> **Education 420**
> **Multiple Perspectives on Classroom Teaching and Learning**

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COURSE DESCRIPTION

This course is one of two prerequisite courses required for entrance into the M.A.T. program. One prerequisite course (EDUC 419) addresses issues of diversity and education at the macro-analytic level, engaging inequities in the broader educational system. This course takes a micro-analytic approach focusing on classroom interactions and how a teacher plans for a range of student interests, experiences, strengths, and needs. Both EDUC 419 and 420 are also required courses for the Education Studies minor.

The central topic of this course is the ways teachers view learning, instruction, classroom organization, and motivation. We will consider: 1) how the teacher inquiry cycle of planning, teaching, and reflecting supports teacher identity development and improves instruction and 2) how the interactions between teachers and students, and amongst students, are located at the intersections of issues of knowledge, identity, and power. These considerations are imperative today because of the mismatch in the demographic make up of the teachers and students in schools. For example, recent US Department of Education data from 2011 indicated that 80% of public school teachers were white. In addition, the survey revealed that 76% of public school teachers in were women, making the modal teacher in American schools today white and female. This is in contrast to data showing that only 52% of preK-12 grade were white. Forty percent of the remaining students were either black (16%) or Hispanic (24%). Finally, it is projected that in 2023, the number of white students in the preK-12 grades will drop to 45%, suggesting that white teachers are overrepresented in the teaching force and are working with an increasingly racially diverse student body. Questions we will explore in this course include:

- How does the teacher inquiry cycle help me plan for instruction that fosters learning and motivation for all children?

- How can I navigate between the official knowledge of the dominant culture and the lives/interests of students?

- How can I as an educator engage and learn with students who have backgrounds and experiences that are unlike my own?

Planning involves far more than mechanical activities that culminate in lesson plans recorded in a book, a sequence of handouts, or a specific course of action that a teacher might attempt to follow the next day. State standards for Teacher Education highlight the importance of "Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance" (Standard 5.a.x). Cultural competency in education is the capacity to meaningfully interact with students, families, and community members who have different backgrounds and experiences. In planning instruction teachers consider sites of identity/social participation that may result in students being systematically excluded from full participation in education, including gender, race/ethnicity, religion/spiritual tradition, sexual orientation, nation of origin, ability status, socioeconomic class, and political beliefs. Sue and Sue (2003) articulate the concept of cultural competence this way:

Cultural competence is active, developmental, an ongoing process and is aspirational rather than achieved. A culturally competent individual is one who:
*--is actively in the process of becoming **aware of his or her own assumptions** about human behavior, values, biases, preconceived notions, personal limitations.*
*-- actively attempts to **understand that our worldviews and identities are socially located and made** and how it is that some worldviews and identities have become dominant and others, marginalized.*
*-- actively attempts to **understand the worldview of culturally diverse populations,** in particular, the values, assumptions, practices, communication styles, group norms, biases, experiences, and perspectives students, families, communities and colleagues.*
*--is in the process of actively **developing and practicing appropriate, relevant, and sensitive strategies and skills** in working with students, families, communities and colleagues.*
*--**advocates on behalf of their students, families, colleagues** they work with. They take action in their work place, community and society to create a culture of respect and equity.*

Adapted from Sue, D.W., & Sue D (2003). Counseling the culturally diverse: Theory and practice, 4th Ed. New York: John Wiley.

Using the planning frameworks below teachers can work to plan instruction that takes into account the different experiences, strengths and needs of students in the classroom.

The Task Analytic Framework is a traditional planning approach focused on meeting the needs of low achieving students. From this planning perspective teachers' focus on identifying the component parts of learning, writing behavioral objectives, and teaching identified component parts sequentially. In addition this approach highlights classroom management strategies that employ the behaviorist principal of positive reinforcement or external rewards for learning.

The Backward Design Framework is a planning approach focused on identifying what kind or areas of knowledge are worthy of knowing. From this planning perspective, teachers focus on the complexity of student thinking, organizing instruction around big ideas or enduring understandings, and using assessments to gain evidence of the variation in and complexity of student understanding and to help students develop the capacity to plan, monitor, and evaluate their learning. Big ideas used to center instruction may be social, emotional, or cognitive in nature.

The Communities of Practice Framework is a planning approach that centers on student identities and knowledge construction within diverse communities. From this planning perspective, teachers' focus on learning as a social and cultural activity and the ways that varied social institutions (e.g. family, work) are organized as learning communities. Paramount to social constructivism is classroom organization, which centers on developing what are called communities of practice. This has implications for creating participant structures that foster classroom discussion and small group work.

PROGRAM GOALS AND COURSE OBJECTIVES
In this course you will examine the variety of ways that learning and teaching are organized in classroom settings. You will examine the classroom as a dynamic cultural unit embedded in larger social institutions (e.g., schools and communities). You will examine your own beliefs about learning and teaching by considering the various ways in which teaching methodologies, classroom management, curriculum issues, and interpersonal relationships interface in classrooms. The two main objectives of this course are:

- By teaching a lesson, leading a reading discussion, participating and reflecting on small group work, and providing feedback on lessons presented by others you will articulate the connections between planning, practice and student learning.

- By participating in class discussions and writing reading reflections you will analyze and critique theories of learning, instruction, and motivation and consider how your own beliefs and experiences shape your views of teaching, learning, and educational inequality.

This course fulfills a requirement of the Education Studies minor.
This course fulfills a requirement of the Education Studies (ES) minor. The Education Studies minor is an interdisciplinary program that includes courses offered by the School of Education in cooperation with a variety of departments. The ES minor has two goals. Students learn to: (1) to question their own biases and social location and the inequities that shape individuals, interpersonal interactions, and institutions in order to acknowledge the full humanity of students, families, educational personnel and other stakeholders; and (2) use theory and experience to critically consider how educational policy and classroom practices materially impact the learning opportunities available to P-12 students. *If you are interested in the Education Studies minor, the first step is scheduling a meeting with Terry Beck (tbeck@pugetsound.edu) to gain official admission into the minor.*

This course fulfills the Knowledge, Identity, and Power (KNOW) graduation requirement.
This course fulfills the Knowledge, Identity, and Power graduation requirement.
Courses in Knowledge, Identity and Power (KNOW) provide a distinct site for students to develop their understanding of the dynamics and consequences of power differentials, inequalities and divisions among social groups, and the relationship of these issues to the representation and production of knowledge. In these courses, students also develop their capacity to communicate meaningfully about issues of power, disparity, and diversity of experiences and identities.
  1. These courses promote critical engagement with the causes, nature, and consequences of individual, institutional, cultural and/or structural dynamics of disparity, power, and privilege.
  2. These courses provide opportunities for students to:
       a. engage in dialogue about issues of knowledge, identity, and power, and
       b. consider linkages between their social positions and course themes related to these issues.

This course is a prerequisite for the Masters of Arts in Teaching (M.A.T.) program. We prepare teachers who are reflective, collaborative and justice oriented, who

cultivate active critical reflection and questioning—to learn from practice, to improve practice, and to support teacher learning as a life-long process of growth

create productive and challenging learning environments—to support and assess student intellectual, social and emotional growth, active engagement, and sense of belonging

interrogate their own biases and social location—to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity

PARTNERSHIP WITH AFRICAN AMERICAN STUDIES AND THE
RACE AND PEDAGOGY INSTITUTE

African American Studies is strong preparation for a career in teaching. Within the interrogative, interdisciplinary, reflexive, and justice-oriented mode that guides African American Studies, students: 1) acquire sophisticated knowledge of African American and other African diasporic experiences, 2) become conversant with the role of race, power, difference, and intersectionality in our daily lives, 3) cultivate rigorous transdisciplinary skills, 4) develop critical, intellectual, and ethical perspectives that can guide personal, educational, civic, political, and professional actions and 5) engage and interact with differential sites of community development and leadership in the Puget Sound and beyond.

The School of Education and the department of African American Studies work in partnership to develop intentional and mutually beneficial opportunities for programmatic and curricular collaboration. Our collective work is focused on unearthing, processing, and sitting with racist and historical legacies; imagining generative cross program collaborations; supporting the ongoing work of the Race and Pedagogy Institute; and grounding teacher and counselor education in the specific context of Tacoma's urban education environment. The Race and Pedagogy Institute educates students and teachers at all levels to think critically about race, to cultivate terms and practices for societal transformation, and to act to eliminate racism. School of Education students, staff, and faculty support the institute by planning conference sessions focused on K-12 teachers and students, presenting at and attending conference sessions, supporting undergraduate students to present their work, and serving as guest editors for the Race and Pedagogy Journal.

OUTLINE OF CONTENT AND SCHEDULE OF COURSEWORK

Tuesday	Thursday
Teaching and Learning Overview	
1/21 --Introductions --Learning and Teaching	**1/23** --Reading Discussion --Syllabus and Organization of Assignments Reading: Feiman-Nemser, S. & Buchmann, M. (1985). Pitfalls of experience in teacher preparation. *Teachers College Record*, 87(1), 53-65.
Task Analytic Framework **An Approach that Makes Relevant Skills and Sub-Skills Explicit**	
1/28 --Reading Discussion --Mathematics Lesson Reading: Oakes, J. & Lipton, M. (1999). Ch. 2, Traditional learning theories: Transmission, training, and IQ. In *Teaching to change the world*. (pp. 54-63). Boston: McGraw-Hill College.	**1/30** No Class Amy attending the meeting of the Washington Association of Colleges of Teacher Education (WACTE)
2/4 --Reading Discussion --Lesson Workshop: Brainstorming Reading: Herrell, A. L., Jordan, M., & Eby, J. W. (2013). Ch. 3, Lesson planning and sequencing. In *Teaching in the elementary school: A reflective action approach, 6th edition*. (pp. 55-63). Boston, MA: Pearson. *Costa's Levels of Questioning.*	**Reading Reflection 1 Due--Paper** **2/6** --Share Reflections and Portfolio Set-up --Reading Discussion (by_____, _____) --Lesson Workshop: Task Analysis Reading: Isaacson, M. (2014). *Creating balance: The roles of fluency and comprehension in the primary classroom*. Unpublished master's thesis, University of Puget Sound, Tacoma, WA.

Backward Design Framework A Planning Approach to Identify What is Worthy of Knowing	
2/11 --Reading Discussion (by_____, _____) --Lesson Workshop: Task Analysis Reading: Nicholls, J.G. & Hazzard, S.P. (1993). Ch. 6, Workbooks and intelligent work and Ch. 7, Curriculum theory: What knowledge is of most worth? In *Education as adventure: Lessons from the second grade*. (pp. 71-103). New York: Teachers College Press.	**2/13** --Lesson Workshop: Enduring Understandings Reading: Wiggins, G. & McTighe, J. (1998). Ch. 1, What is backward design? In *Understanding by design*. (pp. 7-19). Alexandria, VA: Association for Supervision and Curriculum Development. Eisner, E.W. (2004). Preparing for today and tomorrow. *Educational Leadership 61(4),* 6-10.
2/18 --Reading Discussion (by_____, _____) --Lesson Workshop: Enduring Understandings Reading: Wiggins, G. & McTighe, J. (1998). Ch. 4, The six facets of understanding. In *Understanding by design*. (pp. 44-62). Alexandria, VA: Association for Supervision and Curriculum Development.	**Reading Reflection 2 Due--Matrix** **2/20** --Lesson (by_____, _____) --Lesson Workshop: Assessment Reading: Wiggins, G. & McTighe, J. (1998). Ch. 5, Thinking like an assessor. In *Understanding by design*. (pp. 63-84). Alexandria, VA: Association for Supervision and Curriculum Development.
2/25 --Lesson (by_____, _____) --Lesson (by_____, _____)	**2/27** --Lesson (by_____, _____) --Lesson (by_____, _____)
3/3 --Lesson (by_____, _____) --Reading Discussion (by_____, _____) Reading: Heath, S.B. (1991). A lot of talk about nothing. In Brenda Miller Power & Ruth Hubbard (Eds.) *Literacy in process*. (pp. 79-87). Portsmouth, NH: Heinemann Educational Books, Inc. Heath, S.B. (1983). Oral traditions, literate traditions. In *Ways with words: Language, life, and work in communities and classrooms.* Cambridge, UK: Cambridge University Press. (pp. 158-160, 170-172, 308-309).	**Mid-way Course Reflection** **3/5** --Lesson (by_____, _____) --Lesson (by_____, _____)
3/10 --Lesson (by_____, _____) --Lesson (by_____, _____)	**3/12** --Lesson (by_____, _____) --Lesson (by_____, _____)
3/17 Spring Recess	**3/19** Spring Recess

Communities of Practice Framework **An Approach that Centers on Student Identities and Knowledge Construction within Diverse Communities**	
3/24 --Reading Discussion (by_____, _____) Reading: Olsen, L. (1997). Ch. 2, The maps of Madison High: On separation and invisibility and Ch. 3, We make each other racial: The Madison High world as perceived by the "American" student. In *Made in America: Immigrant students in our public schools*. (pp. 37-89). New York: The New Press. Mott-Smith, J. A. (2008). Ch. 27, Exploring racial identity through writing. In *Everyday antiracism: Getting real about race in school*. (pp. 146-149). New York: The New Press.	**Reading Reflection 3 Due--Paper 3/26** --Educational Exchange with McCarver Elementary fifth grade classes at McCarver Elementary
3/31 --Reading Discussion (by_____, _____) --Unit Plan Grouping Reading: Sensoy, O. & DiAngelo, R. (2012). Ch. 8 Understanding the structural nature of oppression through racism and Ch. 9 Understanding the global order of racism through white supremacy. In *Is everyone really equal?: An introduction to key concepts in social justice education*. (119-153). New York: Teachers College Press. Pollock, M. (2006). *Everyday Antiracism in Education*. American Anthropological Association. Available at: http://www.understandingrace.org/resources/pdf/rethinking/pollock.pdf	**4/2** --Reading Discussion (by_____, _____) --Unit Planning Workshop Reading: Milner, H.R. (2018). "How dare you make this about race?": Centering race, gender and poverty. In Eddie Moore, Ali Michael, & Marguerite W. Penick-Parks (Eds.) *The guide for white women who teach black boys*. (pp. 188-194). Thousand Oaks, CA: Corwin. Unit Plan Reading: *A Young People's History of the United States: Columbus to the War on Terror*
Reading Reflection 4 Due--Visual 4/7 --Reading Discussion (by_____, _____) --Unit Planning Workshop Reading: Sternberg, R. J. (2007). Who are the bright children? The cultural context of being and acting intelligent. *Educational Researcher, 36 (3)*, 148-155. Foley, D. (2008). Ch 41, Questioning "cultural" explanations of classroom behaviors. In *Everyday antiracism: Getting real about race in school*. (pp. 222-225). New York: The New Press.	**4/9** --Reading Discussion (by_____, _____) --Unit Planning Workshop Reading: Hackman, H. W. (2005). Five essential components for social justice education. Equity & Excellence in Education, 38 (2), 103-109. Ryken, A. E. (2015). Engaging children's spontaneous questions about social diversity. Multicultural Perspectives, 17 (2), 99-105. Unit Plan Reading: *A Young People's History of the United States: Columbus to the War on Terror*
4/14 --Reading Discussion (by_____, _____) --Unit Planning Workshop --Read at least four artist statements in Boer, M., Brackett, L., Hamel, F., Pugh, M, & Ryken, A.E. (Eds.). (2020). Engaging Teaching Dilemmas to Foster Culturally Responsive and Antiracist Teaching Practice. In *Race & Pedagogy Journal: Teaching and Learning for Justice*. Unit Plan Reading: *A Young People's History of the United States: Columbus to the War on Terror*	**4/16** --Educational Exchange with McCarver Elementary fifth grade classes at McCarver Elementary

Race and Racism Unit Lessons	
Reading Reflection 5—Knowledge, Identity, Power **4/21** --Educational Exchange with McCarver Elementary fifth grade classes at University of Puget Sound	**4/23** --Unit Planning Workshop Unit Plan Reading: *A Young People's History of the United States: Columbus to the War on Terror*
4/28 --Unit Lessons Unit Plan Reading: *A Young People's History of the United States: Columbus to the War on Terror*	**4/30** --Unit Lessons Unit Plan Reading: *A Young People's History of the United States: Columbus to the War on Terror*
5/5 --Unit Lessons Unit Plan Reading: *A Young People's History of the United States: Columbus to the War on Terror*	

STUDENT REQUIREMENTS AND EVALUATION

Assignment expectations and deadlines for rotating assignments will be discussed in class. Assignments must be submitted at the beginning of class on the date they are due. In the event that you have to submit late work, you must make an appointment with the professor. Late work will not be credited at full value.

Task Analysis of a Lesson—You and a partner will select a concept from a subject area and conduct a task analysis of how you will teach it. You will break down the task into component parts, specify the learning outcomes and write behavioral objectives. These objectives will help articulate the goals you intend to accomplish as well as the materials you would use to teach the concept. You will revise and refine this lesson plan as you develop your Backward Design Lesson. A detailed handout of requirements will be distributed in class. (5% of final grade)

Backward Design Planning and Teaching a Lesson—You and a partner will teach a 20-minute lesson related to a subject matter and grade level of interest to you. One week after presenting the lesson you will turn in a 4-6 page double-spaced typed summary including a lesson plan and your reflections after the lesson. A detailed handout of requirements will be distributed in class. (20% of final grade)

Reading Discussion— You and a partner will lead a 40-minute discussion of assigned readings. You will meet as a pair to discuss the readings and prepare a 1-2 page handout that summarizes the main points presented in the reading (to be distributed to your colleagues). A detailed handout of requirements will be distributed in class. (10% of final grade)

Reading Reflection Papers— In preparation for class discussions you will write brief notes/questions on assigned readings each week. You will then prepare five reading reflections. The purpose of the reading reflections is to help you summarize the main ideas in the readings, share questions, make connections between readings and your educational experiences, and articulate your developing personal pedagogy. Two of the reflections will be 4-page double-spaced typed papers analyzing the class readings. One reflection will be a matrix elaborating connections among three readings. One reflection will take the form of a visual diagram. The final reflection will engage course themes in a discussion forum on Moodle. A detailed handout of requirements will be distributed in class. (25% of final grade)

Class Engagement—You will take multiple roles in class, by regularly and punctually attending, engaging in activities such as teaching lessons, evaluating the teaching of others, discussing readings, completing in-class and Moodle discussion forum writing assignments, sharing insights from your educational experiences, and participating as a productive and positive community member. These varied activities will allow us to communicate meaningfully about how issues of power, disparity, and diversity of experiences and identities impact classroom instruction. Discussions of contested, social values will be an ongoing feature of the course. Our discussions will require class members to articulate their values and beliefs, to engage significantly with each other and across what may be substantively different life experiences, and to actively resist the tendency to oversimplify what are nagging, complex questions that are central to the work teachers do in schools today. You will self assess your participation and the professor will assess your participation. (20% of final grade)

Collaborative Unit Planning— Using a text, selected from *A Young People's History of the United States: Columbus to the War on Terror*, planning teams will develop a unit of instruction. You will work with your team to plan a coherent sequence of learning experiences, to develop one detailed lesson plan, and to teach one lesson. You will write a 6-10 page double-spaced typed lesson plan and reflection. A detailed handout of requirements will be distributed in class. (20% of final grade)

WASHINGTON TEACHER STANDARDS-BASED BENCHMARKS

The Washington Teacher Standards-based benchmarks include three standards (1) effective teaching, 2) professional development, 3) teaching as a profession. Each standard is comprised of multiple criteria; for each criteria there are three levels of the career continuum (residency, professional, and career). These competencies focus learning and teaching experiences throughout the M.A.T. program. Criteria in bold below are the criteria for residency certification.

Standard 1 Effective Teaching

Criteria 1 — Using multiple instructional strategies to address individual student needs. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds.

Criteria 2 — Integrating subjects across content areas. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.

Criteria 3 — Using a variety of assessments to monitor and improve instruction. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.

Criteria 4 — Creating a safe, productive learning environment. Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others.

Criteria 5 — Planning curricula for diverse student needs. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them.

Criteria 6 — Ensuring cultural sensitivity/competence. Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.

Criteria 7 — Integrating technology. Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. Using technology that is effectively integrated to create technologically proficient learners.

Criteria 8 — Involving and collaborating with families, neighborhoods and communities. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society. Informing, involving, and collaborating with families/neighborhoods and communities in each student's educational process, including using information about student cultural identity, achievement and performance.

Standard 2 Professional Development

Criteria 1 — Utilizing feedback and reflection to improve teaching practice. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

Criteria 2 — Using standards for self-assessment, plan and implement professional growth

Criteria 3 — Seeking new learning to remain current in field

Standard 3 Teaching as a Profession

Criteria 1 — Advocating for diverse needs of each student

Criteria 2 — Collaborating in and contributing to school improvement. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.

Criteria 3 — Serving in formal and informal leadership roles

Criteria 4 — Providing meaningful feedback to colleagues

REQUIRED TEXTS
A course reader contains selected readings to provide multiple perspectives on learning and teaching. Copyright and Fair Use: Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way. For further information, see: http://research.pugetsound.edu/copyright.

CURRICULUM AND INSTRUCTION RESOURCES
Race and Racism Text Set
http://research.pugetsound.edu/c.php?g=866878&p=6223404
You will use one of the texts in this text set as the focal text for unit planning.

Consult the following web sites for samples of curriculum materials and/or copies of subject matter and teaching standards:

General Resources	
Organization	**Web Site**
Washington State K-12 Learning Standards	**www.k12.wa.us/CurriculumInstruct/default.aspx**
Association for Supervision and Curriculum Development	**www.ascd.org**
National Education Association	**www.nea.org**

Subject Specific Resources	
Organization	**Web Site**
American Council on the Teaching of Foreign Languages	**www.actfl.org**
The Getty Museum	**www.getty.edu/education**
International Reading Association	**www.reading.org**
Music Teachers National Association	**www.mtna.org**
National Art Education Association	**www.naea-reston.org**
National Association for Multicultural Education	**http://nameorg.org**
National Council for the Social Studies	**www.socialstudies.org**
National Council of Teachers of English	**www.ncte.org**
National Council of Teachers of Mathematics	**www.nctm.org**
National Science Teachers Association	**www.nsta.org**
North American Association for Environmental Education	**www.naaee.org**
Shape America (Society of Health and Physical Educators)	**www.shapeamerica.org/standards/**

UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

UNIVERSITY MISSION STATEMENT
As teachers we must think carefully and intentionally about the enduring understandings that will focus learning experiences. The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. "The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives."

ACADEMIC INTEGRITY
Teachers in public schools teach not only subject matter content, but also ethics and dispositions. The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University's Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

UNIVERSITY DIVERSITY STATEMENT
As teachers we must critically examine our own educational and life biographies and work to understand students who have had experiences that are both similar and very different from our own. The university shares this commitment to building a learning community based on a respect and appreciation for all persons.
We Acknowledge
       the richness of commonalities and differences we share as a university community.
       the intrinsic worth of all who work and study here.
       that education is enhanced by investigation of and reflection upon multiple perspectives.
We Aspire
       to create respect for and appreciation of all persons as a key characteristic of our campus community.
       to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
       to foster a spirit of openness to active engagement among all members of our campus community.
We Act
       to achieve an environment that welcomes and supports diversity.
       to ensure full educational opportunity for all who teach and learn here.
       to prepare effectively citizen-leaders for a pluralistic world.

UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

CAMPUS EMERGENCY RESPONSE GUIDANCE
Teachers in public school settings have many responsibilities, including ensuring student safety. The University of Puget Sound, like public schools, takes this responsibility very seriously. Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency. Familiarize yourself with hall exit doors and the designated gathering area for your class buildings. For this class our designated gathering area is in Jones Circle at the fountain. In the event of an emergency remain calm, be prepared to act quickly, and listen for instructions from campus personnel.

ACCESSIBILITY AND ACCOMODATIONS
As teachers we must personalize instruction to addresses students' learning strengths and needs. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

STUDENT BEREAVEMENT POLICY
As teachers we must be responsive to students' expressed need for bereavement. Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students'. For more information, please see the Academic Handbook.

RELIGIOUS ACCOMODATION POLICY
As teachers we should allow students to have absences for reasons of faith. The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in- academic-courses-or-programs