



EDUC 253 (MS) /278 (SS) - Development & Learning

Term:

Credits: 3 units

Course Day & Times:

Location:

Instructor Information

Name:

Contact Phone & Email:

Office Location:

Office Hours: By appointment

Course Description

This course examines human development and learning through the lenses of developmental and educational psychology, with attention to the diverse ways individuals grow cognitively, physically, socially, emotionally, and motivationally. Emphasizing variability in developmental pathways, the course explores how lived experiences, cultural contexts, and systemic factors shape learning and development across childhood, adolescence, and early adulthood.

Through case studies, research-driven discussions, and applied activities, students will:

- Develop an understanding of the dynamic and diverse nature of human development, including the experiences of students with disabilities.
- Design equitable, inclusive, and supportive learning environments that honor individual strengths, cultural assets, and developmental needs.
- Apply developmental theories to inform evidence-based instructional practices and interventions that promote growth, engagement, and resilience for all learners.

This course prepares educators to critically analyze developmental frameworks, challenge deficit-oriented perspectives, and advocate for inclusive and culturally responsive practices that create meaningful learning opportunities for every student.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for

you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Land Acknowledgment

We pause to acknowledge that Santa Clara University sits on the land of the Ohlone and Muwekma Ohlone people, who trace their ancestry through the Missions Dolores, Santa Clara, and San Jose. We remember their connection to this region and give thanks for the opportunity to live, work, learn, and pray on their traditional homeland. Let us take a moment of silence to pay respect to their Elders and to all Ohlone people of the past and present.

Tomamos un momento para reconocer que la Universidad de Santa Clara ha sido fincada en tierra del grupo indígena Ohlone y Muwekma Ohlone, quien traza su ascendencia por las Misiones Dolores, Santa Clara, y San José. Recordamos su conexión en esta región y damos gracias por tener la oportunidad de vivir, trabajar, aprender, y poder rezar en su tierra natal. Tomemos un minuto de silencio como respeto a los Mayores y toda persona Ohlone del pasado y del presente.

Syllabus Table of Contents:

Course Description.....	1
Respect for Diversity.....	1
Land Acknowledgment.....	2
Mission and Goals of the Department of Education.....	4
MATTC Program Learning Goals (PLGs).....	4
Course Objectives.....	4
Required Resources (including readings).....	6
Additional reading materials, including scholarly articles, book chapters, and other relevant resources, will be provided to you through Camino, our learning management system.....	6
Graded Assignments.....	6
Grading Criteria.....	7
Course Outline.....	8
Professional Conduct Expectations.....	15
Attendance & Punctuality.....	15
Participation.....	15
Communication.....	15
Academic Integrity.....	15
Policies, Resources & Accommodations.....	16
Discrimination, Harassment, and Sexual Misconduct (Title IX).....	16
Accommodations for Pregnant and Parenting Students.....	16
Office of Accessible Education.....	17
Safety Measures.....	17
Use of Classroom Recordings.....	17
Copyright Statement.....	17
Technology Support.....	17
Wellness.....	18
Wellness Center.....	18
CAPS.....	18
SCU Culture of Care.....	18
Academic Concerns.....	18
Gender Inclusive Language.....	19
Evidence for CTC* (Delete for Student Copy).....	19
Course Introduce & Practice Activities.....	19
Course Graded Assignment - Details.....	30

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MATTC Program Learning Goals (PLGs)

The PLGs represent SCU's Masters of Arts in Teaching and Teaching Credential (MATTC) program's commitment to individuals who earn their multiple or single subjects credential at Santa Clara University. The MATTC faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Objectives

This course will develop students' knowledge of or skills related to:		Goals/Standards Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Critically examine developmental variability and strengths Develop an understanding of the diverse pathways of human development and learning across cognitive, physical, social-emotional, and linguistic domains. Apply this knowledge to design instruction and interventions that honor the strengths, cultural identities, and lived experiences of children and youth with and without disabilities.	1	2	4.2	2.9, 3.3

2	Create inclusive and equitable learning environments Apply theories of development to create productive and accessible learning spaces that support students' movement, mobility, sensory, and specialized health care needs. Apply theories to ensure full participation of students from diverse cultural, linguistic, and disability backgrounds in classrooms, schools, and communities.	2	4	2.2	2.2, 1.3
3	Promote student agency, advocacy, and self-determination Integrate teaching and learning models that encourage students to assume increasing responsibility for their learning and self-advocacy, centering their voices and choices. This includes incorporating assistive technologies, augmentative tools, and collaborative interaction strategies that expand learning opportunities and outcomes.	4	5	4.7	2.1, 1.6
4	Center cultural and linguistic diversity in development and learning Analyze and describe the cultural and relational nature of human development. Apply culturally and linguistically responsive teaching practices that make subject matter meaningful and affirm the lived experiences of students, particularly those from historically marginalized communities.	3	1	4.7	2.11, 5.4
5	Critique and apply equitable developmental and learning theories Engage critically with developmental and learning theories to support student motivation and ensure success in inclusive and least restrictive environments. Challenge deficit-oriented perspectives and adopt approaches that are strengths-based and affirm intersectional identities.	2	6	1.3	2.8
6	Develop inclusive instructional goals Design and implement instructional strategies, accommodations, and transition plans (e.g., IEPs, 504 Plans, and English Learner redesignation) that promote access to the curriculum while affirming students' identities, cultural wealth, and learning needs.	3	3	2.5, 4.5	1.1

7	Foster academically challenging, inclusive, and supportive environments Utilize Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to create environments that are emotionally safe, academically rigorous, and fully accessible to students with diverse abilities. Empower students to thrive, engage meaningfully, and develop self-efficacy.	1	5	1.4, 2.3	2.3
*DG=Department Goals; PLG =Program Learning Goal; TPE =Teaching Performance Expectation Standard; MMSN TPE =Mild Moderate TPEs					

Required Resources (including readings)

Slavin, R.E. (2020). *Educational Psychology: Theory and Practice* (13th ed.). Pearson

Additional reading materials, including scholarly articles, book chapters, and other relevant resources, will be provided to you through Camino, our learning management system.

Resources:

Council for Exceptional Children- <http://www.cec.sped.org>

Autism Speaks - <http://www.autismspeaks.org>

National Center for Learning Disabilities- www.ncld.org

Graded Assignments

Assignment Title	Due Date	Points or %	TPEs Addressed	MMSN TPEs Addressed
1. Class Attendance and Participation		100 points 18%		6.3
2. Reading & Media Review Discussion		100 points 18%	2.2, 4.2, 4.5	4.2, 2.2, 4.5
3. Deep Dive After-Class Activities		100 points (18%)	1.3, 1.4, 2.5, 4.2	1.3; 2.5, 1.4
4. Midterm Options: <ul style="list-style-type: none"> Option 1: Developmental Case Study Analysis Option 2: Research Review Paper 		80 points (14%)	1.3, 1.4, 2.5, 4.2	1.3, 2.5, 1.4
5. Signature Assignment: ZPD Assignment		180 points 32%	1.3, 1.4, 2.3, 2.5 4.2, 4.7	2.1, 2.3, 1.6, 1.1

Reading & Media Review Discussion (10 sessions X 10 pts each = 100 pts)

For each session, you will engage with a variety of materials (e.g., reading, podcasts, documentaries). Students will post their discussion in response to the guiding questions or prompts due **Tuesday at 11:59pm**

Deep Dive After-Class Activities (10 sessions X 10 pts each = 100 pts)

For each session, you will engage with a variety of individual and group activities. Students will submit their activity outcomes **due Tuesday at 11:59pm**.

Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must notify the instructor of your absence. You will still be responsible for all missed content and in-class work (see Attendance Policy below for more details).
3. Letter grades are assigned based on overall percentage, as follows:

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

Your grades will be visible in Camino.

4. For assignments done in groups, all group members will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 5% for each day past the due date that they are submitted.

Course Outline

* The instructor retains the right to make changes, additions, or deletions to the syllabus during the course of the session. Changes will be communicated via an in-class announcement, Camino, and/or email.

Week (Date)	Topic	Readings & Relevant Activities	Assignments
Session 1	<p>Introductions & Course Overview</p> <p>1. The Importance of Understanding Learning Theories Why understanding learning theories is essential for creating equitable, inclusive, and effective learning environments.</p> <p>2. What is Human Learning and Development? Diverging Perspectives Critically engage with diverse perspectives on human development and learning, including traditional, sociocultural, and critical theories. We will challenge deficit-oriented frameworks and explore asset-based, culturally sustaining, and anti-ableist approaches that honor the dynamic and diverse nature of human growth and learning.</p>	<p>1. Read course syllabus and other assignment guidelines</p> <p>2. Reading:</p> <ul style="list-style-type: none"> Freire, P. (2000). Pedagogy of the Oppressed, Chapter 2. Patel, L. (2016). Pedagogies of Resistance and Survivance: Learning as Marronage. <i>Equity & Excellence in Education</i>, 49(4), 397-401. https://doi.org/10.1080/10665684.2016.1227585 <p>3. Media Review</p> <ul style="list-style-type: none"> 20 Most Important Learning Theories Dr. Barbara Rogoff, Ed-Talk: Children from “Underserved Minority” Backgrounds Have Strengths for Learning <p>4. Assignment</p> <ul style="list-style-type: none"> Reading & Media Review Discussion Deep Dive After-Class Activity <ul style="list-style-type: none"> My Personal Learning Philosophy Write a brief reflective statement on your personal philosophy of learning and development, drawing on the readings and media. How do your own experiences and perspectives inform your understanding? 	<p>Reading & Media Review Discussion Post Due 1/7 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 1/7 at 11:59pm</p>
Extra credit (5 points): Create a “Introduce Yourself” video			

Session 2	<p>Cognitive Development</p> <p>1. Piaget’s Theory of Cognitive Development: Stages of development and constructivist learning.</p> <p>2. Vygotsky’s Theory of Cognitive Development: Zone of Proximal Development (ZPD), scaffolding, and the role of social interaction.</p> <p>3. Bronfenbrenner’s Ecological Systems Theory: How environmental systems influence development.</p>	<ol style="list-style-type: none"> 1. Reading: <ul style="list-style-type: none"> ● Slavin (2020). Chapter 2. 2. Media review <ul style="list-style-type: none"> ● Podcast-Development of the Mind: Piaget and Vygotsky ● Scaffolding: Seeing UDL in Action in the Classroom 3. Class Activities <ul style="list-style-type: none"> ● Comparison of Piaget's and Vygotsky's Cognitive Development Theories 4. Assignment <ul style="list-style-type: none"> ● Reading & Media Review Discussion ● Deep Dive After-Class Activity <ul style="list-style-type: none"> ○ Applying Vygotsky's Zone of Proximal Development 	<p>Reading & Media Review Discussion Post Due 1/14 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 1/14 at 11:59pm</p>
Session 3	<p>Social, Moral, and Emotional Development</p> <p>1. Differing Theories of Development: Erikson’s Eight Stages of Psychosocial Development Kohlberg’s Six Stages of Moral Development James Marcia’s Four Identity Statuses</p> <p>2. Social-Emotional Learning (SEL): Its role in equity-driven education.</p> <p>3. Restorative Justice Practices: An alternative to punitive discipline that promotes healing, inclusion, and community building.</p>	<ol style="list-style-type: none"> 1. Reading: <ul style="list-style-type: none"> ● Slavin (2020). Chapter 3. ● Social-Emotional Learning- Gehlbach, H. (2017). Learning to walk in another’s shoes. <i>Phi Delta Kappan</i>, 98(6), 8-12. https://doi.org/10.1177/0031721717696471 2. Media review <ul style="list-style-type: none"> ● Kohlberg’s 6 Stages of Moral Development ● 8 Stages of Development by Erik Erikson ● School Discipline: A Restorative Approach 3. Asynchronous Class Activities <ul style="list-style-type: none"> ● The Intersections Between Social-Emotional Learning and Education Justice ● Self-Concept and Self-Esteem Workshop 4. Assignment <ul style="list-style-type: none"> ● Reading & Media Review Discussion ● Deep Dive After-Class Activity <ul style="list-style-type: none"> ○ Exploring Restorative Justice in Education 	<p>Reading & Media Review Discussion Post Due 1/21 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 1/21 at 11:59pm</p>

Session 4	<p>Behavioral and Social Theories of Learning</p> <p>1. Theory of Reinforcement: Understanding behavior through reinforcement strategies and their role in motivation.</p> <p>2. Bandura's Social Learning Theory: Modeling, observational learning, and its applications in inclusive classrooms.</p> <p>3. Cognitive Behavior Modification: Promoting students' self-regulation skills to support independent learning.</p> <p>4. Applied Behavioral Analysis (ABA): Insights from a guest speaker on supporting students with autism spectrum disorder (ASD).</p>	<ol style="list-style-type: none"> 1. Reading: <ul style="list-style-type: none"> ● Slavin (2020). Chapter 5. 2. Media review <ul style="list-style-type: none"> ● Social Learning Theory: Bandura's Bobo Beatdown Experiments ● Podcast-The ABA Controversy 3. Class Activity- Guest Speaker <ul style="list-style-type: none"> ● Applied Behavioral Analysis (ABA) for Students with Autism Spectrum Disorder 4. Assignment <ul style="list-style-type: none"> ● Reading & Media Review Discussion ● Deep Dive After-Class Activity: <ul style="list-style-type: none"> ○ Designing Inclusive Strategies for Behavioral and Social Learning in Diverse Classrooms 	<p>Reading & Media Review Discussion Post Due 1/28 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 1/28 at 11:59pm</p>
Midterm Options (80 points)			
Session 5	<p>Student Centered and Constructivist Approaches to Instruction</p> <p>1. Constructivist Theories of Learning: Emphasis on active learning, meaning-making, and prior knowledge.</p> <p>2. Cooperative Learning Methods:</p>	<ol style="list-style-type: none"> 1. Reading <ul style="list-style-type: none"> ● Slavin (2020). Chapter 8. 2. Media review <ul style="list-style-type: none"> ● Cooperative Learning: The Jigsaw Method ● 5 Keys to Rigorous Project-Based Learning 3. Class Activities <ul style="list-style-type: none"> ● Constructivist Teaching Tools Workshop 4. Assignment <ul style="list-style-type: none"> ● Reading & Media Review Discussion ● Deep Dive After-Class Activity <ul style="list-style-type: none"> ○ Option 1: Constructivist Classroom Environment Plan 	<p>Reading & Media Review Discussion Post Due 2/4 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 2/4 at 11:59pm</p>

	<p>Models that promote collaborative, peer-to-peer learning (e.g., Jigsaw, Think-Pair-Share, and Reciprocal Teaching).</p> <p>3. Project or Problem-Based Learning (PBL): Designing meaningful, real-world learning experiences that integrate students' cultural assets, lived experiences, and critical problem-solving skills.</p>	<ul style="list-style-type: none"> o Option 2: Parent Communication Strategy 	
Session 6	<p>Information Processing & Cognitive Theories of Learning</p> <p>1. How Information is Received, Processed, and Stored: Overview of sensory memory, working memory, and long-term memory.</p> <p>2. Implications of Brain Research for Education: Understanding cognitive processes to support diverse learning needs.</p> <p>3. Students with Learning Difficulties: Addressing the needs of students with dyslexia, traumatic brain injury (TBI), and other cognitive processing challenges.</p>	<p>1. Reading:</p> <ul style="list-style-type: none"> ● Slavin (2020). Chapter 6. ● Turnbull et al. (2020). <i>Exceptional Lives: Practice, Progress, & Dignity in Today's Schools</i>, Chapter 13. Students with Multiple Disabilities and Traumatic Brain Injury <p>2. Media review</p> <ul style="list-style-type: none"> ● Podcast-Metacognition: Teaching Students to Drive Their Brains ● Why the dyslexic brain is misunderstood ● Michael Wight and Elementary School After TBI <p>3. Class Activities</p> <ul style="list-style-type: none"> ● Addressing Neurological and Educational Challenges for Students with Head Injuries ● Teaching for Cognitive Growth-Classroom Participation ● Discussion-Understanding the Impact of Traumatic Brain Injury on Students and Families <p>4. Assignment</p> <ul style="list-style-type: none"> ● Reading & Media Review Discussion ● Deep Dive After-Class Activity 	<p>Reading & Media Review Discussion Post Due 2/11 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 2/11 at 11:59pm</p>

		<ul style="list-style-type: none"> o Grey Matters: Teaching The Way The Brain Learns" Reflection 	
Session 7	<p>Cultural Issues in Human Learning and Development</p> <p>1. Cultural Ways of Human Learning and Development: Understanding learning as a cultural and social process shaped by lived experiences, histories, and community practices.</p> <p>2. Sociocultural Theories of Learning Vygotsky's sociocultural theory: The role of social interaction, language, and cultural artifacts in development.</p> <p>3. Asset-Based Pedagogies for Supporting Multilingual Learners (MLs) Recognizing and leveraging students' cultural and linguistic assets in organizing learning environments conducive for MLs' English language development. Moving beyond deficit frameworks to highlight and honor students' strengths, identities, and cultural resources.</p>	<p>1. Reading</p> <ul style="list-style-type: none"> • Gutiérrez, K. D., & Rogoff, B. (2003). Cultural Ways of Learning: Individual Traits or Repertoires of Practice. <i>Educational Researcher</i>, 32(5), 19-25. https://doi.org/10.3102/0013189X032005019 • Martínez, R. A. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires. <i>The Reading Teacher</i>, 71(5), 515-522. <p>2. Media review</p> <ul style="list-style-type: none"> • Ed-Talk: Expansive and Consequential Learning for English Teachers – Dr. Kris D. Gutierrez <p>3. Class Activities</p> <ul style="list-style-type: none"> • Asset-Based Pedagogy Discussion for Supporting Multilingual Learners (English Language Learners) <p>4. Assignment</p> <ul style="list-style-type: none"> • Reading & Media Review Discussion • Deep Dive After-Class Activity <ul style="list-style-type: none"> o Reflective Essay on Cultural Identity and Teaching 	<p>Reading & Media Review Discussion Post Due 2/18 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 2/18 at 11:59pm</p>
Session 8	<p>Motivating Students to Learn</p> <p>1. Attribution Theory How students' beliefs about the causes of success or failure impact their motivation and learning.</p>	<p>1. Reading</p> <ul style="list-style-type: none"> • Slavin (2020). Chapter 10. • Louick, R., & Muenks, K. (2022). Leveraging motivation theory for research and practice with students with learning disabilities. <i>Theory Into</i> 	<p>Reading & Media Review Discussion Post Due 2/25 at 11:59pm</p>

	<p>2. Expectancy Theory Understanding the relationship between students' expectations of success and the perceived value of the task.</p> <p>3. Self-Determination Theory Promoting intrinsic motivation through autonomy, competence, and relatedness. Balancing intrinsic motivation with extrinsic incentives.</p> <p>4. Growth Mindset Encouraging learners to view intelligence and abilities as flexible and improvable through effort and strategies.</p>	<p><i>Practice</i>, 61(1), 102-112. https://doi.org/10.1080/00405841.2021.1932154</p> <p>2. Media review</p> <ul style="list-style-type: none"> • Vrooms Expectancy Theory • Developing a Growth Mindset with Carol Dweck <p>3. Asynchronous Class Activities</p> <ul style="list-style-type: none"> • Applying Motivation Theories <p>4. Assignment</p> <ul style="list-style-type: none"> • Reading & Media Review Discussion • Deep Dive After-Class Activity <ul style="list-style-type: none"> o Work on Final Presentations 	<p>Deep Dive After-Class Activity Submission Due 2/25 at 11:59pm</p>
Session 9	<p>Students with Disabilities</p> <p>1. Speech and Language Development Understanding the foundations of language development, including typical and delayed development, and specific speech and language disorders.</p> <p>2. Students with Physical Disabilities and Other Health Impairments Understanding characteristics and causes of other health impairments and physical disabilities.</p>	<p>1. Reading</p> <ul style="list-style-type: none"> • Turnbull et al. (2020). <i>Exceptional Lives: Practice, Progress, & Dignity in Today's Schools</i>. Pearson, Chapter 8. Students with Speech and Language Disorders. Chapter 14. Students with Physical Disabilities and Other Health Impairments <p>2. Media review</p> <ul style="list-style-type: none"> • Sensory Overload • Supporting Sensory Diversity: Building Inclusive Classrooms • WHY CBI? Community Based Instruction <p>3. Classroom Activities</p> <ul style="list-style-type: none"> • Reflective Discussion: Understanding and Supporting Families of Students with Chronic and Degenerative Conditions • Exploring Language Development and Speech-Language Disorders • Designing Inclusive Classrooms for Mobility, Sensory, and Specialized Health Care Needs 	<p>Reading & Media Review Discussion Post Due 3/4 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 3/4 at 11:59pm</p>

		<ul style="list-style-type: none"> ● Addressing Functional Limitations for Students with Physical Disabilities and Health Impairments ● Group Discussion- Community-Based Instruction <p>4. Assignment</p> <ul style="list-style-type: none"> ● Reading & Media Review Discussion ● Deep Dive After-Class Activity <ul style="list-style-type: none"> ○ Atypical Development and Resilience Across Disabilities 	
Session 10	Final Class Signature Assignment: ZPD presentation	<p>1. Signature Assignment Presentations (180 points)</p> <p>2. Assignment</p> <ul style="list-style-type: none"> ● Reading & Media Review Discussion Post <ul style="list-style-type: none"> ○ Signature Assignment Debrief ● Deep Dive After-Class Activity <ul style="list-style-type: none"> ○ Self-Assessment Activity 	<p>Signature Assignment Presentation Slides Upload Due 3/11 at 11:59pm</p> <p>Reading & Media Review Discussion Post Due 3/11 at 11:59pm</p> <p>Deep Dive After-Class Activity Submission Due 3/11 at 11:59pm</p>

Professional Conduct Expectations

Attendance & Punctuality

Regular attendance at all class meetings is a requirement in this program. Ten percent will be deducted from your final grade for the course for each unexcused class session you missed. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session. To use your ER you must notify the instructor by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give the instructor advance notice of these absences so they can make the necessary accommodations.

Coming to class (and returning from breaks) on time is another course requirement. Your first unexcused lateness will have no consequences, and subsequent unexcused lateness may result in a 1% reduction in overall grade for each instance.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic tardiness.

Participation

Your participation in whole class discussions and group work is essential for the success of this course. We, as educators committed to equitable education, will engage in respectful, thoughtful participation in class activities and discussion. To fully participate in the course activities, the assignments must be completed before the class session in which they are due. The quality of our class sessions and the depth of your learning depend directly on your prepared participation. While class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of— and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

[If applicable: Your Professional Conduct grade will be determined through my ongoing observation and documentation throughout the quarter.]

If an instructor has reason to feel you are not meeting all the expectations as outlined in the syllabus, they will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer their support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share their assessment with you.

Policies, Resources & Accommodations

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and [Title IX Office](#). This

[resource page](#) from Title IX provides information for students and faculty regarding pregnancy rights.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education oae@scu.edu, <https://www.scu.edu/oae> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations. In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to the exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the [Student Conduct Code](#): "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

Course materials and online activities will be available on SCU's Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through

Camino. SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone. For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website. For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Wellness

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you. SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center (<https://www.scu.edu/wellness>) provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS; <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

SCU [Culture of Care](#)

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [The HUB Writing Center](#) (Writing and Public Speaking)

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org