EDF 500-900: Conceptions of Schooling: Contexts and Processes  
Summer Term, 2015: May 18-Jun 26  
On Line (Asynchronous and Scheduled virtual classes via Blackboard)

Professor Information:  
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Course Description:  
This course is designed to help students develop social, historical, and philosophical perspectives of schooling, including legal, ethical, and multicultural foundations for the professional educator in contemporary American society.

EDF 500, *Conceptions of Schooling: Context and Process* includes an exploration of the following:
- professional aspects of teaching, schools and society,
- the governance and support structure of American Education,
- historical foundations of education from early antecedents of education through recent developments in education,
- philosophical concepts,
- educational views in relation to teaching styles and student learning,
- and school programs and practices for the 21st century.

Relationship to Professional Program
*Conceptions of Schooling* is constructed on the belief that education is a public good and essential to the cultivation of a democratic civil society. The system of schooling should be based on principles of equitable access so that every individual has a right to educational opportunities which are just, fair, and democratic. Future classroom teachers must broaden their conceptions of education and schooling so as not to minimize the knowledge, culture, and experiences of some populations while privileging others. Future classroom teachers have a responsibility to develop conceptual and practical tools to advocate for all students and their communities, inclusive of developing an understanding of how teachers’ work is influenced by social and structural forces, school and community contexts, and their own life histories and belief systems. *(Adapted from the American Educational Studies Association: Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies, Third Edition, 2012.)*

Prerequisite  
EDFE 125

Course Objectives:
Students will be able to demonstrate their understanding of the importance of teachers, the conditions of the teaching profession, one’s own reason for becoming a teacher, and the current state of the education profession. (InTASC 9, 10; COPTS V)

Students will be able to demonstrate their understanding of the influence of educational philosophy and theory on one’s own developing educational philosophy. (InTASC 9, 10; COPTS II)

Students will be able to demonstrate their understanding of the structural, financial, and legal aspects of education. (InTASC 9, 10; COPTS II)

Students will be able to demonstrate their understanding of the historical and multicultural foundations of education. (InTASC 2; COPTS II)

Students will be able to demonstrate their understanding of the relationship between schools and society, inclusive of the diversity that shapes schools and classrooms. (InTASC 2, 3; COPTS II)

Students will be able to demonstrate their understanding of schools for the 21st century and the reforms that shape them. (InTASC 3, 7; COPTS I, III)

Students will be able to demonstrate their understanding of the personal, social, cultural, democratic, professional and human dimensions of being a teacher. (InTASC 2, 7, 8; COPTS II, V)

Professional Standards

Performance-Based Standards for Colorado Teachers

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning. (5.1, 5.2, 5.3)

Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners. (6.1, 6.2, 6.3, 6.4)

Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning. (7.3, 7.5)

Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school’s role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices. (8.1, 8.2, 8.3, 8.4, 8.5)

Standard Nine (PTEP Program Standard): Diversity: The teacher candidate shall: be knowledgeable about and demonstrate respect for cultural diversity; recognize and understand how students differ from one another; create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives. (9.1, 9.2)
Standard Ten: *(PTEP Program Standard)* Professional Behavior: The teacher conducts him/herself in a professional manner. *(10.3, 10.4)*

**Colorado Teacher Quality Standards and Elements**

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

**Element a:** Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

**Element b:** Teachers demonstrate a commitment to and respect for diversity.

**Element c:** Teachers engage students as individuals with unique interests and strengths.

**Element d:** Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.

Quality Standard IV: Teachers reflect on their practice.

**Element a:** Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

**Element b:** Teachers link professional growth to their professional goals.

**Element c:** Teachers are able to respond to a complex, dynamic environment.

**Element e:** Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

**CAEP Standards**

Candidate Knowledge, Skills, and Professional Dispositions 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**InTasc Standards**

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community contexts.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession.

The American Educational Studies Association (AESA) Standards:

Standard I: Social Foundations of Education refers to a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LGBTQ studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. The purpose of Social Foundations of Education study is to bring these disciplinary, interdisciplinary, and transdisciplinary resources to bear in developing interpretive, normative, and critical perspectives on education both inside and outside of schools. (I.1, I.2, I.3, I.4, I.5, I.6)

Standard II: Professional preparation leading to initial teacher certification and/or licensure shall include studies (at least one course, preferably two or more) in the foundation of education as described in Standard I. The interpretive perspective assists students in examining and explaining education within differing contexts, the meaning, intent, and effect of educational institutions. The normative perspective assists students in examining and explaining education in light of value orientations. The critical perspective assists students in examining and explaining education in light of its origins, major influences, and consequences.

Course Requirements

- Readings from the required text.
- Readings provided by the Professor.
- Chapter review quizzes.
- Exams on assigned readings & related information/material covered in this course.
- Educational philosophy.
- Additional online assignments.
Bases for Course Grade

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Approximate Percentage of Grade</th>
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<tbody>
<tr>
<td>Chapter Review Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Discussions and Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Philosophy Paper</td>
<td>15%</td>
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</tbody>
</table>

Method of Evaluation

94 – 100% = A  
93 - 90% = A-  
89 - 87% = B+  
86 – 84% = B  
83 – 80% = B-  
79 - 77% = C+  
76 – 74% = C  
73 – 70% = C-  
69 – 67% = D+  
66 – 64% = D  
63 – 60% = D-  
59 – 0% = F

Required Course Materials and Texts


You MUST have the correct editions of the texts!

Required Technology Materials:

- Reliable and consistent internet access
- Webcam (not necessary if your computer has a built-in webcam).
- Computer capable headset (not necessary if your computer has built-in audio).

Course Delivery:

This course is delivered through Blackboard and other online venues. Interactive features such as video voicethreads, recorded lectures, and content specific videos are integrated throughout the course.

This course is “module” based; this means that assignments are scheduled and completed on a weekly basis. All online assignments will open up on Blackboard on Sunday evenings by 6:00 PM and close down on Thursdays at 11:00 p.m. for the assigned week. DO NOT wait until the last minute to complete weekly assignments. If
you wish to start your work prior to the course module opening, please refer to the reading list.

*If you miss the time frame for assignments, chapter review quizzes, exams, etc. for ANY reason, you will not have a chance to make up the assignments, etc. Plan accordingly! In fairness to everyone, no exceptions. Technical difficulty is not a reason for incomplete work.*

It is the student’s responsibility to learn and be able to access Blackboard and other online venues employed by this course. If you do not have adequate internet capabilities at home, or adequate computer access at home, then it is suggested you complete the online assignments in any one of the computer labs on the UNC campus, or other reliable venue. This means that you are responsible for completing the online assignments as required.

**Assessment Details**

**All are required course components:**

- Weekly readings from the required texts
- Chapter review quizzes
- Midterm and Final Exams
- Educational Philosophy Paper
- Blackboard Discussions
- BBC participation
- Video voice threads
- Additional online discussions and assignments

**Chapter Review Quizzes—Sadker and Zittleman**

The review quizzes are given for each individual chapter of the Sadker and Zittleman text. If we read two chapters in one week, there will be two chapter review quizzes to complete, one for each chapter. Most quizzes are between 10 and 12 questions, except for Chapter 5, which has about 20 questions. There is no quiz for Chapter 6 because you will write a philosophy paper.

The Sadker and Zittleman text has a variety of resources to help you digest the chapters. In particular, the website (see link under required readings) has questions, practice quizzes, powerpoint slides, and other study tools. I recommend taking the online quizzes at the website. These are great practice and give an explanation of any incorrect answers. The Chapter Review Quizzes will closely align with the practice quizzes at this site.

Some tips on getting the most out of the Sadker and Zittleman text:
• Read the focus questions and Chapter Preview. You may also want to begin by
  reading the summary at the end of the chapter.
• Skim the entire chapter and ask yourself what you already know about the topics.
• Tackle the chapters in sections—you don’t need to read everything in one sitting.
• Revisit the focus questions—did you read purposefully?

Some tips on getting the most out of the Canestrari and Marlowe anthology:

• Read with an open mind. Then critically consider the ideas presented. What
  resonates with you? What agitates you?
• Ask yourself if the author convinces you of his or her point. What evidence is most
  convincing?
• Don’t try to memorize the details—this text is to help you reflect on big ideas.
• Enjoy and engage with these short readings!

Midterm and Final Exam

The exams will primarily assess the Sadker and Zittleman readings, as well as the
concepts from the Anthology and classroom activities. Exams are taken online in a
predetermined testing window.

Educational Philosophy Paper
The educational philosophy will be 750-1000 words (double spaced, one inch margins,
size 12 font) responding to the following prompt. See the rubric on Blackboard for more
details.

Select two of the most significant educational philosophies for your teaching practice.
Explain their key features; compare and contrast them with each other; explore how
and why they resonate with you; and articulate how they will inform your teaching in
your particular content area.

Weekly Discussions and Activities
Each week will be a combination of activities. Below are descriptions of each activity.
See the course module on Blackboard for the weekly tasks.

Blackboard Discussions:
Because we are meeting in an online format, the discussion board is of primary
significance and vital to your success. You will be placed in small groups so that you may
engage deeply with others, rather than trying to comment on the whole classes’ ideas.
Since you have a small group, take the time to read everyone’s posts—you need not
reply to everyone, but you should follow the conversation threads and insert your ideas
and questions as you would in a conversation. I encourage you to ask questions and
challenge others’ thinking so that you all come away with a deeper understanding of the
philosophical underpinnings of education.
You will be graded each week on **three high quality posts**, and you may also want to insert several additional shorter posts that respond to others. You will want to look specifically at the discussion board rubric in Blackboard.

1. **Initial post (40%).** Think of your initial post as your thoughtful written response to the readings and materials for the week. Your goal is to demonstrate to me that you read the materials and have analyzed them thoughtfully. It must include the following:
   a. At least two specific references to the materials, including at least one direct quotation
   b. References must be cited with page #, and explanation of the quotation.
   c. It should both demonstrate an understanding of the reading as well as provide a question or ‘wondering’ about the ideas.
   d. It should be 250-300 words.

2. **Second and third posts (30%).** These posts must directly comment on others’ ideas and questions and **thoughtfully engage in a discussion of the ideas**. You may question assumptions, challenge assertions, and provide evidence from the texts and other outside sources.

3. Discussion Boards posts should follow **conventional grammar** and mechanics (10%). Writing should be professional, clear and concise. Page numbers should be used for direct quotations.

4. **Timing of your posts** is important (20%). You must **post on at least two different days**, although the order and days of your posts does not matter. **All three posts are due by Thursday at 11:00 PM.**
   a. **Example 1:** You read the texts on Monday and Tuesday and check your discussion board on Tuesday afternoon. You see a peer’s interesting comments about an idea and post a few questions or comments to that person. Then after seeing how the discussion is going, you write your formal initial post, which you put up on Wednesday. While there, you continue to engage with your peers and you complete your postings for the week.
   b. **Example 2:** You read the texts on Monday and Tuesday and write your initial response. You post it Tuesday, and then you look to see what everyone else is talking about. You wait a day or two for others to respond to your initial post, and then you log back in Thursday to add to the conversation and to further articulate your position.

**Blackboard Collaborate Sessions**

To enrich our written discussions and our understanding of ideas, we will hold live Blackboard Collaborate sessions that will last approximately 90 minutes each. You will need a webcam, microphone or headset, and a good internet connection to engage in these sessions.

Prior to the first session, students must view this video tutorial prepared by Professor Bartelheim: [http://www.screencast.com/t/wBaA8s0jV](http://www.screencast.com/t/wBaA8s0jV).

**Voice Thread**
Voice thread is an interactive, asynchronous video discussion. You will need to create a free account. To do so, visit https://voicethread.com/support/howto/Basics/ which will tell you how to set up an account and participate. I will post a direct link to our voice thread in the Blackboard weekly modules.

One important Voice Thread post will be to share a cultural artifact. Each of you will post a description and interpretation of an object of meaning (a family recipe, medal won by an ancestor, jewelry, photograph, etc.). Then you will write a reflection paper explaining its significance.

**Cultural Artifact Paper Description:** Write a brief (one to one and a half pages) cultural autobiography/reflection paper after reading this week's chapters in the text and the anthology. It should be based upon your voice thread post. Before writing your paper and posting on Voicethread, talk to family members about important heirlooms and items that have been passed from generation to generation, or that are new but hold some significance. Or, if you don't have access to such items or family members, select something you do have that is representative of your culture and belief system. It could be a grandfather's pocket watch; a great aunt's recipe for a traditional food; a piece of family jewelry, etc. You get the idea! The attached handout is what I usually use in classes, and you are welcome to adapt it for your own students. You may want to look at the rubric attached, as well, before writing your reflection. Be sure to attach a document, do not compose your response in the "write submission" area. You may add comments to me.

1. Describe an artifact from your family heritage. What is it? What does it look like, sound like, feel like, etc.
2. What does the artifact tell you about your family and your values and beliefs?
3. How does the artifact inform your understanding of your own personal, familial, and national culture?
4. How will you apply the ideas from this week to your own teaching? What more do you need to know?

**Teaching Metaphor**

A metaphor compares two dissimilar things thereby enhancing our understanding of them both.

Each of you will create a metaphor that will help you think about your teaching. If I compare teaching to a bridge, I would discuss what is being bridged; who builds the bridge; what materials are used and what they represent; what is underneath the bridge that must be avoided; and other salient characteristics. The goal is to find the right metaphor that, as you contemplate its meaning, adds depth and understanding to the endeavor of teaching.

Not only will you conceptualize your metaphor, but you will also create a representation of it: a painting, a clay sculpture, a food item, a sketch, a three-dimensional
object. Then, you will take a photo and upload it to the assignment site. You will each provide feedback and an evaluation for three other students in the course. You will respond to the following: 1. What is inspiring about the metaphor? 2. How does the other person's metaphor help you think about your own teaching? 3. What elements might also be added or deepened?

Additional Course Policies:

- All work is due on the date specified. Late work will not be accepted.
- All written work must be proofread for grammar and mechanics. Discussion board posts must adhere to the elements of standard language (no abbreviations/informal texting language).
- All students and the professor will respect the opinions of others and engage in respectful, professional discourse. All class participants will model democratic practices of encouraging others to speak; holding ourselves accountable to being open minded; and allowing all perspectives and voices to be heard.

- **EDF 500 Conceptions of Schooling**
  - Course Outline illustrating Assignments, Activities, Assessments
    - and Standards addressed/met

<table>
<thead>
<tr>
<th>Readings and Activities</th>
<th>Standards Addressed/Met</th>
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<tbody>
<tr>
<td>Anthology, Chs 1, 4</td>
<td>PBSCT 7.3, 7.5</td>
</tr>
<tr>
<td>Chapter 1: <em>The Teaching Profession and You</em></td>
<td>InT 9, 10,</td>
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<tr>
<td>Anthology Ch 21</td>
<td>PBSCT 8.1, 8.4, 8.5</td>
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<td>Chapter Review Quiz</td>
<td>PBSCT (Program) 10.3</td>
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<td>COQ IV, Element b</td>
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<td>InT 2, 3, 7, 8</td>
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<tr>
<td>Anthology, Ch. 20</td>
<td>PBSCT 5.1, 5.3</td>
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<td>Apprenticeship of Observation</td>
<td>PBSCT 6.1, 6.2, 6.3</td>
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<td>COQ II, Element b, c, d</td>
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<td>AESA I</td>
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<td>AESA II</td>
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<tr>
<td>Chapter 3: <em>Teaching Your Diverse Students</em></td>
<td>InT 2, 3, 7, 8</td>
</tr>
<tr>
<td>Anthology, Chs. 5 &amp; 6</td>
<td>PBSCT 6.1, 6.2, 6.3</td>
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<tr>
<td>Chapter Review Quiz</td>
<td>PBSCT (Program) 9.1, 9.2</td>
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<td></td>
<td>COQ II, Element b, c, d</td>
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</tbody>
</table>
| Chapter 4: *Student Life in School and at Home*  
| Anthology, Ch. 7  
| Chapter Review Quiz | AESA I  
| AESA II | InT 2, 3, 7, 8  
| PBSCT 6.3  
| PBSCT 8.2  
| PBSCT (Program) 9.2  
| COQ II, Element a, e | AESA I  
| AESA II |

| Chapter 5: *The Multicultural History of American Education*  
| Anthology, Ch 9  
| Chapter Review Quiz | InT 2, 7, 8 | PBSCT 8.1, 8.3  
| COQ IV, Element b | AESA I  
| AESA II |

| Chapter 6: *Philosophy of Education*  
| Dewey—Pedagogic Creed | InT 9, 10 | PBSCT 5.1  
| PBSCT 8.1  
| PBSCT (Program) 9.1  
| COQ II, Element a, e  
| COQ IV, Element b | AESA I  
| AESA II |

| Midterm Exam | Reviews all of the Above |

| Educational Blog  
| Educational Philosophy Paper | InT 2, 7, 8  
| PBSCT 8.2  
| PBSCT (Program) 10.3 |

| Chapter 7: *Financing and Governing America’s Schools*  
| Chapter Review quiz  
| Anthology, Ch 3 | InT 10 | PBSCT 8.3  
| PBSCT (Program) 10.4 | AESA I  
| AESA II |

| Chapter 8: *School Law and Ethics*  
| Chapter Review Quiz  
| Anthology, Chs. 13 & 14 | InT 9, 10 | PBSCT 6.3 |
| Chapter 9: *Reforming America’s Schools*  
Chapter Review Quiz  
Anthology, Chs. 15 & 16 | PBSCT 8.1, 8.3, 8.5  
PBSCT (Program) 10.3  
AESA I  
AESA II |
|-----------------------------|------------------------------------------------|
| Chapter 10: *Curriculum, Standards, and Testing*  
Chapter Review  
Videos: (1) *Schools in Finland*  (2) *Interview with Linda Darling-Hamond: School Reform*  
Anthology, Chs. 19, 11, 25 | InT 9  
PBSCT 8.3  
PBSCT (Program) 10.4  
COQ IV, Element b  
AESA I  
AESA II |
| Chapter 11: *Becoming an Effective Teacher*  
Chapter Review Quiz  
Teacher Effectiveness Law: *Overview and Official Teacher Rubric*  
21st Century Skills – Video/Discussion | InT 9, 10  
PBSCT 8.4  
PBSCT (Program) 10.3, 10.4  
COQ IV, Element a, b, c |
| Final Exam | Reviews all of the Above |
Policy Statements:

- **Accommodations Statement**: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

- **Inclusivity Statement**: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators, and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

- **Academic contact hour policy**: The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week (e.g., preparation, homework, studying).

- **School of Teacher Education Charter**:  
  8.1 **Student expectations**: Students have a responsibility for their own learning, which includes knowing course expectations and being prepared for class. Students enrolled in all STE courses are expected to:  
  - demonstrate professional integrity in classes and field experience settings;  
  - complete at least two hours of outside work per week per credit hour;  
  - know and follow the UNC Student Handbook, and the Honor Code;  
  - utilize campus resources (i.e., library, Writer’s Lab, Math Lab, Student Technology Center, etc.) as needed or required;  
  - recognize that the faculty member is the primary resource for questions regarding the course requirements, student expectations, and evaluation;  
  - and adhere to APA style, citation, ethical principles for research and writing.

- **Classroom Management Statement**: Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the UNC community to maintain an environment in which the behavior of any individual is not disruptive.

  It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.
At minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class.

Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.

- **Academic Integrity:** The University takes an extremely serious view of violations of academic integrity. As members of the academic community, UNC’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process.

  Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

  Instructors are encouraged to check written assignments for plagiarism. All instances of plagiarism/forgery including graduate course incidents are to be reported with evidence to STE Director, Director of the School where the student’s major is housed, CEBS Dean, and the Dean of Students. Incidents are also to be reported to the Dean of Graduate School.

  Although the faculty member retains the right to assign penalty for the initial offense, the minimal penalty for plagiarism and academic dishonesty is no credit for the assignment. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation.

- **Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Course Policies**

- All work is due on the date specified. Late work will not be accepted unless agreed upon in advance by the professor.
• All written work must be proofread for grammar and mechanics. Discussion board posts must adhere to the elements of standard language (no abbreviations/informal texting language).
• All students and the professor will respect the opinions of others and engage in respectful, professional discourse. All class participants will model democratic practices of encouraging others to participate; holding ourselves accountable to being open minded; and allowing all perspectives and voices to be heard.