# Education Policy for Multilingual Students

EDLD 631 – 3 Credits
Spring, 2024
University of Oregon – College of Education

**Class time and location:**
Tuesdays, 9:00 - 11:50am
Lokey 115

**Professor:**
Ilana Umansky, Associate Professor
Education Studies, College of Education
Contact: ilanau@uoregon.edu
Office: Lokey 102Q
Office hours: Tuesdays, 12:00-1:00pm, or by appointment

## Course Description

This course examines education policy and practice as it pertains to immigrant students, multilingual students, and students classified in school as English learners. In it, we review the history of education for these groups of students, and then turn to examine current law, policy, and practice with regard to schooling, focusing on key elements including classification, language of instruction, access to core content, assessment, and accountability. We critically examine how these practices and policies are enacted and their repercussions – both positive and negative – for students. Finally, we explore state and district level examples of English learner education plans and explore the role of leadership for expanding educational opportunity and improving educational equity for these important groups of students.

This class is a seminar in which we will be engaging in reflective conversations and activities, guided by the readings we do for each week. We'll read about 50-80 pages per week.

## Student Learning Outcomes

1. Deepen understanding of the sociohistorical context of how immigrant and multilingual students and communities have been served in U.S. K-12 education systems.
2. Center the educational interests of multilingual and immigrant-origin students and their families and communities.
3. Learn about the laws and policies that govern how immigrant and multilingual students are served in schools today.
4. Examine how these laws and policies influence students' opportunities and outcomes and how they align or fail to align with their educational interests.

5. Engage in debate and discussion of policy and practice impacting these students.
6. Critically examine some of the main equity barriers faced by immigrant and multilingual students and identify and explore possibilities for improving these students' opportunities and experiences in education.

## Class Format

This course meets in-person on campus. The first meeting will establish the course structure, expectations, and protocols, as well as serve to determine special topics of interest to the students. A typical class session will involve small and large group discussions, mini-lectures, student presentations, and activities.

Course materials will be centralized on the course's Canvas website. This website will be used for course materials, most course readings, and submission of coursework and feedback.

## Attendance

Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student's responsibility to get class notes, and handouts or other distributed materials.

Please stay home, however, if you are sick. You can contact the instructor for how to make up for a missed session. Students should contact the instructor in case of illness or emergencies that preclude attending class sessions. Please, whenever possible, e-mail at least 24 hours prior to class.

## Books and Other Reading Materials

The readings for this class will primarily be articles and book chapters, all of which will be provided via Canvas.

## Grading Components and Criteria

**Class leadership, 20%**
>During the first class meeting I will pass around a sign-up sheet for you to sign-up to lead a discussion or activity on a theme of your choosing related to the topic and readings for that week. Your activity should *extend* or *amplify* the themes and learnings for the week rather than review required reading. I encourage you to make your activity as interactive as possible. Your activity could be something like (1) having students read and discuss a recent, related news article, (2) problem-solve scenarios you create related to the session topic, or (3) debate the pros and cons of a particular policy decision. Your leadership portion of class should last 30 minutes. Please keep track of time as you lead your activity. Please email me your plan for your class leadership at least 48 hours before class so that I can provide feedback.

**Individual Assignment (<u>choose one</u>), 40%:**

**Problem of practice brief + presentation** *(not suggested if you are not actively working in an educational setting with multilingual students)*
The problem of practice assignment is an opportunity for you to bring to the class a challenge, question, or problem that you are encountering or thinking about regarding supporting English learners, multilingual and/or immigrant students. This problem of practice should be one that you are grappling with in your school, district, or education agency. For students not currently engaged in practice this problem could be something you encountered in the past, something from your time at UO, or something you are thinking about or working on in your studies or future career. The assignment is to prepare a 3-5 page (double-spaced, 12 pt font, 1-inch margins) brief on the problem of practice, along with a 5-minute oral synthesis of your problem of practice. I will provide a sample template for the problem of practice brief. At the close of the presentation, you will present questions or thoughts to open a discussion with your peers. The discussion, which you lead, should last about 15 minutes. My hope with this assignment is for you to gather ideas and experiences from your peers to support your practice. A secondary goal is for all members of the class to have the opportunity to identify real-world problems of practice in supporting English learner, immigrant, and/or multilingual students. These problem of practice presentations will take place throughout the term; sign-ups will be sent around in week 2 or 3.

**Research paper** *(suggested for PhD students)*
This assignment is a short research paper on a topic of your choosing related to education policy and multilingual students. Pick a topic that is meaningful to you and that will support your future endeavors and build on your interests and strengths. I will provide an assignment guideline document outlining this assignment in greater detail. The following are the deliverables related to your research paper:
- Paragraph describing your research topic with draft bibliography due by class time in Week 4 (Tuesday, April 23);
- Final paper due by class time week 7 (Tuesday, May 14)

The research paper should be approximately 10 double-spaced pages (12 pt font, 1-inch margins) not including references. Use APA 7th edition style.

**State/District Policy Framework Evaluation, 40%**

This is a group project for groups of 2-4 individuals. For this project, you will evaluate a state or district EL plan of service on the eight policy elements described in Umansky and Porter (2020). The final evaluation should be a written report with brief sections on each of the policy elements, followed by policy recommendations for the district or state. I will give you a framework form to help you and this form can be attached as an appendix, if desired, at the end of your report. I encourage you to select a district or state represented by someone in your group, if possible. The report should be 7-12 double-spaced pages (12 pt font, 1-inch margins) not including references. Use APA 7th edition style. This guidance from the federal department of education on EL plan development may be useful to review: https://www2.ed.gov/about/offices/list/ocr/ell/planoutline.html.

Your group state or district policy framework evaluation will be due during finals week: Tuesday, June 11th (by midnight).

**Grading Policy**
- ❑ Class Leadership = 20%
- ❑ Individual assignment = 40%
- ❑ State/District Policy Framework Eval = 40%

Your final grade will be based on the total number of points accrued during the term. There will not be a curve. Final letter grades for the course will be calculated as follows:

|     |         |     |         |     |         |
|-----|---------|-----|---------|-----|---------|
|     |         | A   | 93-100% | A-  | 90-92.9% |
| B+  | 87-89.9% | B   | 83-86.9% | B-  | 80-82.9% |
| C+  | 77-79.9% | C   | 73-76.9% | C-  | 70-72.9% |
| D+  | 67-69.9% | D   | 63-66.9% | D-  | 60-62.9% |
|     |         | F   | < 59.9% |     |         |

Please note that if this class is taken P/NP, 80% or higher is required to pass the class and all class assignments must be completed.

**Weekly Schedule of Topics and Assignments**

Notes:
- This calendar and reading assignments may change.
- Readings under a given date are to be completed by the time of class on that date.
- You can read in any order you like but I have ordered readings for each week in what I think may make the most sense.

**Session 1 – The history of education for immigrant and multilingual students**
April 2

Guiding questions:
1. Historically, how have immigrant and multilingual groups, particularly Latinx and Asian immigrant groups, been incorporated into, and treated within the U.S. public schooling system?
2. What themes are present in the historical treatment of immigrant and multilingual groups in public education, and what connections can we make to current contexts of schooling for these students?

Spring, J. (2001). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York, NY: McGraw Hill. Chapters 4 & 5. (36pp)

Flores, N., & Lewis, M. C. (2022). "False Positives," "Reentry Programs," and "Long Term English Learners": Undoing Dichotomous Frames in US Language Education Policy. *Equity & Excellence in Education*, 257-269. (13pp)

> *Additional (voluntary) resources*:
>
> Hakuta, K. (2020). A Policy History of Leadership Dilemmas In English Learner Education. *Leadership and Policy in Schools*, *19*(1), 6-9.

**Session 2 – Multilingual students – diverse and asset-rich students**
April 9

Guiding questions:
1. What are some of the unique assets, characteristics, and needs of the students you read about?
2. According to what you read, what conclusions might you come to regarding how well the students you read about are being served in school? How might they be served better?

Please review the following short web reports:
- English Language Learners in Public Schools: https://nces.ed.gov/programs/coe/indicator/cgf
- Our nation's English learners: https://www2.ed.gov/datastory/el-characteristics/index.html

- Educational experiences of English learners: https://www2.ed.gov/datastory/el-experiences/index.html
- Academic performance and outcomes for English learners: https://www2.ed.gov/datastory/el-outcomes/index.html

Please choose one (*PhD students are encouraged to read two*):

*Long-term English learners:* Brooks, M. (2019). A mother's advocacy: Lessons for educators of long-term EL students. In H. A. Linville & J. Whiting (Eds.), *Advocacy in English language teaching and learning.* New York, NY: Routledge.

*American Indian and Alaska Native students:* McCarty, T. L., & Watahomigie, L. J. (2004). Language and literacy in American Indian and Alaska Native communities. In *Sociocultural contexts of language and literacy.* New York, NY: Routledge. (pp. 89-120)

*Newcomer and refugee students:* Oikonomidoy, E. (2007). 'I see myself as a different person who [has] acquired a lot…': Somali female students' journeys to belonging. *Intercultural Education, 18*(1), 15-27.

*English learners with disabilities:* Park, S. (2020). Demystifying disproportionality: Exploring educator beliefs about special education referrals for English learners. *Teachers College Record*, *122*(5), 1-40.

*Transnational students:* Zúñiga, V., & Hamann, E. T. (2009). Sojourners in Mexico with US school experience: A new taxonomy for transnational students. *Comparative Education Review*, *53*(3), 329-353.

*Additional (voluntary) resources*:

Shin, N. (2020). Stuck in the middle: Examination of long-term English learners. *International Multilingual Research Journal*, *14*(3), 181-205.

**Session 3 – Policy frameworks for multilingual students: Rights and responsibilities**
April 16

Guiding Questions:
1. What are key elements of a holistic policy framework for multilingual student education?
2. To what extent do you think elements of a holistic policy framework are operating well, and what changes do you think should be made?

U.S. Department of Justice & U.S. Department of Education. (2015). Dear colleague letter. Authors: Washington, DC. (40 pp)

Umansky, I., & Porter, L. (2020). State English learner education policy: A conceptual framework to guide comprehensive policy action. *Education Policy Analysis Archives*, *28*(17): 1-40. (40pp).

***PhD recommendation:*** Poza, L. E. (2021). Adding flesh to the bones: Dignity frames for English learner education. *Harvard Educational Review*, *91*(4), 482-510. (28pp).

*Additional (voluntary) resources*:

Villegas, L., & Garcia, A. (2021). A federal policy agenda for English learner education. *New America*. https://files.eric.ed.gov/fulltext/ED612406.pdf

**Session 4 – Classification and reclassification**
April 23

Guiding questions:
1. What are the key elements of EL classification and reclassification systems?
2. What is the purpose of EL classification and reclassification systems and how well does their functioning align with those purposes?

Office of English Language Acquisition (2016). *English learner toolkit for state and local education agencies*. Washington DC: U.S. Department of Education. **Chapters 1 & 8 (pp 4-13, 113-123)**. (21 pp)

Abedi, J. (2008). Classification system for English language learners: Issues and recommendations. *Educational Measurement: Issues and Practice*, 27(3), 17–31. (14 pp)

Johnson, A., & Goldenberg, C. (2020). ELLs on the cusp: Should we reclassify?. *American Educator*, *44*(1), 16.

***PhD recommendation:*** Cimpian, J. R., Thompson, K. D., & Makowski, M. B. (2017). Evaluating English learner reclassification policy effects across districts. *American Educational Research Journal, 54*(1_suppl), 255S-278S. (23pp)

*Additional (voluntary) resources*:

Bailey, A. L., & Carroll, P. E. (2015). Assessment of English language learners in the era of new academic content standards. *Review of Research in Education, 39*(1), 253-294. (42 pp)

Hopkins, M., Thompson, K. D., Linquanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher*, *42*(2), 101-108. (7 pp)

Council of Chief State School Officers. (2016). *Major provisions of Every Student Succeeds Act (ESSA) related to the education of English learners*.

(16 pp)

## Session 5 – Segregation and opportunity to learn
April 30

Guiding Questions:
1. What is federal law and policy regarding EL instruction?
2. How would you describe EL-classified students' level of integration and opportunity to learn in school? How might this be similar or different from other groups of multilingual students?

Office of English Language Acquisition (2016). English learner toolkit for state and local education agencies. Washington DC: U.S. Department of Education. **Chapters 2 & 4 (pp 16-25, 47-60).** (24 pp)

Estrada, P., Wang, H., & Farkas, T. (2020). Elementary English Learner Classroom Composition and Academic Achievement: The Role of Classroom-Level Segregation, Number of English Proficiency Levels, and Opportunity to Learn. *American Educational Research Journal*, *57*(4), 1791-1836. (40pp)

Kanno, Y., & Kangas, S. (2014). "I'm not going to be, like, for the AP": English language learners' limited access to advanced college-preparatory courses in high school. *American Educational Research Journal, 51*(5), 848-878. (30pp)

> *Additional (voluntary) resources*:
>
> Umansky, I. M. (2016). Leveled and exclusionary tracking: English Learners' access to core content in middle school. *American Educational Research Journal, 53*(6), 1792-1833. (41pp)
>
> Gándara, P., & Orfield, G. (2012). Segregating Arizona's English learners: A return to the "Mexican room"? *Teachers College Record, 114*(9), 1-27. (27 pp)

## Session 6 – Language Policy and Bilingual Education
May 7

Guiding Questions:
1. What are the main instructional models in place for EL-classified students? What are the main strengths and weaknesses of each?
2. What are some of the key arguments for bilingual education, who are the primary stakeholders, and what are their interests in promoting bilingual education?

Gándara, P., Losen, D., August, D., Uriarte, M., Gómez, M., & Hopkins, M. (2010). Forbidden language: A brief history of US language policy. In *Forbidden language: English learners and restrictive language policies* (pp. 20-33). New York: Teachers College Press. (13pp)

Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education*, *41*(1), 403-427. (24pp)

*PhD:* Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal, 54*(1_suppl), 282S-306S. (24pp)

*Additional (voluntary) resources*:

Chávez-Moreno, L. C. (2021). Dual Language as White Property: Examining a Secondary Bilingual-Education Program and Latinx Equity. *American Educational Research Journal*, *58*(6), 1107–1141. https://doi.org/10.3102/00028312211052508

Fredricks, D. E., & S. Warriner, D. (2016). "We speak English in here and English only!": Teacher and ELL youth perspectives on restrictive language education. *Bilingual Research Journal*, *39*(3-4), 309-323. (14pp)

Poza, L. E. (2018). The language of ciencia: Translanguaging and learning in a bilingual science classroom. *International Journal of Bilingual Education and Bilingualism*, *21*(1), 1-19. (18pp)

**Session 7 – Assessment, Teaching Preparation, and Funding**
May 14

Guiding questions:
1. How are EL-classified students currently assessed and what are some of the challenges with regard to EL assessment? How might assessment systems be improved?
2. What are key strengths and weaknesses in current accountability systems for EL education?
3. What are important areas of teaching preparation for teachers working with multilingual learners? How does this differ for general ed teachers, EL-specific teachers, and for school staff? What challenges currently exist with regard to having sufficient appropriately-prepared teachers and staff?
4. How does EL funding work and what are key strengths and weaknesses of EL funding?

Office of English Language Acquisition (2016). English learner toolkit for state and local education agencies. Washington DC: U.S. Department of Education. **Chapter 3 (pp 31-41).** (11pp)

Sugarman, J. (2021). *Funding English learner education: Making the most of policy and budget levers*. Washington, DC: Migration Policy Institute. (25 pp)

Siordia, C., & Kim, K. M. (2021). How language proficiency standardized assessments inequitably impact Latinx long-term English learners. *TESOL Journal*, e639. (6 pp)

***PhD:*** Jimenez-Castellanos, O., & Topper, A. M. (2012). The cost of providing an adequate education to English language learners: A review of the literature. *Review of Educational Research, 82*(2), 179-232. (53pp)

> *Additional (voluntary) resources*:

> López, F., & Santibañez, L. (2018). Teacher preparation for emergent bilingual students: Implications of evidence for policy. *education policy analysis archives, 26*(36). (34 pp)

> Master, B., Loeb, S., Whitney, C., & Wyckoff, J. (2016). Different skills? Identifying differentially effective teachers of English language learners. *The Elementary School Journal*, *117*(2), 261-284. (23pp)

> Loeb, S., Soland, J., & Fox, L. (2014). Is a good teacher a good teacher for all? Comparing value-added of teachers with their English learners and non-English learners. *Educational Evaluation and Policy Analysis, 36*(4), 457-475. (18pp)

> Stephens, C., & Johnson, D. C. (2015). 'Good teaching for all students?': Sheltered instruction programming in Washington state language policy. *Language and Education*, *29*(1), 31-45. (14pp)

> Sireci, S. G., & Faulkner-Bond, M. (2015). Promoting validity in the assessment of English learners. *Review of research in education*, *39*(1), 215-252.

## Session 8 – Immigration, documentation status, and education
May 21

Guiding questions:
1. How do the contexts of immigration status, generational status, and co-ethnic immigrant community influence the educational experiences of students and the ways in which education policies play out?
2. What barriers in the education system do undocumented students and their families face?

Mangual Figueroa, A. (2012). "I have papers so I can go anywhere!": Everyday talk about citizenship in a mixed-status Mexican family. *Journal of Language, Identity & Education*, *11*(5), 291-311. (20pp)

Portes, A., & Rumbaut, R. G. (2006). *Immigrant America: A portrait*. Berkeley, CA: University of California Press. Chapter 7 (Growing up American: The new second generation), p258-305. (47pp)

***PhD:*** Hsin, A., & Ortega, F. (2018). The effects of deferred action for childhood arrivals on the educational outcomes of undocumented students. *Demography*, *55*(4), 1487-1506.

*Additional (voluntary) resources*:

Gonzales, R. G. (2016). *Lives in limbo: Undocumented and coming of age in America*. Berkeley, CA: University of California Press. Chapter 2 (Undocumented young adults in Los Angeles: College-goers and early exiters), p.35-57. (22pp)

Bui, T. (2017). *The best we could do: An illustrated memoir*. New York, NY: Abrams. (329pp) NOT ON CANVAS

Flores, R. D., & Schachter, A. (2018). Who Are the "Illegals"? The Social Construction of Illegality in the United States. *American Sociological Review*, *83*(5), 839-868.

Gonzales, R. G., Heredia, L. L., & Negrón-Gonzales, G. (2015). Untangling Plyler's legacy: Undocumented students, schools, and citizenship. *Harvard Educational Review*, *85*(3), 318-341.

## Session 9 – State and district policy
May 28

Guiding questions:
1. What is similar about the two state plans? What is different?
2. Which elements from our 9-point comprehensive framework are described in the state plan? How thoroughly are they described and to what extent do they align with research on access and quality for multilingual learners? What elements are missing?
3. If you were asked by the state to comment on the strengths and weaknesses of the state EL plan, based on what we've covered in class to date, what would you say? Where would you commend the state and where would you push for change?
4. How might Castañeda's 3 prongs be used to evaluate the state plans? What knowledge, skills, or resources might education stakeholders most need in order to create and implement strong multilingual education plans and services?

California Department of Education (2018). *California English learner roadmap: Strengthening comprehensive educational policies, programs, and practices for English learners*. Sacramento, CA.

Oregon Department of Education (2020). *English learners program guide*. Salem, OR.

*Additional (voluntary) resources*:

Motamedi, J. Vazquez, M., Gandhi, E., Holmgren, M. (2019) *English language development minutes, models, and outcomes.* Portland, OR: Education Northwest. https://educationnorthwest.org/sites/default/files/resources/beaverton--minutes-models-outcomes-report.pdf

Sampson, C. (2019). "The State Pulled a Fast One on Us": A critical policy analysis of state-level policies affecting English learners from district-level perspectives. *Educational Policy*, *33*(1), 158-180. (22pp)

Villegas, L., & Pompa, D. (2020). The patchy landscape of state English learner policies under ESSA. *Migration Policy Institute*.

**Session 10 – Leadership and the education of immigrant and multilingual students**
June 4

Guiding questions:
1. What are some of the primary ways in which school and district leaders can support the educational opportunities, experiences, and outcome of multilingual students?
2. What factors shape the role that school and district leaders play in supporting multilingual students?

BASED ON YOUR INTERESTS, PLEASE CHOOSE AND READ **2 ARTICLES** FROM THE 5 ON THIS LIST. (PhD students may choose to read 3).

Morita-Mullaney, T. (2019). At the intersection of bilingual specialty and leadership: A collective case study of district leadership for emergent bilinguals. *Bilingual Research Journal*, DOI: 10.1080/15235882.2018.1563005

Heineke, A. J., Coleman, E., Ferrell, E., & Kersemeier, C. (2012). Opening doors for bilingual students: Recommendations for building linguistically responsive schools. *Improving Schools*, *15*(2), 130-147. (17 pp)

Scanlan, M., & López, F. (2012). ¡Vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly*, *48*(4), 583-625. (42pp)

Mavrogordato, M., & White, R. S. (2019). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English learners. *Educational Administration Quarterly*. https://doi.org/10.1177/0013161X18821364

**Student Engagement Inventory**

**Student Workload Expectations**
- *Graduate: 1 credit hour = 40 hours of student engagement*

| STUDENT ENGAGMENT INVENTORY - GRADUATE | | |
|---|---|---|
| **Educational activity** | **Student engagement hours** | **Explanatory comments** |
| Course attendance* | 30 | Class time (3 hours per week) |
| Assigned reading | 40 | Readings (approx. 4 hours per week) |
| Discussion leadership | 3 | Prep for leading discussion |
| Individual assignment (Problem of practice or research paper) | 25 | Research, reading, meeting and writing |
| Group state or district policy evaluation project | 22 | Research, reading, meeting and writing |
| **Total hours:** | **120** | |

**\*** Course attendance is synchronous, with the full class meeting together for 3 hours per week. During that time the class will include mini-lectures, small and whole group discussions, group activities and projects aligned with course content, student presentations, peer and teacher review and feedback conversations.

**Course Materials**
Course materials are proprietary. This includes handouts, PowerPoint presentations, syllabi, lectures, assignment guidelines, etc. Students and others are prohibited from sharing, posting, or selling any such material without the express written permission of the professor. See https://research.uoregon.edu/manage/innovation-impact/uo-policies-course-materials for more information.

**Attendance and Absence Guidelines**
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student's responsibility to get class notes, handouts, or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voicemail or email at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor's voicemail or email **at least 24 hours prior to class**. If no prior arrangements have been made before class time, the absence will be unexcused. See Participation grading criteria in section 6 above for details on how this will affect your grade.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

**Expected Classroom Behavior**
Classroom expectations include:
- ❑ Participate actively in class activities.
- ❑ Respect the diversity of cultures, opinions, and viewpoints in the classroom.
- ❑ Listen to fellow students, professors, and lecturers with respect.
- ❑ Arrive on time, prepared for class.
- ❑ Attend for the duration of class.
- ❑ Return from breaks in a timely manner.
- ❑ Do not read other materials, books, or newspapers.
- ❑ Do not use laptops for email, surfing, or other activities unrelated to class.
- ❑ Turn off cell phones and other electronic devices.
- ❑ Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

**Diversity, Equity, and Inclusion**
It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:
- ❑ respect the dignity and essential worth of all individuals.
- ❑ promote a culture of respect throughout the University community.
- ❑ respect the privacy, property, and freedom of others.
- ❑ reject bigotry, discrimination, violence, or intimidation of any kind.

❑ practice personal and academic integrity and expect it from others.
❑ promote the diversity of opinions, ideas, and backgrounds, which is the lifeblood of the university.

In this course, class discussions, projects/activities, and assignments will challenge students to think critically about and be sensitive to the influence and intersections of race, ethnicity, nationality, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

**Documented Disability**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on the Accessible Education Center, please see **http://aec.uoregon.edu.**

**Mandatory Reporting**
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
http://around.uoregon.edu/mandatoryreporting

**Academic Misconduct Policy**
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

*Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any*

*academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.*

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you, including discussing the conflict with the specific individual or contacting the Department Head. Within the College of Education, you can contact the Associate Dean for Academic Affairs (Brigid Flannery, 346-2496, brigidf@uoregon.edu) or the Assistant Dean for Equity and Inclusion (Krista Chronister, 346-2415, kmg@uoregon.edu).

Outside the College, you can contact:
- UO Bias Response Team: 346-3216 http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services: 346-3216  http://studentlife.uoregon.edu/support
- Affirmative Action and Equal Opportunity: 346-3123  http://aaeo.uoregon.edu/

**Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluations of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance or enter search: student grievance).

**In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, please see: https://education.uoregon.edu/academics/incompletes-courses