Portland State
UNIVERSITY

College of Education
Curriculum and Instruction

ITP 456/556 : Identity and Social-Emotional Learning
[Fall, 2024, hybrid format]

Instructor/pronouns: **Phone:**
Office: **Email:**
Availability:

Course CRN(s):
Credits: 3 credits

Modality & Course Meeting Schedule: We will meet in-person for Sessions/Weeks: 1, 5, and 10. For all other weekly sessions, we will meet in Zoom at the scheduled start time.

Course Location:

Weeks 1, 5, 10	**In-person in** [Location]
Weeks 2-4, 6-9, 11	**Zoom** [Link]

Course Catalog Description
Prospective elementary educators will examine core components of and factors influencing social emotional learning, identity formation, and executive function development in this course. A focus on transformative social emotional learning converges an equity-based perspective with social emotional development. Dual strands of social emotional development as it applies to both elementary students and elementary teachers include: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Course Introduction

Teachers play a significant role in establishing classroom and school environments that promote culturally elevating social-emotional learning (SEL) among students. Therefore, the main goal of the course is for teacher candidates to grow in knowledge about SEL *and* personal identity work, as it relates to both teacher and student. Teacher candidates take a deep dive into their own identity, vulnerability, and social emotional experiences in preparation for managing a classroom of learners. Utilizing a lens of transformative social emotional learning (tSEL), teachers candidates center anti-racist and restorative justice practices that correspond with

elementary students' lived experiences and community-sustaining practices in classroom procedures, instruction, and daily interactions with students.

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

Safety Resources

- Please see the Safety Measures in the College of Education web page
- For information about PSU's emergency preparedness, please go to the Fire and Life Safety web page for information.

COE Vision: Educators and counselors create a just and equitable world.

COE Conceptual Framework	COE Disposition
1. Diversity and Inclusiveness – Advocacy for Fairness and Respect. **1.1** Candidates work effectively with diverse populations. **1.2** Candidates promote inclusive and therapeutic environments.	**1. Advocacy for Fairness and Respect** a) Demonstrate the commitment to work for equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity b) Honor, value and demonstrate consideration and respect for diverse patterns and expectations of learning and communication

2. Research based practices and professional standards – Professionalism. **2.1** Candidates critically analyze and implement research-based practices. **2.2** Candidates demonstrate appropriate professional knowledge, skills, and dispositions.	**2. Professionalism** a) Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor. b) Demonstrate honesty, trustworthiness, and maintain confidentiality. c) Demonstrates flexibility, a willingness to listen, accept and adapt to change, and a tolerance for ambiguity. d) Act independently and responsibly, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication. e) Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants.
3. Impact on Learning and Development – Commitment to learning. **3.1** Candidates ensure that all learners and clients succeed. **3.2** Candidates use technology to enhance learning and development. **3.3** Candidates influence policy and provide leadership for organizations.	**3. Commitment to Learning** a) Demonstrate commitment to ongoing professional learning and demonstrate a belief that everyone can learn and construct knowledge; b) Demonstrate the dedication, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator and counselor.
4. Evidenced-informed decision making – Reflection. **4.1** Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.	**4. Reflection** a) Review, analyze and evaluate the outcomes of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback.

Complete Professional Standards for the Program

Specific standards addressed in this course are linked in the table below.

Course Learning Outcomes, Standards, and Assessments

Course Outcome	COE Conceptual Framework, Dispositions, and ABAR Touchstones	Professional Standards	Assessment
1. Demonstrate knowledge of foundational concepts, theories, and research about social-emotional development and executive function to implement developmentally appropriate practice	CF2.2	MS1 INTASC1a, AAQEP1b AAQEP1c	Dialogue Journal, tSEL Lesson Design, SEL Schoolwide Plans
2. Examine how personal identity, worldview, lived experience, privilege, power, and historical influences on personhood influence how biases are formed and the related language, behaviors, and interactions	T1.1	SEL1a SEL1b SEL4c AAQEP2d SJS [Identity] SJS [Diversity] SJS [Action], SJSJ11.	Support System Story, ISEL Concept Paper or Recording, Dialogue Journal, Participation and Respect
3. Self-assess bias, habits, attitudes, and dispositions to implement self-regulation strategies for successful and sustaining professional practice	CF2.2 DISP2c	SEL1c SEL2a SEL5b FER1.1 FER1.2 INTASC4a AAQEP1f, ELL2d	Participation and Respect, ISEL Concept Paper or Recording, Dialogue Journal
4. Practice self-awareness in collaboration to develop and foster positive professional relationships, and to build and maintain community-sustaining practices with students, caregivers, colleagues, others in the school community	T2.1 DISP2b DISP2d	SEL3b SEL3a SEL3c SEL4b SEL4a, SEL5c FER2.3 AAQEP1e INTASC1c MS16 MS13 ELL2d	Participation and Respect, ISEL Concept Paper or Recording, Dialogue Journal, tSEL Lesson Design
5. Graduate Students Only (ITP 556): Graduate-level teacher candidates will be able to synthesize course concepts and use leadership skills to communicate them and support colleagues' professional learning.	CF2.2	SEL5b	SEL Schoolwide Plan

Required Readings

Course Text:

Aguilar, E. (2018). *Onward: Cultivating Emotional Resilience in Educators.* John Wiley & Sons. (Should be available as an etext through the PSU library)

Other readings supplied by the instructor:

Back, M., Han, M., & Weng, S.A. (2020). Emotional scaffolding for emergent multilingual learners through translanguaging: Case stories. *Language and Education*, *34,*5, 387-406.

CASEL. (2019). *CASEL tool: Strategies for establishing school family partnerships.* CASEL.

Crisis Prevention Institute. (2023). (rep.). *Resources guide: Trauma-informed care for educators*. https://institute.crisisprevention.com/EDTraumaInformedCare.html/?code=EBIT01ETIC&src=Res ources.

Iruka, I. U. (2022). The principles in practice: Understanding child development and learning in context. In S. Friedman, B. L. Wright, & M. L. Masterson (Eds.) *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. (4th ed., pp. 25-46).NAEYC Books.

Iruka, I.E., Gardner-Neblett, N., Telfer, N.A., Ibekwe-Okafor, N., Curenton, S.M., Sims, J., Sansbury, A. B., Neblett, E.W. (2022). Effects of racism on child development: Advancing antiracist developmental science. *Annual review of developmental psychology, 4*(1), 109-132.

Jagers, R.J., Skoog-Hoffman, A., Barthelus, B., & Schlund, J. (2021). Transformative social and emotional learning in pursuit of educational equity and excellence. *American Educator, 45* (2), 12-17. https://www.aft.org/ae/summer2021/jagers_skoog-hoffman_barthelus_schlund

O'Conner, R., De Feyter, J., Carr, A., Luo, J. L., & Romm, H. (2017). *A review of the literature on social and emotional learning for students ages 3–8: Teacher and classroom strategies that contribute to social and emotional learning* (part 3 of 4). Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic.

Course Schedule

Session, Date & Modality	Enduring Questions & Topics	Read/Watch/Listen *BEFORE* Class Session	Assignments Due before class begins	Materials to Access *DURING* Class Session
Week 1 **[Face-to-Face]**	Who were you as a student? Who will you be as a teacher? Intro to PSU Resources and Google Workspace	**Instructor video** **introduction** **to the syllabus** <enter link>		📄 **Equity-related fill in…** **Social Identity Mapping** and **the Wheel of Privilege and Power**
Week 2 **[Online Synchronous]**	Identity, Self-Knowledge, and Vulnerability; Child Development & Executive Function	**Read:** Aguilar Chapter 1 📄 **DAP 2022 Chapter…**	**Dialogue Journal**	Personal SEL Reflection 📄 **Self Regulation in E…**
Week 3 **[Online Synchronous]**	Understanding Emotional Intelligence and Self-Regulation; CASEL framework and transformative SEL, and Standards integration	**Read:** Aguilar Chapter 2 📄 **IES SEL Classroom …** **Watch:** ▶️ **SEL 101: What are…** (4:50)	**Dialogue Journal**	▶️ **I'm Happy-Sad Toda…** **Oregon SEL Standards** <insert link Fall 2024> **Oregon Health Standards** **Social Justice Standards**
Week 4 **[Online Synchronous]**	Whose story is being told? Empowering Stories and the Power of Possibility, Building Community, Empathy & Wellness	**Read:** Aguilar Ch 3-4	**Dialogue Journal**	**White Supremacy Culture and Antidotes** ▶️ **Bias Isn't Just A Poli…**

Week 5 [Face-to-Face]	Addressing Racial Injustice: Acts of Oppression, Microaggressions and Implicit Bias; Using Mindfulness for Cultural Competence, Affinity Spaces Review: **Support System Story**	**Read:** Aguilar Chapter 5 📄 Effects of Racism … **Watch:** ▶️ Why Racism Isn'… (4:30)	**Support System Story**	▶️ **What kind of Asian ar…** 📄 **Intro to Affinity/Cauc…** 📄 **4 Is of Oppression.pdf**
Week 6 [Online Synchronous]	Self-care and Secondary Trauma; ACES and Trauma-Informed Care	**Read:** Aguilar Ch 6 -7 📄 Crisis Prevention I…	**Dialogue Journal**	**A different Kind of Trauma: Philando Castile** **Misconceptions on TIC**
Week 7 [Online Synchronous]	A Strength-based approach + Assets, Cultivating Compassion and Perspective-taking Supporting multilingual learners emotional needs	**Read:** Aguilar Chapter 8 📄 Emotional scaffol…	**ISEL Concept Paper or Recording**	**Risk Factors vs Protective Factors**
Week 8 [Online Synchronous]	Dealing with Shame and Practicing Courage: Dealing with Microaggressions	**Read:** Aguilar Ch 9-10	**Dialogue Journal**	**Onward workbook** 📘 **Microaggressions h…**
Week 9 [Asynchronous]	Building Resilience and Persevering in Community	**Read:** Aguilar Chapter 11 📄 School Family Part…	**Dialogue Journal**	**Onward workbook**

Resources:
- [American Indian Perspectives on Thanksgiving](#)
- [7 Things Teachers Need to Avoid When Teaching About Thanksgiving](#)
- [Teaching Thanksgiving in a Socially Responsible Way](#)
- [SB 13 Information](#) and [Native Knowledge 360 from the Smithsonian](#)

Week 10 **[Face-to-Face]**	Gratitude and Joy in Practice Presentations of **tSEL Lesson Design**	**Read:** Aguilar Chapter 12	**tSEL Lesson Design**	**Onward workbook**
Finals Week **[Asynchronous]**			**Dialogue Journal Summary** **GRADUATE STUDENTS: SEL Schoolwide Plans**	**Course Evaluation**

Course Assignments and Evaluation
- To ensure equitable and assets-based assessment and grading, the following policies and practices are in place for this course.
    - Universal Design for Learning strategies guided course development, as evidenced by variety and choice in modes of expressing your learning.
    - Grading criteria will be provided for each assignment in the form of rubrics, score guides, or clear descriptive criteria.
    - In a teacher preparation program, dispositions and professionalism are represented in the standards for which you must demonstrate proficiency to qualify for licensure. We recognize that the concepts of appropriate dispositions and professionalism are rooted in whitestream values and norms. To mitigate the potential inequities arising from assessment of dispositions and professionalism, the criteria are spelled out explicitly and concretely.
    - If you earn a lower grade than you had hoped for when you submit a major assignment (e.g., XYZ specific assignments), you may take up the instructor's feedback to redo the assignment with the possibility of improving your grade.
    - To allow your final course grade to reflect your assets and proficiencies, rather than emphasize missing assignments or missing evidence of proficiency, the lowest possible grade on any assignment will be 50%.
    - The course is designed very intentionally to scaffold your learning. The content and assignments for each week prepare you for the content and assignments for the following week. You will get much more out of the course if you complete each assignment by the scheduled due date. However, we recognize that life circumstances can arise that make it very difficult to get an assignment in on time. If you are unable to complete an assignment by the scheduled due date, reach out to the instructor to request a different due date. (In weeks 9-11, it is very important to follow the scheduled due dates so that your course grade can be calculated and submitted to Banner on time.)

ASSIGNMENT	COLLABORATION	IN AND/OR OUT OF CLASS	RETRIEVAL SITE	SUBMISSION SITE	DUE DATE	POINTS
Participation and Respect	INDIVIDUAL	**IN**	N/A	N/A	ongoing	20
Dialogue Journal	INDIVIDUAL	**IN** AND **OUT**	SHARED GOOGLE DRIVE <insert link>	CANVAS	Weeks 2, 3, 4, 6, 8, 9 and 11	20
Support system story	INDIVIDUAL	**IN**	N/A	CANVAS	Week 5	20

ISEL Concept Paper or Recording	INDIVIDUAL	IN AND OUT	SHARED GOOGLE DRIVE <insert link>	CANVAS	Week 7	20
tSEL Lesson Design	PARTNERS	OUT	N/A	CANVAS	week 10	20
GRADUATE STUDENTS: SEL Schoolwide Plans	INDIVIDUAL	IN AND OUT	N/A	CANVAS	week 11	15

1. **Participation, Respect and Professional Dispositions [20 points]**

This course is centered on personal introspection, community building and professional communication practices. It is expected that students will examine their own personal values and belief structures to articulate their role and responsibility in creating socially just, emotionally-sensitive and culturally-sustaining classroom practices and school communities. This examination of identity and self is the cornerstone of understanding your students' identities and social emotional development. This process can be painful, controversial, and rich with opportunities to raise opposing points of view and diverse individual perspectives. It is important that we all respect what people say and think and learn from each other. Questions are encouraged, and clarification often leads to deeper understanding. Please read assigned materials prior to class so that you may contribute to discussion and engage in essential self-reflective practice.

Group Work
Throughout the class, I will use discussion, Community Circles and, at times, affinity spaces to support our learning. In these circles, spaces, and whole class discussions, it is expected that you participate fully, listening to the ideas of others as well as contributing your own. I expect the highest standards of professionalism and respect in this class. This means that you are fully attentive to others during class. I expect that you will be fully engaged, listening, responding, and not engaged in other activities during class (including the use of outside chat, texting or scrolling).

This is very important: **Participation does not just mean offering your ideas in class.** It also means that you have demonstrated the ability to empathetically listen to others' ideas, respond to others' ideas (as in discussion), and to monitor your own talking in relation to the others in class. This is an equity issue, part of being a professional, and a point I take very seriously when evaluating your in-class performance. The course instructor will provide timely feedback if the student is not making adequate progress in participation.

Evaluation Criteria: This rubric will be used as a reflective tool for your grade:
📄 Preparation, Upholding Community Expectations, and Active Engagement and Listening R…

2. Dialogue Journal [20 points]

You will be asked to create 6 entries into a 'dialogue journal' shared with the instructor. This journal will be a shared Google document, in which you will write or orally record your thoughts and the instructor will respond with comments and questions to further your ISEL introspection. You will use the same document for the entire term and add to it on the assigned week. This journal will also reflect your reading comprehension of the assigned readings and in-class activities. You are expected to attend each class, be present and participate in class, then write or record the six reflective responses in your Dialogue Journal after each class in Weeks 2, 3, 4, 6, 8, and 9 summarizing what you learned from the readings and/or your classmates. At the end of the term in Week 11, you will review your entries and submit a summary of what you have learned across the term due during finals week.

Evaluation Criteria: Completion + Reflective Content on class and readings = 2.5 points /entry + 5 points for Dialogue Journal Summary

3. Support System Story [20 points]

In this assignment, you will create a visual depiction of people, places and things that have been life-giving, influential and supportive in your life. You may consider including: people you love/admire, ancestors, important places, hobbies, traditions/cultural influences, childhood memories, etc., that are a significant part of your story that others may not learn on a first or second meeting. You can create a physical booklet, a storyboard, a work of art, slideshow or other digital medium.

You will share your story with 1-2 classmates during Week 5's in-person class session.

Evaluation Criteria: Rubric to be shared in Week 1 <insert link>

4. tSEL Lesson Design [20 points]

Transformative SEL (tSEL) is aimed at redistributing power to promote social justice through increased engagement in school. Using a lens of transformative SEL, you will design an SEL activity with an assigned partner for your future elementary class. The lesson should focus on one SEL competency and the related focal construct with a hands-on, purposeful activity. You and your partner will present this activity to the class during Week 10's in-person class session.

Evaluation criteria: Checklist of the following:
- ☐ SEL competency targeted
- ☐ SEL standard
- ☐ Year-long learning objective
- ☐ Activity learning objective
- ☐ Materials
- ☐ Activity components: Introduction, Activity, Closing, Assessment
- ☐ Home-Family connection

5. ISEL Concept Paper or Recording [20 points]

In the culminating assignment for this course, you will reflect on and describe who you are as an educator and how SEL and identity formation has shaped you and ideas about your future classroom community. You will write a paper or create a video recording using *I, me,* and *my* throughout as a first person narrative. You may include specific events or examples that you feel shaped your views in these areas. **Note that you're not obligated to share anything you don't wish to share.** Be sure to situate your examples in the context of assumptions about schooling and education.

This paper or recording will include:

A) Introduction of Your *Self* - Max 3 pages/ 10 minutes
- My identity as a member of my family of origin, a particular cultural/racial/ethnic/religious/ linguistic (and so on) group and the ways life experiences, or dimensions of my identity, give me a unique insight into issues of power, privilege, marginalization, and oppression
- How the above affects my potential as a teacher in how my life experiences, perceptions, education, and family background and the media have led to my current ideas and biases about learning and my professional work with students, families and colleagues of different identities.

B) Philosophy on Social and Emotional Learning - Max 3 pages/ 10 minutes
- My beliefs about SEL development and purpose in schools
- Plans for practical SEL classroom implementation. In other words, paint a picture with words of what it would look like in your classroom and how you will foster your students' social emotional learning.
- My beliefs on Student-Family-School Partnerships

C) Personal SEL Reflections on Self-Regulation - Max 3 pages/ 10 minutes
- My identity as a teacher, with special attention paid to dispositions and self-regulation

- My strengths as a resilient educator and how you will sustain your own emotional resilience during the school year
- My areas for improvement in terms of resilience, self-care, dispositions and self-regulation
- Any emotions that are produced during this reflection

Paper Guidelines : A maximum 11-12-page double spaced paper with 1" margins following APA style, including in text citations, title page and a reference list. This is due *electronically* and may be turned in as a Word document OR as a shared Google Doc.

Recording Guidelines: Maximum~ 30-minute video recording with references listed (no more than 2 additional minutes). This is due *electronically* and can be uploaded to our Canvas with a file or by inserting a URL link

Evaluation Criteria: Rubric to be shared in Week 1 <insert link>

6. GRADUATE STUDENTS: SEL Schoolwide Plans [15 points]

Utilizing resources introduced in Week 3 and the CASEL Guide to Schoolwide SEL rubric, you will develop a plan for a schoolwide system to support transformative SEL. You will choose one of the Following Focus areas: 1, both 2 and 4, or 3 from the rubric and write up a plan to address the needs listed in each area. Your plan should center authentic school-family-community partnership and include perspectives from various stakeholders, particularly members of Black, Indigenous and People of Color communities, and the group goals and responsibilities.

Evaluation Criteria: The CASEL rubric itself will be used to assess your plan.

Grading Scale

Grade	Percentage
A	93-100%
A-	91-92%
B+	89-90%
B	83-88%

B-   80-82%

*GRADUATE: Less than 80 percent is below graduate standard and indicates unsatisfactory performance in the course. Graduate students must maintain a GPA of 3.0 or higher for satisfactory academic progress.

C+   77-79%
C   73-76%
C-   70-72%

*UNDERGRADUATE: Less than 70 percent indicates unsatisfactory performance in the course. Undergraduate students must maintain a GPA of 2.0 or higher for satisfactory academic progress.

ALL: Courses graded 'D' or below must be retaken to count toward LEEP requirements.

D   60-69%
F   <60%

University and Course Policies

Note to reviewers: We have intentionally left the boilerplate version of University and Course Policies from the COE Syllabus Template in our syllabi so that the instructors teaching each course can see clearly which policies are mandatory and which they may modify or delete if they choose.

Additional Student Supports [Highly recommended]	Completing a COE program is demanding and likely to challenge students in many ways. Students may face other external stressors, foreseen or unforeseen, that can pose additional challenges. We encourage students to be proactive in monitoring and advocating for their own health, well-being and supports as they go through this program. Click here to access a List of Resources and Supports available to students.
Attendance and Tardiness [Highly recommended]	Consider including guidelines that facilitate student learning and their continuous improvement. An explicitly stated policy helps to avoid future problems. Understand that many students are working professionals and/or have family responsibilities and must find a

	balance between those demands and the rigor of COE coursework.

Face-to-Face Example: Participation is a critical component of this course, and students are expected to attend all classes. If an absence is unavoidable, it is the student's responsibility to contact the instructor. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. It is recommended that students identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

Zooming into class may not always be an option and is left to the instructor's discretion. For COVID, we follow the guidelines listed on the PSU COVID Response page. For illnesses, students must do ____, instructor will do _____. More than _____ absences will affect your final grade.

Tardiness Example: Students are expected to make every attempt to be in class on time and to honor the importance of making good use of class time.

Online Course Example: Participation is a critical component of this course and students are expected to engage in all online activities, which may include but is not limited to, discussion forums, synchronous meetings, and collaborative projects. Attendance during synchronous class meetings in mandatory. If there is an extenuating circumstance and a student is unable to attend a live webinar, they must contact the professor before the class begins. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. Students are expected to make every attempt to login to online webinars on time and to honor the importance of making good use of class time. |
| **Classroom Demeanor and Courtesy** [Highly recommended] | Example language: Because students may not share the same opinions and/or ideas on different topics on this class, it is important to respect the opinions and ideas of others. In considering respectful communication, students should commit to understanding how institutional racism, structural inequity, prejudice, discrimination, bias and privilege impact communication, particularly when discussing sensitive and challenging topics. It is expected that some of the class material will evoke strong emotions, and students should work toward self- and other-awareness with regard to the impact of course material related to equity and diversity. Students should strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments. |

	All students must abide by the PSU's Student Conduct Code or the COE's Academic Performance Guidelines.
Late Assignments [Recommended]	Consider including guidelines that facilitate student learning and their continuous improvement. An explicitly stated policy helps to avoid future problems. Understand that many students are working professionals and/or have family responsibilities and must find a balance between those demands and the rigor of COE coursework. Statement Examples: 1) All work is due during class on the dates assigned. Anything turned in after that time is late, and grade points will be deducted. 2) Due dates on the syllabus are provided as strongly suggested guidelines to keep students on schedule for facilitating learning and completing course requirements by the end of the term. If students need to turn in work later than the due date inform the instructor by the due date.
Academic Integrity [Required]	**Academic integrity** is a cornerstone of any meaningful education and a reflection of each student's maturity and integrity. The Code of Student Conduct, which applies to all students, prohibits all forms of academic misconduct, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized collaboration, disclosure and receipt of academic information, and other practices commonly understood to be academic misconduct. *Please ask if you have questions about whether collaboration is appropriate for any given assignment.*
FERPA (in PK-12 Settings) [Required for K-12 content courses]	Federal FERPA guidelines* apply in PK-12 settings where Teacher, Counselor, and Administrator Candidates learn about students' academic and personal history and use this information to improve their practice. It is important for candidates to maintain the privacy of the educational records of their PK-12 students and to limit sharing student personal identifiers to only those persons who have a legitimate educational interest.
FERPA (in university settings) [Required]	PSU FERPA guidelines require that non-directory information about students be kept confidential unless the student provides signed consent. Student work must be directly returned to each student (either

	face to face or via electronic or US mail). If students want a hard copy of their work returned after the end of a course, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.
Incomplete Policy [Required]	The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met. Eligibility Criteria 1. Required satisfactory course completion. 2. Reasonable justification for the request. 3. Incomplete grade is not a substitute for a poor grade. 4. Written agreement. (See Incomplete Contract) 5. Resolving the Incomplete. For more details, see the full PSU Incomplete Policy.
Inclement Weather [Required, use appropriate statement per course delivery format, hybrid would use both statements]	On Campus Courses: Inclement weather conditions may require University closure, late opening, canceled events, or reduced operations. Portland's weather forecasts and road conditions are constantly monitored to ensure the safety of students, faculty, and staff. Closure announcements and updates are posted on www.pdx.edu. Notification may be sent via PSU ALERT depending upon the severity of the weather. Classes are canceled when the University is closed and instructors may arrange makeup classes. Exams are postponed if the university closes during Finals Week. Recommended statement for online courses: Since learning modules are offered online, course content is available to students 24/7 and on-campus attendance is not required. Online course activities, including synchronous webinars, will not be cancelled for inclement weather, even when PSU campus is closed. Cancellation of live webinars or meetings due to inclement weather is determined by the course instructor only. Students are responsible for contacting the instructor as soon as possible in case of major power outages.
LGBTQIA+	As part of its commitment to social justice and human dignity, the COE

Resolution [Required]	demonstrates LGBTQIA+ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive. Instructors should honor student pronoun preferences.
Mandatory Health Insurance Policy [Required]	All students taking five or more credit hours per term (1 credit hour per term for international students) are required to have comprehensive medical insurance coverage. A student who does not have health insurance, or does not meet the criteria for the waiver application, will automatically be enrolled in the PSU Student Health Insurance Plan and the student account is charged. The deadline to submit the waiver application is posted for each term. See the PSU Student Health Insurance Plan webpage for more information. Optional Statement for RDT Programs: PSU provides students taking 5 or credits (1 credit for international students) with the mandatory PSU Student Health Insurance Plan. While PSU provides mandatory health insurance for eligible students it is IMPORTANT to note that this course is considered a Restricted Differential Tuition (RDT) type of course and therefore does not count toward the 5 credits necessary to be both eligible for and required to purchase the health insurance option. See the PSU Student Health Insurance Plan webpage for more information.
Title IX Reporting Obligations [Required]	Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. Students may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503.725.5672, book online at psuwrc.youcanbook.me, or contact another confidential employee

	found on the [Sexual Misconduct Response webpage](). For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module [Creating a Safe Campus]()
Student Food Security [Recommended]	Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at foodhelp@pdx.edu. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.
Recording Technology Notice [Recommended]	We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the [Acceptable Use Policy]() and PSU's [Student Code of Conduct](). A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**
GoReact [Required by Program]	GoReact is a tool that the COE is using for virtual supervision. The purpose of the recording is for candidate reflection and for candidates to receive feedback on student teaching/practicum. The classroom recording should not be shared outside of the GoReact Platform. Recordings should not be retained for any other purpose than edTPA, provided there is an approved edTPA parent permission.All use of GoReact must be in compliance with FERPA and must comply with GoReact's Acceptable Use Policy: [https://get.goreact.com/acceptable/.](https://get.goreact.com/acceptable/)
PSU Scholarships & Student Resources [Recommended]	This [link]() contains information for students about available resources and scholarships at PSU including financial, academic, and personal resources.