**Auburn University**

**Spring 2022 Course Syllabus**

1. GENERAL INFORMATION

**Course Number and Title:** FOUN 3000.DE1, Diversity of Learners and Settings

**Credit Hours:** 3 semester hours

**Prerequisite:** Sophomore standings

**Time and Location:** Tuesdays 2:00-4:50pm, Zoom and Canvas

**Office Hours:** Tuesdays 12:30-2:00pm, Zoom and Canvas Chat

**Instructor:** Dr. Carey Andrzejewski (a.k.a. Dr. A.), [dr.a@auburn.edu](mailto:dr.a@auburn.edu) / [cea0011@auburn.edu](mailto:cea0011@auburn.edu) ,

(334) 844-3012

**Service-Learning Coordinator:** Ms. Brittany Foster, [bdf0016@auburn.edu](mailto:bdf0016@auburn.edu)

**Location:** This class will be a blend of This class will be a blend of synchronous instruction on Zoom and asynchronous activities. We will meet synchronously on Tuesdays at 2:15pm this semester via Zoom: <https://auburn.zoom.us/j/7750777374> . Please have a webcam, desktop or laptop, quiet location and high-speed internet connection available for these meetings. Plan to login for a few minutes from wherever you will normally attend class to test your internet connection and devices before the first day of class.

1. DATE SYLLABUS PREPARED: January 2022
2. REQUIRED MATERIALS:

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.) (2013). *Readings for diversity and social justice*. (3rd ed.). New York: Routledge. (You’ll need a hard copy of this book.) ISBN: 978-0-415-89294-0

Gollnick, D. M., & Chinn, P. C. (2017). *Multicultural education in a pluralistic society*. (11th ed.). New York: Pearson. (This book is available digitally via All Access.)

**4.** COURSE DESCRIPTION:We will explore socio-cultural and individual differences. We will work to understand diversity and communicating with students with differing cultural backgrounds, abilities, and values. This class combines class-based as well as community-based discovery learning, known as service learning, that links theory and practice and involves students in active participation in a local agency or service center.

1. COURSE ORGANIZATION: Our work together this semester will be organized around the Learning for Justice Social Justice Standards domains: Identity, Diversity, Justice, and Action. Our work will also be aligned to the AU College of Education conceptual framework and the Alabama Quality Teaching Standards, specifically standards 4 and 5: Diversity and Professionalism, respectively.
2. COURSE GOALS AND OBJECTIVES:

**Goals**

1. To learn about the historical, philosophical, legal, ethical, and social issues associated with the extensive range of differences among learners;

2. To build awareness, acquire knowledge, and develop skills in communicating and interacting with students, parents, and colleagues of differing backgrounds and perspectives. Such backgrounds and perspectives include attention to: ethnicity, culture, language, socioeconomic status, gender and gender expression, sexuality, religion, age, and ability;

3. To examine students’ motivation for seeking a career in Education and the ways in which their backgrounds and experiences affect their worldview and their view of education;

4. To examine students’ assumptions about diverse learners, diverse settings, and the roles of schools and education in society;

5. To develop skills related to productive reflection and self-regulation; and

6. To engage in appropriate, challenging, and supportive learning opportunities through participation in service learning.

**Objectives:** Students will…

1. Develop positive social identities based on their membership in multiple groups in society;
2. Develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups;
3. Recognize that people’s multiple identities interact and create unique and complex individuals;
4. Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people;
5. Recognize the traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces;
6. Express comfort with people who are both similar to and different from them and engage respectfully with all people;
7. Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups;
8. Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way;
9. Respond to diversity by building empathy, respect, understanding, and connection;
10. Examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified;
11. Recognize stereotypes and relate to people as individuals rather than representatives of groups;
12. Recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination);
13. Analyze the harmful impact of bias and injustice on the world, historically and today;
14. Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics;
15. Identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world;
16. Express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias;
17. Recognize their own responsibility to stand up to exclusion, prejudice, and injustice;
18. Speak up with courage and respect when they or someone else has been hurt or wronged by bias;
19. Make principles decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure;
20. Plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective; and
21. Articulate and follow a semester-long plan to successfully achieve an individually determined learning goal.

**Auburn University College of Education Conceptual Framework, Candidate Proficiencies, which are aligned to the Alabama Quality Teaching Standards**

***Competent professionals . . .***

1. understand the central concepts, tools of inquiry, and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.
6. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

***Committed professionals . .*** *.*

1. engage in responsible and ethical professional practices.
2. contribute to collaborative learning communities.
3. demonstrate a commitment to diversity.
4. model and nurture intellectual vitality.

***Reflective professionals . .*** *.*

1. analyze past practices to stimulate ongoing improvement of future practices.

\* Shaded proficiencies are those that are explicitly assessed in FOUN 3000.

1. COURSE CONTENT AND SCHEDULE:

| **TOPICS** | **READINGS, ASSIGNMENTS, & ESSENTIAL QUESTIONS**  **(Note: additional assignments will be included in the modules as part of class attendance and participation.)** |
| --- | --- |
| **THEMES: SELF, IDENTITY, & REFLECTION** |  |
| **Week 1**  **January 18**  Orientation & Naming | **Readings:**   * Kohli & Solórzano (2012)   **Due:**   * Week 1 reading quiz   **Essential Question:** Who are we and what are we here to do? |
| **Week 2**  **January 25**  Identity | **Readings**:   * Chapter 1 in ME * Chapters 1, 2, & 6 in RDSJ   **Due:**   * Week 2 reading quiz * Asset Analysis   **Essential Question:** No, really, who are we? |
| **Week 3**  **February 1**  Intersectionality | **Readings:**   * Chapter 4 in ME * Chapters 3, 27, 74, & 129 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 67-69   **Due:**   * Week 3 reading quiz * Reflection on Identity (week 2) * Privilege Appraisal   **Essential Question:** How does intersectionality shape the ways in which we walk through and are seen in the world? |
| **Week 4**  **February 8**  Privilege & (Implicit) Bias | **Readings:**   * Chapters 11, 41, 44, 62, 79, 93, 98, & 114 in RDSJ   **Due:**   * Week 4 reading quiz * Reflection on Intersectionality (week 3) * Reflecting Cipher Report   **Essential Questions:** What is privilege? Who is privileged? What is bias? How is it implicit and explicit? |
| **THEMES: OTHERS, DIVERSITY, & EMPATHY** |  |
| **Week 5**  **February 15**  Exploitation & Powerlessness | **Readings:**   * Chapter 5 in ME * Chapters 5, 7, 8, 10, 26, & 116 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 81-83   **Due:**   * Week 5 reading quiz * Reflection on Privilege and (Implicit) Bias (week 4) * SNAP Challenge   **Essential Questions:** What are exploitation and powerlessness? Who is exploited? Who is rendered powerless? What is the role of education in perpetuating exploitation and the deprivation of power? What is the role of education in interrupting these systems? |
| **Week 6**  **February 22**  Marginalization & Cultural Imperialism | **Readings:**   * Chapter 8 in ME * Revisit Chapter 5 in RDSJ * Chapters 14, 43, 77, & 94 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 54-56   **Due:**   * Week 6 reading quiz * Reflection on Exploitation and Powerlessness (week 5) * Movie Test   **Essential Questions:** What are marginalization and cultural imperialism? Who is marginalized? How does imperialism work in the world? What is the role of education in perpetuating marginalization and cultural imperialism? What is the role of education in interrupting these systems? |
| **Week 7**  **March 1**    (Micro)Aggressions & Violence | **Readings:**   * Chapter 10 in ME * Chapters 61, 64, 71, 88, 99, & 115 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 120-122   **Due:**   * Week 7 reading quiz * Reflection on Marginalization and Cultural Imperialism (week 6) * Empathizing Cipher Report   **Essential Questions:** How do microagression, aggression, and violence shape communities, cultures, and schools? |
| **THEMES: ORGANIZATIONS, JUSTICE, & ADVOCACY** |  |
| **Week 8**  **March 15**  Curriculum | **Readings:**   * Chapter 11 in ME * Chapters 4, 9, 49, 58, & 80 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 132-133   **Due:**   * Week 8 reading quiz * Reflection on Aggression and Violence (week 7) * Learning for Justice 1: Unit Plan   **Essential Questions:** What is/should be the curriculum? Who should decide? Who should it reflect? |
| **Week 9**  **March 22**  Achievement, Discipline, & Opportunity Gaps | **Readings:**   * Chapter 6 in ME * Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher, 35*(7), 3-12. (available on Canvas) * Chapters 25, 66, & 100 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 103-108   **Due:**   * Week 9 reading quiz * Reflection on Curriculum (week 8) * Reading Debt   **Essential Questions:** What does it mean when schools systematically work better for some students than for others? |
| **Week 10**  **March 29**  School Integration & Inclusion | **Readings:**   * Chapter 2 in ME * Chapters 52, 95, & 135 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 16-21   **Due:**   * Week 10 reading quiz * Reflection on Achievement, Discipline, and Opportunity Gaps (week 9) * Advocating Cipher Report   **Essential Questions:** What is the history of school integration and inclusion? What is the present state of school integration and inclusion? What should the future hold? |
| **THEMES: COMMUNITIES, ACTION, & ACTIVISM** |  |
| **Week 11**  **April 5**  School Funding & Zoning | **Readings:**   * Good school, rich school; bad school, poor school: The inequality at the heart of America’s education system (<https://www.theatlantic.com/business/archive/2016/08/property-taxes-and-unequal-schools/497333/>) * Alabama school finance formula outdated, unfair, experts say (<http://www.al.com/news/index.ssf/2016/11/alabamas_school_finance_formul.html>) * Chapter 3 in ME * Chapters 33 & 42 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 34-38   **Due:**   * Week 11 reading quiz * Reflection on Integration and Inclusion (week 10) * 3 Equity Events   **Essential Questions:** How are decisions about where students go to school made? What are the repercussions of those decisions? What is the financial reality of public schooling? |
| **Week 12**  **April 12**  Policy Barriers | **Readings:**   * Chapter 9 in ME * Chapters 23, 24, 63, 84, 113, 124, 130, & 131 in RDSJ   **Due:**   * Week 12 reading quiz * Reflection on School Funding and Zoning (week 11) * Learning for Justice 2: Activism Plan   **Essential Questions:** In what ways do state and federal policies drive school practice? In what ways do those policies create barriers? In what ways do they create possibilities? |
| **Week 13**  **April 19**  Work of Teachers | **Readings:**   * Chapter 7 in ME * Chapters 45, 51, 90, & 109 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 16-21   **Due:**   * Week 13 reading quiz * Reflection on Policy Barriers (week 12) * Acting Cipher Report   **Essential Questions:** What is the work of teachers for teachers, for students, in schools, in communities, and in the policy landscape? |
| **Week 14**  **April 26**  Wrapping Up | **Due:**   * Reflection on Work of Teachers (week 13) * Belief Examinations |

**8.** COURSE REQUIREMENTS/ASSESSMENT:

**Lab and Service-Learning**

Teacher education core courses with a service-learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service-learning placement. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

Service Learning will be assessed as **Satisfactory** or **Unsatisfactory**. Students must receive an assessment of **Satisfactory** to complete FOUN 3000. Students must complete all service-learning assignments, fulfill a minimum of 25 hours at the service-learning site, and satisfy the performance criteria set by the service learning coordinator (Dr. Bevin Roue). **Reflection papers must address the role of service learning in preparing teachers for committed service to the community in which they reside** (see the service learning syllabus for more details)**.**

Students who fail to complete the requirements or receive an assessment of Unsatisfactory for Service Learning will receive a grade of **Incomplete for FOUN 3000.** Students who receive a grade of Incomplete must again attempt service learning the next semester. If a student fails to receive a satisfactory assessment or fails to complete all of the requirements of service learning for a second time, he or she will receive a grade of “F” for FOUN 3000.

**ALABAMA CERTIFICATION REQUIREMENTS:**

**Reminder**: To satisfy the Alabama State Department of Education’s requirements for certification, all professional studies courses [FOUN 3000 is a professional studies course] must be passed at least as the level of “C” or better. Students who do not pass all professional studies courses at the level of “C” or better will not be eligible to be recommended for certification in the State of Alabama or any other state.

**EVALUATION METHODS:** I designed this class with an à la carte grading system. That is, there are many opportunities to earn points (i.e., tasks), only some of which are required. Your aim is to accumulate at least 250 earned points over the course of the semester, assuming you desire an A for the class. You may attempt any or all of the opportunities as long as you comply with the set limits (see the Assignment Roadmap or Grade Calculation Sheet). You will earn points toward your total points by earning a 75% or better score on tasks. There are deadlines; in order to be eligible for an A, you must earn 75 points by the end of week 5 AND 150 points by the end of week 10. You must also complete all of the required tasks. Your FINAL POINT TOTAL will be determined with the following formula POINTS EARNED (points on all tasks for which you earned 75% or more of the available credit) – POINT VALUE OF THE UNATTEMPTED REQUIRED TASKS – POINT PENALTIES FOR UNEXCUSED ABSENCES. Grades will be determined based on the following:

**GRADE CALCULATION:**

A = ≥ 250 final point total AND meeting both point deadlines during the semester

B = ≥ 225 final point total

C = < 225 and ≥ 200 final point total

D = < 200 and ≥ 175 final point total

F = < 175

**TASKS/OPPORTUNITIES TO EARN POINTS (see the Course Schedule, Grade Calculation Sheet, or the Assignment Road Map for due dates. See Canvas for specific guidelines and rubrics):**

**Participation and Preparedness:** Teaching is a profession. As such, you are to conduct yourself as a professional. This includes coming to each class meeting, completing required readings so you are prepared to contribute, participating in class discussions, and completing synchronous and asynchronous in-class activities. You may earn up to 4 points in each class (2 points for synchronous Zoom meetings and 2 points for asynchronous tasks on Canvas) for participating in ways that are substantive (i.e., inciting your instructor and classmates to think about the material differently by posing thought-provoking comments and/or questions). To earn points toward your total based on Participation and Preparedness, you have to earn 3 points in any given class. Obviously, you must attend class to earn points for participation and preparedness. To earn full credit for participation and preparedness, you must also advocate for at least one of your Ciphers (see below) OR draw our attention to an idea or question from the reading and cite the author(s) accordingly either in the synchronous class meeting or in the asynchronous class activities.

**Your Ciphers:** As a way to focus your efforts this semester, each of you will be assigned to a team of five future teachers. Each team will be assigned a set of five Ciphers—fictitious students with characteristics similar to children who may one day be in your class. Your responsibility throughout the semester is to advocate for your Ciphers in and out of class. You should consider their perspectives in combination with your own when you share in class. You will receive a beginning description as well as three periodic updates about each of your Ciphers. This information should also influence your contributions in class as well as the content of your other written assignments. Your Ciphers may feature prominently in assignments at the end of the semester. As such, it will behoove you to document your thoughts, feelings, and epiphanies about your Ciphers throughout the semester. Over the course of the semester, you will have an opportunity to write four **Cipher Reports**. They will focus on your efforts to know, empathize with, advocate for, and take community action for your ciphers. You must write at least two of these reports.

**Reading Quizzes:** It’s important to read for understanding. Each week, for which reading is assigned, there will be a reading quiz. Over the course of the semester, these quizzes will total at least 100 points. They will consist of three to five multiple-choice questions, and you will have opportunities to earn partial credit (2 points for correct answers in one attempt, 1 point for correct answers in two attempts, and 0.5 points for correct answers in three attempts, 0 credit for correction answer in four or five attempts). Remember, to earn credit for the reading quiz, you have to score a 75% or better (i.e., 7.5 on 10-point quizzes, 6 on 8-point quizzes, and 4.5 on 6-point quizzes). You must qualify for class participation to be eligible to earn credit for the reading quiz. Only if your absence is excused will you be allowed to make up the reading quiz.

**Productive Reflections:** Textbooks can be dry and hard to connect with. Their overall purpose is to cover a lot of course material as efficiently as possible. We need to find a way to make the texts come alive; and, it is my hope and intent that in-class videos, class discussions, and activities can help us do that. *At least two times and not more than four times* over the course of the semester, you will need to turn in a 2-page thoughtful, productive reflection on the ideas we are reading about and discussing in class. If you choose to write a reflection on the material from one class, your reflection is due at the start of the following class (see Canvas assignment description for details; 20 points each (15 to earn points toward your total)). You may *not* write a reflection on a class you did not attend. You will *not* earn credit for productive reflections beyond the limit of four, so keep up with how many you have submitted. You will not earn credit for a productive reflection in which you do not cite at least two of the class readings for the week. That is, there is a 6-point penalty for failing to include at least two of the assigned readings, rendering your score below the required 15/20 to earn credit.

**Service-Learning Tasks:** See the service-learning syllabus for details.

**Other Tasks:** (20 points each; see Canvas assignment description for details; you may submit any of these even if you do not earn attendance for the class the week they are due. These may be submitted early, any time before the due date)**:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Self / Reflection / Identity Tasks** | **Others / Empathy / Diversity Tasks** | **Schools / Partners / Advocacy / Justice Tasks** | **Policy / Communities Activism / Actions Tasks** | **Summative Tasks** |
| * Asset Analysis * Privilege Appraisal * Reflecting on ciphers | * SNAP Challenge Module * Movie Test * Empathizing with ciphers | * Learning for Justice 1: Unit Plan * Reading Debt * Advocating for ciphers within school | * 3 Equity Events * Learning for Justice 2: Activism Plan * Activism for ciphers | * Belief Examination Papers |

**9.** CLASS POLICY STATEMENTS:

**Late Assignments: All assignments are due at the start of class, unless otherwise indicated.** There are no late assignments in this class. As you have so many opportunities to earn points, if you miss an assignment, move on to something else.

**Attendance**: Attendance is required; students are expected to attend all classes and will be held responsible for any content covered in the event of an absence. You cannot earn participation and preparedness points if you do not attend synchronous meeting; you also cannot earn participation and preparedness points if you fail to complete asynchronous in-class activities. If you miss a reading quiz for an unexcused absence, you cannot make up that quiz. Furthermore, you are ineligible to write a reflection for a class you did not earn participation and preparedness points (at least 3/4). In addition, unexcused absences, early departures, late arrivals beyond, and failure to complete asynchronous in-class activities one missed class (~150 minutes) will result in -10pts per hour. That is, you may miss one class no questions asked. Beyond that, there is a point penalty for failing to complete class without an approved excuse.

**Excused Absences**: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor, in advance of the absence whenever possible, to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the university policy on class attendance posted in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) ) for more information regarding excused absences. (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>)

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) will apply to this course (see <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> as posted in the Student Policy eHandbook, (see [www.auburn.edu/studentpolicies](https://sites.auburn.edu/admin/universitypolicies/default.aspx)). All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and in-text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. **Finally, you may not submit the work of someone else or work that you have submitted previously, for another class or for FOUN 3000, to satisfy a requirement of FOUN 3000.**

**Disability Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by email. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Course Contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Civility Statement:** Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Because this class needs to be a participatory community if students are to fulfill their potential for learning, individuals who disrupt the community will be removed from the class and their enrollment will be terminated.

Disruptive behavior includes, but is not limited to the following: receiving and sending phone calls, texts, or other messages during class, leaving class early or coming to class late, disrupting instructional discourse, doing assignments for other classes, sleeping, and engaging in other activities that detract from the classroom learning experience. See the University Policy on Classroom Behavior (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>) posted on the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information.

**Professionalism**: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the Auburn University College of Education’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Respect for Diversity**: *Auburn University Diversity Statement:* Diversity at Auburn University encompasses the whole human experience and includes such human qualities as race, gender, and ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population. It is expected that all students in this course abide by and respect the AU Diversity Statement when working and interacting with classmates and the instructor.

**Instructor Assistance:** The instructor’s purpose is to help students do the very best they can at this point in their professional development. Please allow me to assist in any way possible including, but certainly not limited to: listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming, clarifying course content or expectations, and mediating or facilitating work with collaborating peers. Always feel free to contact me by phone or by email. Although I rarely require it, please allow two days for me to respond to emails. If you have an urgent concern or question, it may be best to contact me by phone or come to my office (Haley 4054).

**Statement of Student Rights:** This course syllabus may be viewed as a flexible contract between me and you. As such, students have the right to expect that the instructor will, to the greatest extent possible, remain true to the syllabus regarding course content, objectives, schedule, requirements, and assessment. Students do, however, move through content at different paces and it may be necessary to make modifications to this syllabus to accommodate individual students’ and the class’ needs. In this event, students will be notified in advance of any changes to the syllabus that may affect their preparation for class or an assessment.

**Statement of Student Responsibilities:** Given that the course syllabus may be viewed as an agreement between instructor and student, it outlines not only what can be expected of the instructor but also what is expected of students. Therefore, it is the responsibility of the student to attempt to understand its contents, seek any needed clarification, and accept the requirements and assessments outlined therein. Furthermore, it is the responsibility of students to seek assistance in meeting course objectives and completing course assignments whenever, and preferably as soon as, needed.