

TEL 371- Professional Educator Series: Educational Policies

Schedule line # 93166

Class Location: West - SANDS 221

1 credit hour

Instructor Information:

Dates of classes: Thursdays 4:30-5:45 (Weekly)

Instructor Name: Darci Tipton

Email: Darci.tipton@asu.edu

Office Hours: By appointment

Course Information:

Course Description

Prospective educators will engage in collaborative experiences to examine their profession in relation to educational systems. This course will expose students to pressing educational issues with an emphasis on the importance of understanding the influence of policies, procedures, and regulations as they relate to the education system.

Course Overview

In this one credit seminar, prospective educators will engage in self-selected professional learning opportunities in areas of interest to explore key topics in education, facilitated discussions in a professional environment with an emphasis on the influence of policies, procedures, and regulations on pressing issues in education. Students will collaborate with peers while exploring different education configurations such as the Next Education Workforce model.

Course Objectives

The objectives for this course are to provide opportunities and guidance for prospective education students to:

- demonstrate an understanding of the impact of professional choices and actions and reflect on potential intended and unintended consequences.
- identify the influence of education policies, procedures, and regulations on students, families, and communities.
- expand professional skills critical for their development as an educator.

Enrollment Requirements

None

Course Format

In-Person Weekly

Required Professional Experiences

None

General Studies Designation

None

Required Course Texts, Materials and Resources:

Required Text

None

Supplemental Text

There is no supplemental text.

Additional Required Readings provided in Canvas

(See Canvas assignments for required readings)

Required Materials

Students will be expected to utilize Google to share documents with the instructor over the course of the semester.

Provided and Recommended Materials**Provided Materials and Resources**

ASU's Course Materials are available via [My ASU](#) in the My Classes area. All ASU students have free access to this web resource, including the ASU Learning Management System.

- For help accessing the online course materials, including logging on, submitting work, troubleshooting, etc., please refer to [My ASU Service Center](#) or the Help link located within the Learning Management System.
- To monitor the status of campus networks and services, please visit the [ASU System Health](#) portal.
- [My Apps](#) provides free software tools, including free virus scan software, online applications, Microsoft Office 365, and information about discounted software for purchase.

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	Program Learning Outcomes Progression Indicator Alignment	InTASC Standards Standard Alignment	ISTE Standards Standard Alignment	Principled Innovation Practices Practice Alignment
1. identify specific professional choices/actions made and reflect on the unintended consequences, perceptions of the actions by others, and the potential implications for ethical professional practice.	GLAE3 GLAE4	9b, 9c, 9e, 9g, 9i, 9o		I2, P2
2. identify and reflect on advocacy efforts (for themselves, students, families, or the profession) in historical, social, local, or global context.	GLAE2 GLAE5	10d, 10j, 10m, 10p, 3n, 3q, 7m, 9d, 9f		C2, M1, M2
3. Identify and contribute artifacts to a digital professional portfolio to showcase skills necessary to be a principled educator and engage in self-selected professional learning and ethical practice.	GLAE1, GLAE3	10r, 10t, 9a, 9b, 9c, 9d, 9e, 9i, 9l		I2
4. analyze a formal district, state, or federal policy, procedure, or regulation and summarize potential implications for students, families or the community.	ES4, GLAE4, GLAE5	10h, 9j, 9n, 9o		C1, C2
5. productively engage in an event/activity to extend the professional role of an educator.	GLAE2			
6. productively engage in collegial and collaborative discourse that promotes professional relationships	DDM5	10c, 10e, 10f, 10r, 10s, 10t, 1c, 1k, 3a, 3c, 3q, 3r, 9c		C1, C2, P2

*Specialized Professional Association (SPA) Standards: [Council for Exceptional Children \(CEC\)](#), [National Association for the Education of Young Children \(NAEYC\)](#), [National Council for the Social Studies \(NCSS\)](#), [National Council of Teachers of Mathematics \(NCTM\)](#), [National Council of Teachers of English](#), [International Literacy Association \(ILA\)](#), [Next Generation Science Standards](#)

Tentative Course Calendar

Class/Module and Topics	Readings and/or Media	Assignment(s)	Total Points (if applicable)
Module 1: Welcome and introduction to course topics and assignments Establish norms of communication and expectations Review the practices of principled educator Class Date: Aug 17	Syllabus & Course Overview Goal Setting - What are your goals for this course as we explore various policies and regulations that influence education today? What particular educational policies are you interested in learning more about? (Mary Lou Fulton Teachers College, 2019) Can We Talk Tips for Respectful Conversations	Engagement & Professionalism Exit Ticket: 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting?	20 pts
Module 2: Next Education Workforce Reflection/Discussion What is the Next Education Workforce Team-Based Model? Class Date: Aug 24	Next Education Workforce Template Class Discussion - What is the NEW? How is this team-based model beneficial to teachers? Introduce Professional Portfolio Expectations	Next Education Workforce Template Assignment Preview the resources in this document and jot notes in the table. This will be collected for points in lieu of the weekly exit ticket (20 points). Share the link to this document in the Canvas submission under Module 2.	20 pts

	Whose Interest Should Schools Serve?		
<p>Module 3: Family Choice In Education</p> <p>Why is educational choice needed in education?</p> <p>How does educational choice limit schools' ability to achieve social goals?</p> <p>Class Date: Aug 31</p>	<p>Ben-Porath, S. (2021). A Broader Conception of School Choice. <i>Phi Delta Kappan</i>, Vol 103 (1), pp. 8-13 (available on Canvas)</p> <p>Berends, M. (2021). The Current Landscape of School Choice in the United States. <i>Phi Delta Kappan</i>, Vol 103 (1), pp. 15-19. (available on Canvas)</p> <p>Class Discussions - Bring in one resource to share with others on educational choice. Why did you select this information and how does it relate to the other information presented in class?</p>	<p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting? 	<p>20 pts</p>
<p>Module 4: Exploration of topics in education: Self-selected professional learning on educational policy</p> <p>Class Date: Sept 7</p>	<p>Discuss NEW in this class when teaming is important.</p> <p>In small groups, students will search popular, credible media sites for articles related to education policies, procedures, or regulations.</p> <p>Policy/procedure/regulation to be selected and located by the small group. LIST OF SOME EDUCATIONAL POLICIES</p> <p>Potential sources:</p> <p>AZ Revised Statute 15: Education https://www.azleg.gov/arsDetail/?title=15</p> <p>U.S. Department of Education: Laws & Guidance https://www2.ed.gov/policy/landing.jhtml?src=ft</p>	<p>Complete Part A - Education Policy Selection to investigate the Self-Selected Policy Analysis Learning Project. See assignment template, submit in Canvas, by Due: Sept 10 at 11:59pm.</p> <p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting? 	<p>20 pts</p> <p>20 pts</p>

<p>Module 5: Dilemmas in Education Case Study: School Choice Class Date : Sept 14</p>	<p>School Choice Case Study and Discussion Questions</p> <p>No in person class this week. You will discuss the case study in groups.</p>	<p>Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting? 	<p>20 pts</p>
<p>Module 6: Financing Schools: Equity or Privilege</p> <p>What are the consequences of inequitable school funding?</p> <p>What is the connection between school finance and academic achievement?</p> <p>Class Date: Sept 21</p>	<p>Are Schools Adequately Funded? (2019) <i>Phi Delta Kappan</i>, Vol 101 (1), p. K16-K17. (PDF available in Canvas)</p> <p>Underwood, J. (2019). Weighing Responsibility For Providing Equitable and Adequate Education. <i>Phi Delta Kappan</i>, Vol 100 (8), p. 74-75. (PDF available in Canvas)</p> <p>Class Discussions - What are the consequences of inequitable school funding?</p> <p>What is the connection between school finance and academic achievement?</p>	<p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting? 	<p>20 pts</p>
<p>Module 7: Exploration of topics in education: Self-selected professional learning</p> <p>Class Date: Sept 28</p>	<p>Individually or in small groups, students will search popular, credible media sites for articles related to education policies, procedures, or regulations.</p> <p>Policy/procedure/regulation to be selected and located by the student.</p> <p>Potential sources:</p>	<p>Complete Part B - Education Policy Selection to investigate the Self-Selected Policy Analysis Learning Project. See assignment template, submit in Canvas, by Due: Oct 1 at 11:59 pm</p> <p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 	<p>50 pts</p> <p>20 pts</p>

	<p>AZ Revised Statute 15: Education https://www.azleg.gov/arsDetail/?title=15</p> <p>U.S. Department of Education: Laws & Guidance https://www2.ed.gov/policy/landing.jhtml?src=ft</p>	<p>2. What did I contribute to the conversation?</p> <p>3. What is my goal for participation during the next meeting?</p>	
	The School Community		
<p>Module 8: Discipline and Justice: Zero Tolerance or Discretionary Practices</p> <p>What impact do zero-tolerance disciplinary policies have in schools?</p> <p>How are discipline and justice for students interconnected? Class Date: Oct 5</p>	<p>School Discipline Reform is Still Needed, but Is Disciplinary Policy Still the Solution</p> <p>Discipline Reform Through the Eyes of the Teachers</p> <p>Class Discussions - Bring in one resource to share with others on the issue of discipline. Why did you select this information and how does it relate to the other information presented in class?</p>	<p>In-Class Activity Exit Ticket:</p> <p>1. Something I learned today.</p> <p>2. What did I contribute to the conversation?</p> <p>3. What is my goal for participation during the next meeting?</p>	20 pts
<p>Module 9: Asynchronous Session: Professional Development Event / PrActivity</p> <p>Class Date: Oct 12</p>	<p>Professional Educator Series Event Menu</p>	<p>Attend an event from the list on the menu. Submit evidence and a written reflection in Canvas. Assignment details listed in Canvas. Due: Oct 15 at 11:59pm.</p>	84 pts
<p>Module 10: Inclusion and Disability: Common or Special Education?</p> <p>What is the purpose of inclusion and how does it serve students?</p> <p>What are the potential problems with inclusion and the “labeling” of students? Class Date: Oct 19</p>	<p>Preston, T.(2022) The Ongoing Special Education Debate <i>Phi Delta Kappan</i>, Vol. 103 (6) (available in Canvas)</p> <p>Wehmeyer, M. (2022). From Segregation to Strengths: A personal History of Special Education. <i>Phi Delta Kappan</i>, Vol 103 (6), p. 8-14. (available in Canvas)</p>	<p>In-Class Activity Exit Ticket:</p> <p>1. Something I learned today.</p> <p>2. What did I contribute to the conversation?</p> <p>3. What is my goal for participation during the next meeting?</p>	20 pts

<p>Module 11: Exploration of topics in education: Self-selected professional learning</p> <p>Class Date: Oct 26</p>	<p>Individually or in small groups, students will search popular, credible media sites for articles related to education policies, procedures, or regulations.</p> <p>Policy/procedure/regulation to be selected and located by the student.</p> <p>Potential sources:</p> <p>AZ Revised Statute 15: Education https://www.azleg.gov/arsDetail/?title=15</p> <p>U.S. Department of Education: Laws & Guidance https://www2.ed.gov/policy/landing.jhtml?src=ft</p>	<p>Completed Part C - Education Policy Research, of the Self-Selected Policy Analysis Learning Project. See assignment template, submit in Canvas, by Oct 29 at 11:59 pm.</p> <p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting? 	<p>70 pts</p> <p>20 pts</p>
<p>Module 12: Case Study Mandatory Reporting</p> <p>(2-3 class presentations)</p> <p>Class Date: Nov 2</p>	<p>Should Teachers Be Mandated, Reporters? Case Study Mandated Reporter</p>	<p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting? 	<p>20 pts</p>
Who Decides What Should Be Taught?			
<p>Module 13: The Role of Federal and State Government in Determining Education Policy (sample policy analysis of ESSA)</p> <p>What should be the role of the federal government in educational policy?</p>	<p>McGuinn, P. (2019). Assessing State ESSA Plans: Innovation or Retreat? <i>Phi Delta Kappan</i>, Vol 101 (2), pp. 8-13. (available on Canvas)</p> <p>Practicing Reflection Nanocourse</p> <p>Edgerton, A. (2019). The Essence of ESSA: More Control at the District Level? <i>Phi Delta Kappan</i>, Vol 101 (2), pp. 14-17. (available on Canvas)</p>	<p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting? 	<p>20 pts</p>

<p>How does increased state and local autonomy over education impact equity?</p> <p>(2-3 class presentations)</p> <p>Class Date: Nov 9</p>	<p>Class Discussions - Bring in one resource to share with others on ESSA, or a state or local educational mandate. Why did you select this information and how does it relate to the other information presented in class?</p>		
<p>Module 14: Crafting the Curriculum: Teacher Autonomy and Censorship</p> <p>Who controls the school curriculum?</p> <p>Should topics, resources, and materials be off-limits at school?</p> <p>(2-3 class presentations)</p> <p>Class Date: Nov 16</p>	<p>(When) Should Curriculum Changes be Called Censorship?</p> <p>AZ Legislation Bill 1211 Curriculum Transparency</p> <p>AZ Bill 1211</p> <p>Civic Character Nanocourse</p>	<p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 3. What is my goal for participation during the next meeting? <p>Submit Professional Portfolio Artifact</p> <p>Due: Friday, Dec 1</p>	<p>20 pts</p> <p>56 pts</p>
<p>Module 15: Dilemmas in Education</p> <p>Case Study: Promotion or Retention</p> <p>Class Date: Nov 30</p>	<p>Pass or Fail: Social Promotion Abolishment - A Case Study</p>	<p>In-Class Activity Exit Ticket:</p> <ol style="list-style-type: none"> 1. Something I learned today. 2. What did I contribute to the conversation? 	<p>20 pts</p>

Course Assignments

Assignments marked with an asterisk (*) are common assessments that are used for internal and external program assessment and are standard across all sections of a course.

Assignment and Description	Student Learning Outcomes (SLO)	PLO and Standards Indicators (Teacher Prep only) SLOs (graduate courses)	Due Date	Score/Points
<p><u>Engagement and Professionalism “In-Class Activities”</u></p> <p>Task: Students must be present for the class session and reflect on their contribution to the discussion through an exit ticket. 20 points can be earned per class.</p> <p>Purpose: The purpose of this assignment is for students to reflect on their quality of contribution to the class topic and discussion. Engagement and participation includes being an active member of facilitated classroom discussion and continuously seeking opportunities to use educational policy and research as a source of information to inform one’s practice.</p> <p>Evaluation Criteria: Students will earn 20 points based on their attendance which is the completion of their exit ticket during each class meeting session. Students must be present to earn points for this assignment. No makeup work accepted.</p> <p>Submission Details: Individual submission by the end of class meeting day.</p>	1, 2, 6	<p>DDM5: Teaming</p> <p>InTASC: 9a, 9l, 9m, 10m</p> <p>ISTE: 1c, 2a, 7c</p>	<p>Modules : 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15</p>	<p>Score/Points 20 X 14 = 280 points (50% of final grade)</p>
<p><u>* Learning Project: Policy/Procedure/Regulation Analysis</u></p> <p>Task: Examine an educational policy, procedure, regulation as part of a principled educator professional growth plan to increase your knowledge of the impact of educational policy to students, families, schools:</p> <p>(Part A) Explore common policies, procedures, regulations and select one of interest to further investigate. (Part B) Research and analyze the policy, for the intended consequences and potential or observed unintended consequences (minimum of 3 professional/credible sources) (Part C) Prepare and present your findings about your policy to a peer and incorporate their feedback for presentation refinement. Final presentation should describe and reflect what you</p>	4	<p>#MLFTC_DTP_GLAE5.I.a</p> <p>InTasc: 4j, 5i, 9j, 9k</p> <p>ISTE: 2.7</p>	<p>Module 4: Part A Due Sept 10</p> <p>Module 10: Part B Due Oct 1</p> <p>Module 14: Part C Due Oct 29</p>	<p>Score/Points (A) 20 points (B) 50 points (C) 70 points Project Total: 140 points (25% of final grade)</p>

<p>have learned, including the impact of the policy on students, families, and schools. Present to the class (8 minutes max).</p> <p>Purpose: The purpose of this assignment is for students to work collaboratively to analyze a current educational policy that is impacting the education system. Students will determine how this information will be relevant to them as future educators.</p> <p>Evaluation Criteria: Students will receive individual grades for each part of this assignment as per the criteria listed on the assignment template.</p> <p>Submission Details: The Self-Selected Professional Learning Policy Analysis Project is a 3 step process. (Sample template A,B,C)</p> <p>(A) Submit a professional learning plan on your selected educational policy (template).</p> <p>(B) Submit a policy description, summary, and reflection based on 3 (annotated) credible sources (template).</p> <p>(C) Present your policy analysis to the class and in Canvas submit the document and/or slides used in your final presentation (template).</p>				
<p>Professional Educator Portfolio</p> <p>Task: Students will contribute relevant artifacts to their on-going digital professional portfolio website. See CANVAS for google website template and resources.</p> <p>Purpose: The digital professional portfolio will showcase selected artifacts that highlight the skills necessary to be a principled educator and prepare them for future employment.</p> <p>Evaluation Criteria: The submission will be assessed as complete or incomplete.</p> <p>Submission Details: Submit the updated published portfolio link with new artifacts showcased</p>	3	GLAE1: Professional Growth Plan	14	56 points (10% of final grade)
<p>Professional Development Event/Activity</p> <p>Task: Professional educators have multiple opportunities to engage in activities outside of the classroom and continue to maintain the professional role of a classroom teacher. These activities can include (but are not limited to): community events, district board meetings,</p>	5	GLAE3: Supporting Educational Contexts	9	84 points (15% of final grade)

<p>professional development - in/outside the district, welcoming the parents night (conferences, curriculum, etc.). Teacher Candidates will select a professional educator development “event” to attend from the Event MENU. Your attendance of the event will be in lieu of the class meeting for session 9, but can be completed at any time during the semester. Plan ahead to ensure you don’t miss out on great opportunities.</p> <p>Share the following in a Word Document (bulleted format is acceptable):</p> <ul style="list-style-type: none"> • Date, title of event, length of time (1 hour minimum) • outcomes of the session • key learnings • connections to course content with the class • proof of activity (photo, attendance sheet, ticket, certificate with current date etc..) <p>Purpose: The purpose of this assignment is for students to learn about different ways to be involved on campus and build connections with students and faculty of the school.</p> <p>Evaluation Criteria: The reflection will be assessed as complete or incomplete.</p> <p>Submission Details: Completed reflection and evidence of attendance will be submitted in Canvas.</p>				
TOTAL COURSE POINTS				560 points (100% Final Grade)

Note. * = Common Assessment. These assessments are used for UOEEE program evaluation or ADE certification purposes and should therefore be "common" (i.e.,required) in every version/section of the course (e.g., F2F, Hybrid, Online, different instructors) or over time

Student Success

To be a successful student in this course, you must:

- check the course daily for announcements and messages or manage Canvas settings to allow email notifications;
- communicate regularly with your instructor and peers;

- create a personalized study and/or assignment schedule, allowing for adequate time to complete coursework;
- complete assignments by the due dates specified; and
- keep copies and backups of all work in process and work submitted.

The instructor in the course reserves the authority to require you to use supplementary services at ASU at no additional cost to maximize your chances of success in this course. See the [University Academic Success Programs](#) for more information.

Grading Scale

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%
B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments along with written feedback will be available within 7 days of the assignment due date.

Course Expectations

Students are expected to participate in all class activities to demonstrate fulfillment of the course objectives, as well as produce high-quality written products. You will be expected to use the course readings in a manner that allows you to gain fluency with the material and to contribute to a scholarly conversation on the designated topics.

This course upholds the expectation that all submitted contributions will be of professional quality. Unless specifically stated, all assignments should conform to the APA Style, including the use of a 12-point font, in-text citations, and a reference list. Please visit the [Purdue Online Writing Lab \(OWL\)](#) for 7th edition APA Style information.

All graded work will in part be evaluated based on proper English conventions, spelling, grammar, organization, and comprehensiveness. Students who have difficulty in the area of writing will be referred to the [ASU Writing Center](#) in an effort to help students to strengthen this essential professional skill.

Collaborative Work

In situations where collaboration is part of the assignment, the expectations will be clearly stated in the assignment overview.

Technology Requirements and Skills

This course requires access to a computer or device with:

- Internet access, preferably with a high-speed connection
- A web browser (For the best experience, use Chrome, Mozilla Firefox, or Safari. Internet Explorer is not recommended.)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Office, or the ability to work with Word, Excel, and PowerPoint documents (free through My Apps)
- Required for SYNC courses: Speaker, microphone and webcam
- Access to technology to create and upload videos for assessment and feedback
- Access to your ASU email account via [My ASU](#)
- Access to Google Drive via My Drive via [My ASU](#), where you can create and share Google documents, presentations, spreadsheets, and more.

Technology Backup

It is the student's responsibility to have a backup procedure for accessing/submitting course assignments.

Email

ASU email is an official means of communication among students, faculty, and staff. All instructor correspondence will be sent to your ASU email account. Students are expected to read and act upon email in a timely fashion, within 24 hours where possible. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Should you choose to set up email forwarding to a personal or other email account, any links to course materials must be accessed through your official ASU email account to ensure authorization. You can confirm your ASU email and forwarding address by going to My ASU, clicking on the Profile tab, and selecting ASU Email Forwarding.

Course/Instructor Evaluation

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes for each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be shared with your instructor(s) until after final grades have been submitted.

Internet for All

Schools and districts can help parents and families find out how to sign up for the [Affordable Connectivity Program](#) from the [Federal Communications Commission](#), which allows qualifying households to reduce their internet service costs by up to \$30/month (or \$75/month on Tribal lands). Outreach [resources](#) and strategies to help reach families are also available.

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

University/Mary Lou Fulton Teachers College Policies

Academic Integrity/Plagiarism

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

Self-Plagiarism

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

Copyright Notice

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Accommodation for Religious Practices

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Attendance and Participation

Students are expected to attend and participate in ALL course meetings and activities. There are NO excused absences. You are either present in class or absent. If individual circumstances arise, advance communication with the instructor is expected, if at all possible. Attendance and participation points are earned for in class activities. No makeup work will be permitted.

Electronic Communication

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Grade Appeals

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://catalog.asu.edu/policies/mlftc>

Handling Disruptive, Threatening, or Violent Individuals on Campus

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

Prohibition Against Discrimination, Harassment, and Retaliation

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the [Applicability](#) section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action. <https://www.asu.edu/aad/manuals/acd/acd401.html>

Late and Missing Assignments

Assignments, and any other deliverables, are to be completed and submitted by the designated due date and time (Arizona time). See “Extenuating Circumstances” below for possible exceptions.

- Students should submit all assignments as indicated in the assignment directions.
- If a student misses a class, it is the students responsibility to adhere to the assignment submission deadlines as stated in the syllabus.
- Students should verify the work they submit to the gradebook by going into Submission Details in the course gradebook. If students submit an improper item, they should submit the correct document - the instructor will be prompted to grade the most recent submission.
- Late Policy: Late assignments will be accepted with a 10% percent late penalty for each day late up to 5 days after the due date. Assignments will not be accepted after the last day of class. If you have questions, please ask your instructor.
- In the event of an unexpected technology failure (e.g., ASU server outage) that prevents students from submitting work on time through the course site, students should email assignment(s) to their assigned instructor by the assignment submission deadline to document an on-time submission. Once the failure is restored, students are expected to submit assignments through the course site so their instructor can grade it.

EXTENUATING CIRCUMSTANCES

On rare occasions, circumstances may necessitate flexibility in submission deadlines.

- If you have an upcoming, planned event that you know will limit your ability to participate in coursework, you are encouraged to work ahead in the course. Please contact your instructor if upcoming course materials are not available in time for you to address this need proactively.
- Should an unforeseen emergency arise that demands your attention (e.g., illness, car accident, natural disaster), tend to your health and safety as a priority. As soon as you are able, email your instructor to discuss extending deadlines. You may be asked to include evidence of the emergency.

Regardless of the circumstance, timely communication is essential. When communicating about a missed deadline it will be helpful to share: 1) title of the assignment, 2) rationale for the extension request, and 3) a feasible plan for completing the work at the earliest possible date.

NOTE: It may not be possible to extend the deadline for collaborative work, (e.g., group projects, discussions) since collaboration with classmates is not feasible outside the assigned date range.

The grade of “I” (Incomplete) can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student’s control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I” is recorded.

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU’s policy on [Military Activation of Students](#).

Missing Classes Due to University-Sanctioned Activities

[Students](#) who participate in university-sanctioned activities that require classes to be missed shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU’s policy on [Missed Classes Due to University-Sanctioned Activities](#).

Student Conduct and Professional Behavior

Professional behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements, internships and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, **the instructor may submit a Supporting Our Students (SOS) [Form](#)** on behalf of the student or to the ASU Dean of Students if necessary.

If at any time your behavior is ‘unprofessional’, the instructor may refer the student to the Office of Academic and Career Success (OACiS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-life/student-forms-policies>

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

University and College Services

Mary Lou Fulton Teachers College is invested in the holistic success of students. Students who need help or have concerns about themselves or a peer should complete a Supporting our Students (SOS) form: https://asuacademicaffairs-advocate.symplcity.com/care_report/index.php/pid406964. MLFTC provides academic support and tutoring, job-seeking resources, financial assistance, wellness coaching, and support with student concerns.

[ASU Office of Diversity, Equity and Inclusion](#) and the [Office of Inclusive Excellence](#) is dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives.

Educational Outreach and Student Services

ASU Educational Outreach and Student Services (EOSS) is committed to continuing to support all current and future students to create an optimal environment for learning and provide timely and responsive service to all Sun Devils. The following support services are available.

- [ASU Counseling Services](#) provides counseling and crisis services for students who are experiencing a mental health concern.
- [ASU Health Services](#) is dedicated to the well-being and educational success of each individual student by providing high-quality health care that is accessible, affordable and compassionate.
- [Basic Needs Resources](#) and [Student Advocacy and Assistance](#) provides guidance and assistance in connecting students with campus and community resources as well as additional access to one-on-one guidance in resolving personal challenges and concerns.

Student Accessibility and Inclusive Learning Services

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Student Accessibility and Inclusive Learning Services (SAILS) <http://eoss.asu.edu/drc> The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group, also check the [SI schedule](#). Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information on tutoring see <https://tutoring.asu.edu/tutoring>

Technology Services and Support

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

- **Student Purchases:** Discounted pricing for students purchasing laptop or desktop computers is available through the ASU bookstore or online. <https://www.bkstr.com/arizonastore>
- **ASU Campus Classroom Connectivity:** In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.
- **Hardware and Software Support:** ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

Academic Coaching

The MLFTC academic coach is here to help you reach your full potential as a student. The academic coach provides students with advice and strategies in a number of areas, including: academic writing, APA, time management, study strategies, and test taking skills. For more information and to schedule an appointment, please visit: <https://education.asu.edu/student-life/success-coaching/academic-support>

Tutoring

Tutoring is available for **all** students on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis, Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>. Math and Statistics tutoring is only available for undergraduate students. Graduate

student support is Online via zoom, <https://tutoring.asu.edu/student-services/graduate> MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

MLFTC also has its own dedicated math mentors. Our math mentors are here to support you with a range of courses, including: MAT 117, 142 and MTE 280, 281, 301 and more. To schedule a one-to-one appointment, please visit: https://calendly.com/math_mentor_pax . Questions about math mentoring can be directed to the Academic Coach, Lauren Lee: lauren.lee.1@asu.edu

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.