the Director of Educator Certification of any felony convictions, misdemeanor convictions, or orders pertaining to mental or emotional capability.

Professional Dress

Parents, principals, and members of the local community expect teachers to dress modestly and professionally in order to set an example for their students and in order to portray a positive image of the profession both in the school and in the community.

The Teacher Preparation Program dress code is available on our Department web site in the Clinical Practice Handbook.

Professional Practice

Teacher candidates (TCs) complete more than 100 practicum hours working in accredited schools in order to practice and hone their professional skills prior to completing their capstone Clinical Practice Experience. Teacher candidates (TCs) are mentored and supervised by professional educators in the schools where they are assigned. At the completion of a practicum experience, the TC is to submit a time log and evaluation form completed by the mentor teacher to the course professor. Professors may assign point values to these forms.

Failure to submit the final practicum paperwork on time may result in the loss of points. Poor evaluations may also result in a loss of points. Failure to satisfactorily complete the practicum or failure to submit the paperwork by the last day of final exam week will result in the grade of incomplete or failure at the discretion of the instructor.

Support of the Educational Environment

Teachers set the tone or feeling in their classrooms. Creating an educational environment is a critical component of excellent teaching. Therefore, professors may assign points related to teacher candidate responsibility for engaging in learning in order to demonstrate to teacher candidates what an excellent classroom environment looks like and feels like.

According to the Creighton University Student Handbook, all Creighton students are to uphold the following standards of conduct:

1. Act with professional, academic, and personal integrity.
2. Respect and promote the dignity of all persons.
3. Respect the policies and procedures of the Creighton University community and the rights of its members both on and off campus, as well as the just laws of the civic community and the rights of its members.
4. Support the personal, professional, academic, and vocational development of the members of the Creighton University Community.

Upon the first violation of this standard of conduct, you will be notified in writing (via university email) or via a face-to-face meeting with the instructor. If the behavior continues, you will be asked to leave class and referred to the Office of Community Standards and Well-Being. You will not be permitted to return to class without instructor permission. For any conduct perceived to pose an immediate threat to the well-being of others in the classroom, Public Safety (402-280-2911) shall be contacted immediately for assistance, at the instructor's discretion.

Each student in this course will accept responsibility for learning and be prepared to discuss assigned material for each class session. As each student possesses the right to learn, she/he should be treated with respect and dignity while not infringing upon the rights of other individuals. With those rights, it is the responsibility of the academic communities to promote those opportunities, protections, and privileges for its students that provide the optimal climate for learning.

Important Dates <http://www.creighton.edu/registrar/registration/>

Important Dates:

- Tues. 8/24: Last day to add individual courses
- Fri. 8/27: Last day to drop individual courses without a “W”
- Fri. 11/5: Last day to drop classes with a “W”
- Mon. 12/6: Final Exam period begins

ADDITIONAL POLICIES

Class Cancellation & Modifications: Creighton University may modify, suspend, or postpone any and all activities and services immediately and without notice because of force majeure causes beyond Creighton’s control and occurring without its fault or negligence including, but not limited to, acts of god, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students or staff. Creighton may, at its option, alter the academic schedule or provide alternate instruction modalities to meet course objectives and competencies and program outcomes, including, but not limited to, distance or remote learning, until such time as Creighton determines normal operations may resume safely.

Community Standards Including, But Not Limited To, CU’s Mask Mandate

Students in this course will adhere to all community standards published by the university.