

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number EDUC 211 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Application to place EDUC 211 on the Cultural Literacy General Education Menu.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	-	I	I	I
2.	Description (not affecting content)	A	A	A	I	-	I	I	I
3.	Course term(s)	A	I	A	I	-	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	-	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	-	A	A	I
6.	Course number within the hundred	A	A	I	I	-	I	I	I
7.	Course number beyond the hundred	A	A	A	A	-	A	A	I
8.	Prerequisites	A	A	A	I	-	I	I	I
9.	Course fee(s)	A	-	A	-	-	-	A	I
10.	From U to G or G to U	A	A	A	A	-	A	A	I
11.	Cross-list course	A	A	A	A	-	A	A	I
12.	Department of record	A	A	A	A	-	A	A	I
13.	Close a course	A	A	A	A	-	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	-	A	A	I

	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AVAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)	
<u>Stephanie Toley</u> Signature	<u>9-16-22</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	EDUC 211—Introduction to Education, Culture and Context
Terms offered:	Fall/Spring/Summer
Catalog description:	An introductory course in professional education, including an introduction to serving students in diverse setting. Includes orientation and application to the teacher education program. Includes observation in PK-12 classroom. Must be taken in residence. Prerequisite: Sophomore standing and a declared major including teacher certification. Other majors may enroll with Teacher Education department approval. Course fee. May be used to satisfy university requirements.

	*A new catalog description has been approved by the CEHS Council and will be on the October agenda for the Teacher Education Council. This change was made to broaden the discussion in the course by involving multiple stakeholders and omit the prerequisite. This course was open in the past and was closed due to limited seats after a faculty reduction. This is no longer an issue. The new course description is as follows: An introductory course in professional education and schools/schooling, including an introduction to serving students in diverse setting. The course is designed to include multiple perspectives and voices involved in schooling and education. Includes orientation and application to the teacher education program. Includes observation in PK-12 classroom. Must be taken in residence. Prerequisite: Sophomore standing and a declared major including teacher certification or other majors working with various stakeholders (families, students, teachers) in schools or other educational settings. Course fee. May be used to satisfy university requirements.
Course prerequisites:	Sophomore standing
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

Description of Fit:

This course will examine how the social, cultural, and historical contexts of the United States and its communities shape our view of education and schooling. Schools and schooling will be examined at the micro, mezzo and macro level with an emphasis on the impact on all

stakeholders (children, families, educators, community, society). Students will examine their cultural backgrounds as stakeholders who will serve in schools. In order to serve diverse populations well, it is essential that students in this course understand their own cultural norms, values and biases and how these will impact their future work in schools. An examination of the underlying cultural norms and expectations of schools will be explored and students will be challenged to envision new ways of teaching and learning that are culturally relevant and responsive. All aspects of culture (gender, sexuality, race, ethnicity, ability, religion, geographical region, age) will be explored as well as the three levels of culture (surface, shallow, deep) so that students can begin critically examining their positionality and the positionality of others in schools and communities.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

Relevance:

Schools are an essential part of our democracy. Ninety percent of all children nationwide, attend public schools. As such, public schools are a part of the national conversation. The current conversation surrounding schools is at a fevered pitch for multiple reasons. Understanding the purpose of public education and its history benefits all stakeholders. While teachers play a primary role in schools, there are many more stakeholders including but not limited to families, speech and language pathologists, occupational and physical therapists, nurses, school psychologists, and social workers. Additionally, schools prepare students to enter the workforce. Business leaders and local communities are invested in schools preparing students well. When all of these stakeholders are involved in the governance and support of public education, schools work better. This course will examine public education from multiple perspectives with the goal of supporting schools in multiple ways.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.

- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., UN Declaration on Cultural Diversity, American Anthropological Association Declaration on Anthropology and Human Rights, etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).

- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Examining the Myth of a Culture of Poverty Reflection
Outcome B2	World Café Paper
Outcome B3	Cultural Identity Self Reflection

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the

activities listed in the Relevant Outcomes section. Provide assignment prompts if available. (See syllabus for assignment descriptors.)

Area to Be Assessed	Assessment Artifact
Outcome B1	Examining the Myth of a Culture of Poverty Reflection
Outcome B2	World Café Reflection; Interview with a Culturally Diverse Person
Outcome B3	Cultural Identity Self-Reflection

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

Course Syllabus

EDUC 211

Introduction to Education: Culture and Contexts

Instructor: Dr. Dana Mayhew
ED BLDG Office 118B
E-Mail: dana.mayhew@acu.edu

Cell: 325-669-7662
Office: 325-674-2117

Office Hours: Online or Email—Monday, Wednesday, Friday 8-11 AM
(Hours subject to change due to teaching observations—please call or email to make sure I'm in the office)

Mission Statements:

University Mission:

Stretch Intellectually. Grow Spiritually. Advance Professionally.

Abilene Christian University educates leaders who believe God calls us to love with all our hearts, lead with all our minds, and serve with all our strength. We aim to transform our students into the likeness of Jesus and produce leaders who think critically, globally and missionally through distinctive and innovative programs that deliver a unique, Christ-centered experience that draws students into community. These leaders learn to apply their Christian faith to their field of study, and they engage the world as critical thinkers, creative problem solvers, global citizens and volunteers.

College Mission: The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

Department Mission: The mission of the Department of Teacher Education is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Course Description:

This course will present an overview of the American educational system, including characteristics, organization and management. We will investigate a variety of topics, including teaching as a profession, legal and ethical issues, influence of culture on the instruction of students, and characteristics and needs of special populations. We will also explore diversity, equity and inclusivity as it relates to the profession.

Biblical underpinning of this course:

Isaiah 58; Micah 6; Matthew 5-7; Luke 10:25-37; James 2

Integration of Faith and Learning:

We believe that teaching is a ministry and special calling (Ephesians 4:11-12). It is impossible for us to separate what we believe about children from our Christian faith. Therefore, students in this class will be called upon to explore how their faith shapes them as a professional. This will be accomplished in both incidental and intentional ways. Throughout the course we will make connections between teaching and our Christian faith. Students will also be asked to respond to integrative questions that will challenge them to reflect on how their faith will influence them in the classroom.

Academic Integrity:

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office website (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

Attendance, Tardy and Participation Policy

The success of the class depends on active discussion by all class members. In order to participate in class discussions, students must be meaningful present at class meetings. Attendance is the responsibility of the student. You will be personally responsible for all materials discussed in class, even if you are absent. If you know in advance that you will be absent or tardy, please notify me by either email or phone. Excessive tardies and/or absences that are non-illness related will result in the completion of Dispositions Reviews and/or Formal Reviews of Concern to be placed in your candidacy folder.

Withdrawal From Course

A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a *Withdrawal from Class* form, will be assigned a failing grade ('F').

Assignment Policy

All assignments are due at the beginning of class on the due date. All assignments:

- Typed using Times 12 font
- Double spaced with one-inch margins
- Your name, class, and date should be included in the header portion of the paper

IMPORTANT-Two (2) late assignments will result in your highest possible final grade being a "B". Three (3) or more late assignments will result in your highest possible final grade being a "C". All decisions at the discretion of the professor.

Course Grading Policies

The Teacher Education Program is committed to high academic standards. In keeping with this commitment the department has chosen to utilize the following grading scale:

A 92-100

B 83-91

C 74-82

D 65-73

F 64 and below

Grades will be determined from exams, weekly assignments, group projects, observation paper, discussion posts, reading responses, and participation.

Course grades will reflect the candidate's mastery of the course competencies as aligned with the ACU Teacher Education Competencies. Grade penalties may be applied if the candidate does not fulfill professional responsibilities such as class attendance and timely submission of assignments.

It is departmental policy not to provide extra credit assignments. However, an instructor may find it appropriate for a student or students to be given the opportunity to resubmit an assignment in order to demonstrate competency. In these cases, the instructor will communicate clearly how this may improve the assigned grade.

All assignments must be completed in a course in order to qualify for a C or better in the course. The syllabus will identify course policies for late submission of assignments. Course grades cannot be changed after grades are recorded at the end of the semester except in the case of instructor error.

Mastery Assignments

In each course the syllabus will identify mastery assignments. Successful completion of these assignments is necessary in order to demonstrate appropriate mastery of course objectives. In order to earn a C or better in the course, these assignments must be completed as a mastery level consistent with a grade of C or better.

Candidates will be provided one opportunity for resubmission if the appropriate level of mastery is not met. If upon resubmission the candidate demonstrates a mastery level of C or better, a course grade of C or better is possible. If the resubmission does not meet mastery level of C or better, the highest grade possible in the course will be a D.

Admittance into the ACU Teacher Education Program is not automatic! Students can take no more than 6 hours of education coursework (EDUC, EACH, SPED, or READ courses) before being admitted into the Teacher Education Program.

Admission Requirements in the Handbook

<https://cdn01.acu.edu/content/dam/community/documents/cehs/edu/teacher-education-handbook.pdf>

COURSE REQUIREMENTS

Major Assignments

- **Cultural Identity Self-reflection**
After reviewing the many aspects of culture (gender, religion, race, ethnicity, SES, ability, age, etc.) in class, students will write a reflection of their own cultural identity.
- **Bell-to-Bell Reflection**
After instruction in culturally responsive teaching, students will shadow a teacher/faculty member in a Title I (high poverty) K-12 school, making notes about the cultural diversity of the students and faculty and how that influences the learning. Students will then write a reflective paper about their experiences and how what they observed will affect their future practice.
- **Christian Hospitality in the Workplace**
After a discussion about Christian hospitality and the importance of welcoming all people into our workplace, students will read an related article and write a reflection of how they will be an inclusive professional.

- *Ghost Boys* Literature Circles and Project
Students will read the young adult fiction book, *Ghost Boys*, which tells the story of a police involved shooting of a young black male. The story is told from many different perspectives which allows for excellent discussion in literature circles. Students will independently create a project focusing on one of the characters.
- Midterm Exam
Students will take an exam at midterm covering the many aspects of education and diversity covered in the first weeks of term. Exam will be multiple choice and short essays.
- Christian Interaction with Code of Ethics
After spending time in class going over the Code of Ethics for Teachers, students will compare certain Biblical passages to the Code of Ethics and explain that comparison.
- Examining the Myths of a Culture of Poverty
Students will read articles that dispel the myths of the culture of poverty. Following a class discussion, students will write a reflection of how their knowledge about poverty has changed and how that will influence them as a professional working with people.
- World Café Paper
Stories from people all over the nation are included in the book *Tell Me Who You Are*. Students will read 3-4 different stories of the diverse Americans then write a paper reflecting on what they learned about diversity from other's perspectives.
- World View Self-reflection
Students will complete a world view assessment survey then write a reflection on what they learned about themselves and how that will influence them as a professional working with people. This assignment helps students to see areas where there may hold biases about certain groups of people.
- Interview with Culturally Diverse Person
Students will select a person to interview that is from a culture different than their own. An interview protocol will be provided to guide the process. Students will then answer the same questions about themselves and compare the responses to identify areas to address within themselves prior to working with others in their profession.
- Socratic Seminar
At the end of the semester, students will rely on past learning and readings to develop three questions to ask during a Socratic seminar on diversity and

inclusion. During the seminar, students will be required to ask their questions, respond to others and make connections to their own learning and experiences.

- **My Inclusive Classroom (Workplace) Paper—FINAL EXAM**

As the culminating assignment for the course, students will write a paper citing sources and calling on personal experiences about how they will respect diversity, equity, and inclusion in their future profession. Teacher candidates will need to include culturally responsive teaching principles in their papers.

Students must receive a “C” or better in order to be accepted into the Teacher Education program. Failure to complete this requirement will result in a “D” for the course and the student must repeat it.

Senior Portfolio Showcase Requirement:

One of the requirements of the Teacher Education program is to present your professional portfolio in a Showcase format. As a Perspectives student, you are required to attend one of the Showcase presentations. This is mandatory for the course completion. **Failure to complete this requirement will result in a “D” for the course and the student must repeat it and receive a “C” or better in order to be accepted into the Teacher Education program.**

Bell-to-Bell Project:

You will begin your day at the time teachers at the school are expected to arrive and stay until the time teachers can leave for the day. As part of this assignment you will complete the Bell-to-Bell Observation paper as a requirement for this course. This does **NOT** count toward professional development points.

For security purposes, ACU students are expected to wear the ACU identification badge and lanyard while observing in schools. Check in at the school office when entering and leaving campus. Dress like a teacher and follow campus rules. Remember that you are a GUEST of the school. Principals do have the right to end your observation privileges.

Professional Development: Google Educator Certification Level 1

A third requirement for this course is to complete the Google Educator Certification Level 1 with a passing grade. The certificate of completion will be recorded on Canvas. **Failure to complete this requirement will result in a “D” for the course and the student must repeat it and receive a “C” or better in order to be accepted into the Teacher Education program.**

You will receive information for the assessment of all course requirements when they are assigned. If it requires a written response, you will receive a rubric with the requirements. If you have any questions please do not hesitate to ask.

Required Texts:

Rhodes, J. P. (2019). *Ghost boys* (Reprint edition). Little, Brown Books for Young Readers.
Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students (2014-55978-000). Corwin Press.

Final Exam:

Final Exam paper due Dec 14th at 8 AM