American College Student
ELPS 434 – Fall 2016 – Thursday 7:00 PM-9:30 PM
Corboy Law Center, Room 203, Water Tower Campus

Instructor: Demetri L. Morgan, Ph.D.
Email: dmorgan6@luc.edu
Office #: (312) 915-7305
Office Location: Lewis Towers (111 E Pearson St.) - 1153

Office Hours: I am happy to meet with students and have found that arranging a meeting time works better than static weekly office hours. If you want to meet, please send me an email that contains two to three 30-minute time blocks in which you are available over the next week and half and I will do my best to make one of those times work.

COURSE DESCRIPTION

This course examines the intersection between the characteristics that various student populations possess and the campus environments in which they operate – with a focus on how this intersection contributes to or detracts from their experiences and success in higher education. We will spend time engaging a wide-array of higher education theory and research as well as spending time out in the “field” to help us analyze and integrate different ways of understanding who the students are that make up colleges and universities in the United States. The central questions that guides this course are:

1. Who am I?
2. Who are the students that I work with?
3. What factors in my sphere of responsibility am I able to steward to support their success?

As an elective in the higher education program, this course is meant to complement coursework in multiculturalism and social justice in higher education, leadership, evaluation, history of higher education, and other core courses.

LEARNING OUTCOMES

Upon Successful completion of this course, you should be able to:

- Remember the meaning of key terms and concepts associated with campus environments and student identity
- Identify the dynamic characteristics and forces that shape different campus environments at different institutional types
- Understand how different campus environments influence student learning and identity
- Judge how different campus environments influence the experiences and success of diverse college students
- Select the appropriate social science method to better analyze and steer campus environments towards promoting student success
- Find and critique research and popular sources of information to learn about and inform decisions about how to structure campus environments
- Manage the implementation and execution of policies, assignments, or initiatives that focus on the success of specific student populations
- Identify the interaction between different student populations and campus environments
• Compare concepts in this course with other key concepts from student development theory, multiculturalism for social justice, history, leadership, and other courses in the higher education curriculum

• Understand how you are affected by the campus environments you operate within as a professional and reflect on how campus environments influenced your undergraduate experiences
• Use your agency to influence how campus environments promote student success
• Explain to students, supervisors, and colleagues how campus environments shape the experiences of students
• Understand and navigate competing student interests

• Value the complexity and diversity of campus environments and college students
• Be more interested in understanding campus culture and climate before seeking to make changes
• Get excited about using systematic approaches when assessing student populations and campus environments
• Understand the necessity of knowing and being able to articulate your positionality and social location within a campus environment and being able to describe how this influences your work within the institution and with different students

• Create and follow a yearly personal/professional development curriculum that challenges you to continue to learn about changes in student populations and campus environments
• Frame useful and critical questions to oneself and to others regarding how to foster success for different student populations and improve campus environments
• Hone your research methods tool-kit

POLICIES

School of Education Conceptual Framework: Social Action through Education
The School of Education at Loyola espouses a guiding framework that is the “foundation to the School of Education Conceptual Framework Standards”. You can read more about the framework here: http://www.luc.edu/education/mission/. Given this course’s emphasis on understanding social justice in higher education, this course promotes and coincides with the SOE’s conceptual framework particularly as it pertains to diversity given the learning outcomes of the course stated above.

Professional Dispositions
As a student in and soon to be graduate of the School of Education, you are expected to demonstrate growth on certain professional dispositions in each course and over your time in the School. These professional dispositions include professionalism, fairness, and a belief that all students can learn. These dispositions coincide with the learning outcomes of the course and are assessed using a rubric located as an addendum to this syllabus and on LiveText*. You are expected to monitor your dispositional growth throughout the semester and eventually assess your growth towards the end of the semester. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

*LivedText: All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: (http://www.luc.edu/education/admission/tuition/course-management-fee/).

IDEA Objectives for This Course
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page. The related objectives for this course are:

- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning how to find, evaluate and use resources to explore a topic in depth
- Learning to apply knowledge and skills to benefit others or serve the public good

Email/Sakai
Email will be the primary means of communication between you and I and your classmates outside of class time. Please be prompt in responding to emails – **no more than 48 hours should lapse before emails are returned or acknowledged.** Also, the Sakai site for this course will be used extensively. If you are unfamiliar/uncomfortable with course management software like Sakai please peruse the following website to help acquaint yourself: http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml

Cell Phones / Technology
It is my expectation and initial assumption that if you are using a cell phone, laptop, or other tech device that you are doing so in the service of helping you engage more fully in the class. That being said, if these devices become a distraction and begin to detract from the learning environment, this policy may be revised.

Writing Expectations/APA Style
The ability to write effectively and efficiently is a key skill that graduates of graduate programs should develop. As such, I hope that you hone your ability to write in different styles and to different audiences while in this program. For this course, the expectation is that all papers are:
- Typed
- Submitted in APA 6th Edition Format for in-text citations and reference section
- Use 12 point Times New Roman Font
- Double-spaced
- Have one-inch margins
If you think you may need assistance with your writing or wish to consult someone about your papers before you turn them in for grading please visit: (http://www.luc.edu/writing/)

Syllabus Addendum
The information below can also be found here: www.luc.edu/education/syllabus-addendum/.
Information found on the link supersedes the information below as it may be updated or changed during the course of the semester. However, I include the information below so that you have access to the spirit of this important information without the use of a computer.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.
The School of Education's Policy on Academic Integrity (http://www.luc.edu/education/resources/academic-policies/academic-integrity/)
Additional Academic Policies and Procedures (http://www.luc.edu/education/resources/academic-policies/)

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at the Services for Students with Disabilities web site (http://www.luc.edu/sswd/index.shtml).

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. EthicsLine Reporting Hotline (https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html)

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

- School of Education Cyberbullying Policy (PDF) (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- School of Education Netiquette Guidelines (PDF) (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
- University Policies and Guidelines (http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

READING MATERIALS

You are expected to complete all of the assigned reading before class each week. Please take notes or highlight meaningful passages and come to class with questions and reflections that you can contribute to the class discussion.

Required Texts

Recommended Texts


Additional Readings
Additional readings in the form of book chapters, articles, etc., will be posted on Sakai in corresponding weeks. You are not expected to print these readings for each class but you are expected to read them and take notes.

**COURSE ESSENTIALS & EXPECTATIONS**

**Classroom Engagement**
Engagement in class is defined as having completed the readings and coming to class prepared with notes, questions, and reflections that will contribute to a vibrant class dialogue. Engagement in class is being aware of the quality, quantity, and appropriateness of your contributions and pushing yourself to strike a fitting balance. Engagement is also actively listening to your peers, managing your emotions, and practicing self-care before, during, and after class sessions. This is no easy task and something we will work towards every class session as a learning community. The important takeaway is that you give your best effort every class and improve your engagement level every class. Finally, since this is an elective course-one you chose to take, I will not be assigning a grade or evaluating your classroom engagement in a formal manner. I expect, since you decided to take this course, that you will bring the requisite amount of enthusiasm and investment to make this learning experience what you hoped it to be when you signed up for the course.

**Attendance**
Class attendance is essential to your learning and development, so you are expected to be on-time to every class session this semester. If you know you have to miss class, please let me know with as much advance notice as possible. This class observes university defined holidays but there may be days that are significant to your religion or faith practice that are not observed university-wide. Please make me aware of those days and I will work with you to accommodate your needs.

**Late Assignments**
All assignments should be submitted on announced dates by the announced time. Late assignments will be docked points for each day they are late up to five days at which point the assignment will receive no points and no make-up will be accepted. Please let me know in advance of a deadline if you think you may have trouble submitting an assignment on time.

**COURSE ASSIGNEMENTS**

**Reading Summaries**
- *Purpose:* This assignment is intended to help improve your reading comprehension, prepare you for class discussion, and support your preparation for the literature review sub-task in the assignment below. You must complete 8 summaries by the end of the semester. You may choose which 8 weeks you complete summaries for but once a week passes you may not complete a reading summary for that week – plan accordingly.
Due: Each Thursday at noon for the corresponding week. Submit on Sakai

Task: Complete 8 summaries throughout the semester

Value: 50 Points Total, 6.25 Points/Summary

Nuts & Bolts:
- No more than 3 pages.
- Include anticipated grade and why

Criteria & Standards:
- Students will read the weekly assigned readings, identify major themes, and describe how the themes influence their current level of understanding about the major themes of the course.
- Students will relate the readings to either current experiences they are having in their work setting or national issues happening on college campuses and describe how they can apply their new understanding to promote student success

Integrative Projects

Purpose: This assignment is intended to help you make sense of the course content by applying it in practical ways that simulate projects you may undertake as a scholar-practitioner upon graduation from the School of Education. I encourage you to work in teams of 2 but no more than three, although you may work independently if you prefer. There will be class sessions where we check-in on the progress of the projects but mini-deadlines for the subtasks are set by you or your group. I implore you to manage your time wisely throughout the semester - do not wait until the last minute to complete all the subtasks, your submission and your grade will undoubtedly reflect rushed worked. Once you select your project and have an outline of how you want to structure your mini-deadlines, please arrange a time to meet with me to provide feedback.

Due: Class Presentation- December 8 by 7:00 PM CST / Final Narrative-December 9 by Noon, submitted on Sakai

Task: Choose one of the projects listed in the “Integrative Project Addendum” and complete the subtasks below over the course of the semester.

- Narrative (120)
  - Literature Review
  - Findings/Synthesis
  - Reflection/Recommendations
- Instrument Design (10)
- Self/Peer Evaluations (10)
- Class Presentation (10)

Value: 150 Points Total, 120-Narrative, 10-Instrument Design, 10-Self-Evaluation, 10-Class Presentation

Nuts & Bolts:
- Narrative: No longer than 20 pages including references, Include anticipated grade and why
- Presentation: 5-7 minute presentation, 5 minute Q&A/Feedback
Assignment Points
Weekly Summaries: 50 (6.25x8)
Integrative Projects: 150
Total: 200

Grading Scale (points)

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A*</td>
<td>200-188</td>
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<td>A-</td>
<td>187-180</td>
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<td>B+</td>
<td>179-172</td>
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<tr>
<td>B</td>
<td>171-166</td>
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<tr>
<td>B-</td>
<td>165-160</td>
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<tr>
<td>C+</td>
<td>159-154</td>
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<td>C</td>
<td>153-148</td>
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<td>C-</td>
<td>147-140</td>
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<td>D</td>
<td>139-120</td>
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<td>F</td>
<td>119-</td>
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*A note about grades: An “A” denotes the combination of the extraordinary and on time completion of submitted assignments, demonstrated engagement during class sessions, and evidence of growth and development on the stated learning outcomes. High-quality, professional, reflective and timely work/engagement in class is expected and will merit grades in the “B” range. This is done to reward students who choose to go above and beyond my and their expectations on course assignments. Since this class is highly driven by your effort and organization you will have the opportunity to evaluate yourself and dialogue with me about the grades you receive.

Course Outline & Weekly Readings

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/READING</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>September 1</td>
<td>Introductions</td>
<td>Read:</td>
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<tr>
<td></td>
<td>Class Overview</td>
<td>• ACS SYLLABUS</td>
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<td>Expectation Setting</td>
<td>• 2015 American College Freshman Infographic</td>
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<td>-Deconstructing the “American College Student”</td>
<td>• Beloit College 2020 Mindset List</td>
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<td></td>
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<td>• Stanton-Salazar, R. D. (2011). <em>A social capital framework for the study of institutional agents and their role in the empowerment of low-status students and youth.</em> Youth &amp; Society, 43(3), 1066-1109.</td>
</tr>
</tbody>
</table>
of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development, 48*(1), 1-22.

- Torres, Jones, & Pope (2012) – Chapters 1 & 2

**SEPTEMBER 15**  
Who am I? – In context  
- Renn & Reason (2013) – Chapter 5  
- Torres, Jones, & Pope (2012) – Chapters 3 & 4

**SEPTEMBER 22**  
Primer on Qualitative Research  
- Chapters 2-4  

**SEPTEMBER 29**  
Student Inputs - Macro  
- Renn & Reason (2013) – Chapters 1-3

**OCTOBER 6**  
Student Inputs - Deconstructed  

**OCTOBER 13**  
Student Environments – Physical & Aggregate Environments  
- Renn & Reason (2013) – Chapter 4  

**OCTOBER 20**  
Student Environments – Organizational and Socially Constructed Environments  
- Strange & Banning (2015) – Pp. 79-134  

**OCTOBER 27**  
Student Environments - Deconstructed  
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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</table>
| NOVEMBER 10 (NO CLASS) | Field Work / Data Analysis / Writing         | • Strange & Banning (2015) – Chapter 8  
| NOVEMBER 24 (NO CLASS) | Field Work / Data Analysis / Writing         | • Torres, Jones, & Pope (2012) – Chapters 5 & 6  
• Renn & Reason (2013) – Chapter 10  
• Strange & Banning (2105) – Chapter 9 |
| DECEMBER 1   | Preparing to work with the “American College Student” | • Torres, Jones, & Pope (2012) – Chapters 5 & 6  
• Renn & Reason (2013) – Chapter 10  
• Strange & Banning (2105) – Chapter 9 |
| DECEMBER 8   | Presentations                                 | • Torres, Jones, & Pope (2012) – Chapters 5 & 6  
• Renn & Reason (2013) – Chapter 10  
• Strange & Banning (2105) – Chapter 9 |
INTEGRATIVE PROJECT ADDENDUM

• Environmental Analysis for Equity
  ○ Criteria and Standards
    ▪ Students will identify, review, and synthesize literature that pertains to a specific issue of hegemony and oppression that exists in a particular campus environment
      • Criteria or Desired Trait: Be able to conduct a literature review
        ○ Standards:
          ▪ Advanced: Student identifies at least five sources of literature and is able effectively synthesize the material by explaining how issues of oppression manifest in particular campus environments
          ▪ Satisfactory: Student identifies at least three sources of literature and is able to adequately integrate the material and describe how issues of oppression present in different campus environments
          ▪ Unsatisfactory: Student does not review literature sources and is unable to explain how issues of oppression shape different campus environments.
    ▪ Students will systematically analyze a particular campus space for evidence of inequities that pertain to the selected issue of oppression
      • Criteria or Desired Trait: Be able to select and employ different social science research methods to better understand campus space
        ○ Standards:
          ▪ Advanced: Student selects and employs three or more appropriate research methods to assess and analyze a campus space and then clearly and effectively translates data into coherent findings
          ▪ Satisfactory: Student employs one research method to assess and analyze a campus space and adequately translates data into coherent findings
          ▪ Unsatisfactory: Student does not use any research method and is unable to generate data about a campus space
    ▪ Students will create specific recommendations on how to remediate the inequities that exist within the particular campus context
      • Criteria or Desired Trait: Be able to use data to make actionable and realistic recommendations that foster student success in particular campus spaces.
        ○ Standards:
          ▪ Advanced: Student offers five or more recommendations that are driven by evidence, measurable, realistic, and sensitive to different student populations
          ▪ Satisfactory: Student offers three or more recommendations but may not be driven by evidence, measurable, realistic, or inclusive of different student populations.
          ▪ Unsatisfactory: Student does not provide any recommendations stemming from the evaluation of the campus space
  ○ Self-Assessment
    ▪ Development of outline for literature review
    ▪ Development of field site protocol
    ▪ Development of outline of paper with recommendations

• Student Populations and Campus Environments
  ○ Criteria & Standards
• Students will select two different student populations and one campus environment that is shared by the selected students
  • Criteria or Desired Trait: Be able to identify and describe different student characteristics
    • Standards:
      ▪ Advanced: Student is able to describe and explain how the two students are similar or different on at least five dimensions related to concepts such as their path to college, their social identities, the campus spaces they operate in, their career aspirations, and other relevant dynamics covered in class. Student is also able to use literature to describe the campus environment that the students share.
      ▪ Satisfactory: Student is able to describe and explain how the two students are similar or different on at least three of the dimensions listed above. Student is also able to use literature to describe the campus environment that the students share.
      ▪ Unsatisfactory: Student does not describe similarities and differences between students or describe the campus environment.

• Students will identify, review, and synthesize the literature that exists on the students and campus environments they selected
  • Criteria or Desired Trait: be able to conduct a literature review
    • Standards:
      ▪ Advanced: Student identifies at least five sources of literature and is able effectively synthesize the research that relates to the issues and experiences identified in the previous bullet point.
      ▪ Satisfactory: Student identifies at least three sources of literature and is able to adequately integrate the material that relates to the issues and experiences identified in the previous bullet point.
      ▪ Unsatisfactory: Student does not review literature sources and is unable to place issues that students experience into the larger literature base.

• Students will interview both students to better understand how they experience the campus environment and observe the campus environment to pick up on important characteristics
  • Criteria or Desired Trait: be able to conduct interviews and compare and contrast student experiences in a particular space
    • Standards:
      ▪ Advanced: Student is able to develop an interview protocol that comprehensively explores the students' experiences and is able to clearly and effectively highlight how the different experiences that students have in the selected space relate to multiple college outcomes.
      ▪ Satisfactory: Student is able to develop an interview protocol that adequately explores the students' experiences and is able to describe how the different experiences that students have in the selected space relate to one or two college outcomes.
      ▪ Unsatisfactory: Student does not create an interview protocol and is unable to conduct interviews or explain how students experiences in a particular space relate to college outcomes.

• Self-Assessment
- Development of outline for literature review
- Development of interview protocol
- Development of outline for paper with student narratives

- **Personal/Professional Syllabus for Continuous Learning About College Students and Campus Environments**
  - **Criteria and Standards**
    - *Students will create a personal audit that helps them explore their current knowledge, skills and capacities related to college students and campus environments*
      - Criteria or Desired Trait: be able to construct a tool, grounded in research, that enables them to systematically understand their knowledge, skills, and capacities
        - Standards:
          - Advanced: Student is able to identify and synthesize research from various sources and use the research to formulate a reflective tool that helps them better understand their knowledge, skills, and capacities
          - Satisfactory: Student is able to identify and synthesize research from various sources but only adequately draws connections to how the research is used to formulate a reflective tool that helps them better understand their knowledge, skills, and capacities
          - Unsatisfactory: Student does not construct an audit tool.
    - *Students will define the topics and concepts they need to learn more about and why*
      - Criteria or Desired Trait: be able to use the tool constructed in the previous bullet point to determine areas for personal and professional growth
        - Standards:
          - Advanced: Student is able to identify multiple topics or concepts and clearly and effectively explain why these, and not other topics, are most important for them to focus on.
          - Satisfactory: Student is able to identify multiple topics or concepts but only adequately explain why these, and not other topics, are most important for them to focus on.
          - Unsatisfactory: Student is unable to identify topics or concepts that fill in gaps in their knowledge, skills, or capacities
    - *Students will identify books and peer-reviewed articles that address the identified topics and concepts*
      - Criteria or Desired Trait: be able to assess the utility of books and journal articles for their personal and professional growth
        - Standards:
          - Advanced: Student is able to identify multiple books or journal articles that relate to the topics or concepts identified in the previous bullet point and clearly and effectively explain why these resources will help address their gaps
          - Satisfactory: Student is able to identify multiple books or journal articles that relate to the topics or concepts identified in the previous bullet point but only adequately explain why these resources will help address their gaps
          - Unsatisfactory: Student is unable to identify books or journals that relate to the topics or concepts identified in the previous bullet point.
  - *Students will identify conferences and workshops that related to the topics and concepts*
• Criteria or Desired Trait: be able to assess the utility of different conferences or workshops for their personal and professional growth
  ○ Standards:
    ▪ Advanced: Student is able to identify multiple conferences or workshops that relate to the topics or concepts identified in the previous bullet point and clearly and effectively explain why these resources will help address their gaps
    ▪ Satisfactory: Student is able to identify conferences or workshops that relate to the topics or concepts identified in the previous bullet point but only adequately explain why these resources will help address their gaps
    ▪ Unsatisfactory: Student is unable to identify conferences or workshops that relate to the topics or concepts identified in the previous bullet point.

  ▪ Students will construct a timeline that arranges topics and requisite learning experiences in a coherent fashion and explain how they intend to use the syllabus beyond the course

• Criteria or Desired Trait: be able to evaluate their professional and personal learning in an ongoing and rigorous fashion
  ○ Standards:
    ▪ Advanced: Student is able to explain how they arranged topics and content in a coherent fashion and articulate how they plan to hold themselves accountable to the syllabus they have constructed
    ▪ Satisfactory: Student is able to explain how they arranged topics and content in an adequate fashion and articulate how they plan to hold themselves accountable to the syllabus they have constructed
    ▪ Unsatisfactory: Student is unable to explain how they arranged topics or content of their syllabus

○ Self-Assessment
  ▪ Development of personal and professional audit instrument
  ▪ Mini-review of books, journal articles, conferences, and workshops
  ▪ Syllabus outline and defense of content and sequencing
# School of Education Dispositions Rubric

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<tr>
<td>Student meets all deadlines</td>
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<tr>
<td>Student attends class and is punctual for all professional obligations</td>
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<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<tr>
<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<tr>
<td><strong>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</strong></td>
<td><strong>Fairness</strong></td>
<td><strong>All students can learn</strong></td>
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<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
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<tr>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
<td>Student is able to accept constructive feedback</td>
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<tr>
<td>Student exhibits active listening skills</td>
<td><strong>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</strong></td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
<td></td>
</tr>
<tr>
<td>Student respects the diversity of learning styles</td>
<td>Student uses the framework of social justice in decision making</td>
<td><strong>Student is sensitive to cultural differences</strong></td>
<td></td>
</tr>
<tr>
<td>Student uses the framework of social justice in decision making</td>
<td><strong>Student fails to consider the situation of others in making professional decisions and acts inequitably</strong></td>
<td><strong>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</strong></td>
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