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Fall 2015

EDCI 4260

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University of New Orleans

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EDCI 4260

Methods and Materials of Secondary Social Studies

Fall Semester 2015

- Please be sure to review the "Summary of expectations" found in a separate document posted on Moodle.

EDCI 4260, Methods and Materials of Secondary Social Studies, 3 cr.

Prerequisites for undergraduate students: Admission to the Teacher Education Program and concurrent enrollment in EDCI 4201; Prerequisites for graduate students: EDCI 6800, EDSP 5020, EDUC 5100, or EDUC 5200. This course will provide future social studies teachers the opportunity to examine the role of social studies in the modern secondary curriculum. This examination will include the nature of the disciplines which comprise social studies and their connectedness. Students will also investigate the challenges inherent in teaching social studies and prepare strategies for teaching the various courses in the social studies curriculum at the secondary level. This class will also look at current scholarship in the social studies with an emphasis on best practice in methods and materials. NOTE: A significant field experience is required.

Course title and number	
EDCI 4260, Methods and Materials of Secondary Social Studies, 3 cr.	
Day, time, and place of class meeting	
NOTE: This course is a HYBRID course. This means the class regularly meets online (via Moodle) and infrequently face-to-face on the UNO main campus.	

Please review the Course Calendar for more specifics.

Instructor name

Paul T Bole, Ed.D., Associate Professor

Get to know your instructor:

http://www.uno.edu/coehd/special-education-habilitative-services/faculty/paul-bole.aspx

Instructor office location and office hours

Ed-257, T/W/Th from 1pm to 3pm & by appointment

Instructor phone number and email address

Office phone: 504-280-6609

THE BEST / EASIEST WAY TO REACH THE INSTRUCTOR: **pbole@uno.edu**

Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

THE UNIVERSITY OF NEW ORLEANS
College of Education and Human Development

Preparing Reflective Practitioners
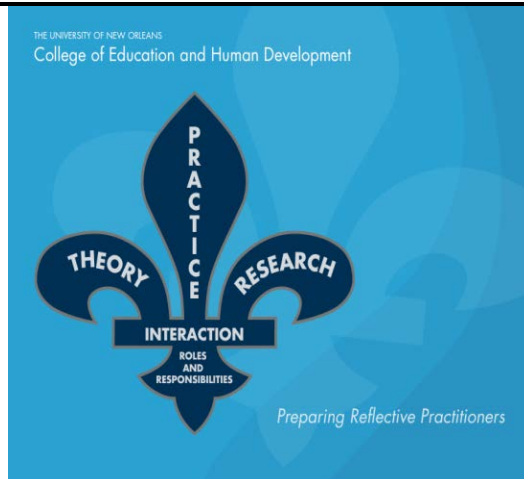
Objectives Alignment with Unit and State Standards
In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS
A. They establish a culture for learning by:
    1. Managing classroom procedures **(COMPASS 2c)**
    2. Managing student behavior
    3. Organizing physical space
    4. Organizing classrooms to integrate technology
    5. Maintaining accurate records using available technology
B. They create an environment of respect and rapport by:
    1. Using cultural contexts in the classroom
    2. Demonstrating knowledge of diversity among students
    3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*
A. They understand and use curriculum and instruction by:
    1. Knowing content
    2. Knowing pedagogy
    3. Setting instructional outcomes **(COMPASS 1c)**
    4. Designing coherent instruction
    5. Designing student assessments
    6. Incorporating knowledge of diversity in the classroom
    7. Planning for the use of technologies in curriculum and instruction
    8. Demonstrating knowledge of resources, including technologies
    9. Planning for the use of collaborative group practices in the classroom
B. They communicate effectively by:
    1. Incorporating effective written communication in the classroom
    2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*
A. They engage students in active learning (COMPASS 3c) by:
   1. Interacting effectively with students
   2. Demonstrating flexibility and responsiveness
   3. Integrating technology and other resources
B. They integrate disciplines into instruction by:
   1. Applying connections to multiple disciplines
   2. Demonstrating connections to real life
C. They use assessment in instruction by:
   1. Incorporating performance tasks in the classroom
   2. Using questioning and discussion techniques **(COMPASS 3b)**

   3. Using pre-assessment, formative assessment, and summative
      assessment appropriately **(COMPASS 3d)**
D. They embed diversity in decision-making by:
   1. Selecting resources
   2. Delivering instruction
   3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*
A. They advocate for children, in terms of services and supports by:
   1. Communicating with families
   2. Demonstrating knowledge of resources in school and the community
B. They collaborate to improve professional practice by:
   1. Engaging in a professional community
   2. Participating in professional development
   3. Collaborating with teachers and mentors
   4. Developing goals for social justice
   5. Using research-based practices that include current available
      technology
C. They reflect on teaching and learning by:
   1. Focusing on cultural contexts and social justice
   2. Collecting and analyzing data to improve practice

Student learning outcomes

Note: This social studies methods and materials course is the WHAT and HOW of

teaching secondary social studies.

During each week, students will be expected to:

-    Complete & Review the week's readings, assignment, and other required tasks

- Participate in our Discussion Boards AND in-class discussions

- Submit all assignments on-time (see course calendar)

The above activities will help course participants better appreciate and understand the following course objectives:

- Course participants will be able to create and implement and assess and modify units and lessons crafted to subscribe to official state curriculum and to the National Council for the social studies accreditation standards.

- Course participants will be able to demonstrate effective pedagogical skills consistent with evidence-based best practices.

- Course participants will be able to create and implement units and lessons that effectively demonstrate principles of diversity (including but not limited to cultural relevant teaching) that are consistent with federal, state, local and the National Council of the social studies accreditation standards

- Course participants will be able to create and implement units and lessons in [economics, geography, U.S. and world history, civics and citizenship, global education, and the behavioral sciences] that effectively demonstrate standards from federal, state, local and the National Council of the social studies accreditation standards

Alignment of objectives with Unit and State Standards and SPA

Objective	Unit Standard	State Standards (COMPASS)	NCSS	CEC
1- Course participants will be able to create and implement and assess and modify	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, & 3.1	1, 2, 3, 4, 5, 6, & 7

units and lessons crafted to subscribe to official state curriculum and to the National Council for the social studies accreditation standards.				
2- Course participants will be able to demonstrate effective pedagogical skills consistent with evidence-based best practices.	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, & 3.1	1, 2, 3, 4, 5, 6, & 7
3- Course participants will be able to create and implement units and lessons that effectively demonstrate principles of diversity (including but not limited to	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, & 3.1	1, 2, 3, 4, 5, 6, & 7

cultural relevant teaching) that are consistent with federal, state, local and the National Council of the social studies accreditation standards				
4- Course participants will be able to create and implement units and lessons in [economics, geography, U.S. and world history, civics and citizenship, global education, and the behavioral sciences] that effectively demonstrate standards from federal, state, local and the National Council of the social studies accreditation standards	1A, 1B, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, & 4C	1c, 2c, 3b, 3c, &3d	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, & 3.1	1, 2, 3, 4, 5, 6, & 7

Content Area Standards and other information

This course is designed to integrate theory with practice in a social studies environment. It also seeks to refine and advance teacher candidates' knowledge and use of technology. Familiarity with the national and state standards for social studies instruction is a MUST.

National Council for the Social Studies (NCSS)

NCSS Standards-

Because this methods course encompasses all of the disciplines included in the Social Studies all ten thematic strands are incorporated. They are:

- Culture

- Time, Continuity and Change

- People, Places and Environment

- Individual Development and Variety

- Individuals, Groups, and Institutions

- Power Authority and Governance

- Production, Distribution and Consumption

- Science, Technology and Society

- Global Connections

- Civic Ideals and Practices

LiveText
All candidates in initial certification and advanced degree programs in teacher education and educational leadership within the College of Education and Human Development (COEHD) are required to develop an electronic portfolio using LiveText. All candidates in such programs must purchase LiveText.

Academic Integrity:
Academic integrity is fundamental to the process of learning and evaluating academic
performance. Academic dishonesty will not be tolerated. Academic dishonesty

includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at http://www.studentaffairs.uno.edu.

Accommodations for Students with Disabilities:
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu

Course Rationale

Preparation for the office of citizen is the crucial purpose of American education according to Thomas Jefferson. The vitality of American constitutional democracy depends on competent citizens. Full literacy for the 21st Century demands a challenging education with adequate attention to all academic disciplines. Effective social studies education reinforces the democratic principles and ideals of citizenship. A solid base of social studies knowledge and skills develops civic competence by focusing on rights, responsibilities and respect. (Louisiana Social Studies Content Standards, page 3).

Attendance Policy

Policy for Face-to-Face portion of the course**:** In order to encourage good attendance and meaningful participation from all students, attendance and participation are **worth 20% of your final grade** for the course. Essentially, attendance and participation will equate to a test grade. All students are allowed to miss ONLY <u>one</u> class, without instructor notification. THIS ONLY INCLUDES OUR FACE-TO-FACE CLASS MEETING, NOT ONLY CLASS ACTIVITIES. Each subsequent absence will result in the loss of a letter grade from your total attendance and participation score. For example, on the 2ND [unexcused]

absence, the student can only earn up to 85% (B-) and thereafter can earn no more than 75% (C-), and so on. If you have a serious rationale for missing more than the allotted <u>ONE</u> class, then please notify instructor <u>prior</u> to class (if possible) and be prepared to submit official documentation, as evidence. Remember, good attendance is essential!

Note: (1) If you leave the FACE-TO-FACE classroom, during class, to answer a cell phone call (without prior notification), then you will be marked with one tardy. TWO tardies equal one absence. (2) Please also note that once the sign-up sheet has been distributed and collected by the instructor, you will <u>not</u> have the opportunity to sign it. This means you'll be marked absent. Please be on-time and this won't be an issue. (3) Please silence all mobile devices before class begins.

Required/recommended textbooks/learning resources, including ISBN #

-Course Textbook-

"Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12" ISBN- **978-1-4166-0050-3**

http://www.ascd.org/Publications/Books/Overview/Differentiation-in-Practice-Grades-9-12.aspx

AND AND AND AND AND AND AND AND AND AND AND AND

"The Dream-Keepers: Successful Teachers of African American Children (2nd ed.). ISBN – 978-0-470-40815-5

What follows are various direct quotes from the above textbook and is no substitute for reading the entire section of the textbook titled: "What the book is and is not intended to be" in the opening pages of the textbook.

a) "Our primary goal was to provide models of differentiated units of study. We wanted to move beyond episodic descriptions of differentiation to show how it might flow through an entire unit. We also wanted to present units at a

range of grades and in a variety of subjects, and elected to do so in grade configurations that are reflective of most schools. In this book, we have included differentiated units in mathematics, science, history, language arts/English, world languages, and art in order to demonstrate how differentiation might look in high school classrooms focused on different disciplines."

b) "This is a book designed to teach anyone who wants to learn how to differentiate curriculum how to do so—or how to do so more effectively. To that end, we intend that each of the units be more representative than restrictive. That is, an 11th grade history teacher should be able to look at a 9th grade science unit, see how it works, and use similar principles and formats to develop a differentiated history unit for high school juniors. A technology teacher should be able to study several of the units included in the book and synthesize principles and procedures she finds to guide development of a differentiated unit for 7th graders. In sum, we intend this book to be a vehicle for professional development."

c) What this book is *not* intended to be is off-the-shelf curriculum for any classroom. It is not possible to create the "correct" unit, for example, on teaching Shakespeare within a historical context. A teacher in one classroom will conceive that process differently than will teachers in other classrooms or teachers in a different part of the country, in a different type of community, or responsible for a different set of academic standards. In the end, then, we are presenting educators with a learning tool, not a teaching tool. If teachers and other educators can read this book and say, "There's something I can learn here," then we will have succeeded.

Tentative due dates for assignments, projects, tests, and exams

See Course Calendar for all due dates…

Course Assignments / Projects

All course assignments are LISTED ON OUR COURSE CALENDAR, specific written instructions will be provided prior to due dates. Assignment directions are posted on our Moodle course website.

Criteria for grading AND Course Requirements

1. **<u>Online Participation</u>:** In order to encourage meaningful online participation from all students, participation is **worth 10% of your final grade** for the course. This grade is strictly based on your activities on Moodle (eg Discussion Board(s)). Note: The instructor can track exactly how frequently you conduct yourself on Moodle as well as EXACTLY what you did while online. Remember, good participation is essential! (10%)-10%

2. **<u>Face-to-face Participation</u>:** In order to encourage meaningful participation from all students during face-to-face class time, participation is **worth 10% of your final grade** for the course. This grade is strictly based on your official course verbal discussions and participation during solo and group activities. Remember, good participation is essential! (10%)-20%

3. **<u>Case Studies Project Portfolio</u>**: Students are required to complete a large project / portfolio involving (but not limited to) course participants reviewing designated online videos, of real classroom teaching, and then responding to predetermined questions. This assignment will culminate with a creative online portfolio. (10%)-30%

4. **<u>Field Experience:</u>**

   <u>There is a required 25 hours of field experiences.</u> All students in this course must utilize a public or charter school (Note: In Louisiana, all

charter schools are public schools). <u>NO nonpublic, gifted or Advanced Placement schools (e.g. Ben Franklin) are permitted for this field experience.</u> In most cases, the instructor will assign students to a school in order to complete this requirement. Please assume this is the case UNLESS the instructor tells you otherwise. NOTE: Unless otherwise notified, in writing, all students in this course will be placed in a public school by the instructor. Students are NOT allowed to secure their own school for this field experience assignment. (25%)-55%

5. **<u>Miscellaneous Activities</u>**: Students will participate in other miscellaneous activities. (35%)-90%

   - <u>Social studies self-test assignment</u>

   - <u>Reflections on each assigned reading assignment(s)</u>

   - <u>NCSS email assignment</u>

   - <u>How to "Station Teaching" assignment</u>

   - <u>Primary and Secondary data sources assignment</u>

   - <u>What does it mean to be an American assignment?</u>

   - <u>Taskworld.com assignment</u>

   - <u>Differentiated Instruction assignment</u>

   - <u>Dream-Keepers book</u>

6. **<u>Mid-term and final exams</u>**: Students are required to complete both these exams. Both exams will be administered on Moodle. (5% each or 10% total) -100%

NOTE: ALL assignment/exam due dates are posted on the online course calendar not here in the syllabus.

Percentages / Grade

100% - 95% = A, 94% - 85% = B, 84% - 80% = C, 79% - 75% = D, 74% & > = F

Please note that to earn an A-grade, students must score 95% or higher on their final course grade.

NOTE: If on RARE occasions a student is permitted/allowed to earn an "I" grade for a final grade, then the student will have no more than 30 days to correct the problem else the I-grade will automatically convert to an F-grade. In all cases, the I-grade must be resolved before the beginning of the next semester including summer semester. The instructor always reserves the right to <u>not</u> offer this option to students, as per university policy. Please note university policy highly discourages instructors issuing I-grades.

Statement on student conduct

(I) <u>Honor Code Reminder</u>

Students, I'm sure some of you will think this statement is unnecessary. Nevertheless, I want to remind each of you that The University of New Orleans has an Honor Code. Violations of the university's honor code could result in a final grade of "F" in this course and possible dismissal from the university. Most of you will soon become professional educators, teachers. Cheating should certainly be repugnant to you. It should NOT surprise you that a huge fraction of students have or will cheat on one or more examinations. This breach of trust is not only a violation of university rules it's also akin to lying and stealing. Finally, please remember that you could be found guilty of an honor code violation if you knowingly conceal and fail to report a fellow

student's honor code violation. Obviously, I take the honor code very seriously, and so should you.

NOTE: Online exams are NOT open book or open note. You are expected to take exams without such assistance. Obviously a violation of this sort is considered cheating.

(II) Professionalism (Dispositions)

Each candidate is expected to behave professionally while conducting field experiences in area pk-12 school classrooms as well as in classes on campus. You will not always agree with everything that is said or discussed in the class discussions or online forums, but courteous behavior and responses are expected. Professionalism is expected; slang, profanity and/or derogatory comments will not be accepted. Coming to class prepared and being ready to participate is expected! This includes all field-work. Please silence all mobile devices prior to class as a courtesy to your classmates. Further behavioral expectations are provided elsewhere.

Standard statement on academic integrity*

* Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at http://www.studentaffairs.uno.edu

Standard statement on accommodations for students with disabilities**

** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors

to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu

Standard statement on student verification procedures (ONLINE COURSES ONLY)***

*** To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

NOTE: At any time, the instructor may require a student to participate in a Skype video chat at a time convenient to the instructor and scheduled with the student. If the instructor requires it, then the student must comply and is also required to show the instructor a copy of the student's valid State issued driver's license or identification card or valid U.S. Passport during the Skype video chat. The identification must be legible and clear enough for the instructor to read during the video chat. This may be required to determine your identity. Students who refuse to comply with this requirement will be automatically reported to the University and they will receive a failing grade in the course on the first offense.

Grading Policy and Writing Rules (v.12)

1. 95% to 100% = A -- (full grading-scale is listed above)

2. 3 tardy(s) = 1 absence (The attendance sign-up sheet will generally be

distributed and immediately collected as class begins. Please don't ask to sign the sign-in sheet after it has been collected.

3. Late assignments (including tests) will not be accepted, except in the case of a documented emergency.

4. No assignments will be accepted late because of computer lab, technology and/or printer problems (You must be prepared…) including UNO equipment.

5. All assignments must be submitted on the due date found in the course calendar. Late assignments/tests are not acceptable (including verbally announced exams)… Note: Exceptions are generally <u>not</u> granted…

6. All scores will be informally posted on Moodle (final grades posted to Webstar). If you disagree with a grade on Moodle, then you have until the Wednesday (noon) of the last week of regular classes (just prior to final exam week) to remedy, else the grade stands.

7. Please note the attendance & participation section in the syllabus, which is strictly enforced.

8. Note: "A" grades cannot be redone to earn a higher "A."

9. All field experiences must utilize only public schools (note Ben Franklin and other gifted/AP/honors schools/courses are not permitted) = - 30 points

10. The following grading scheme will be used to score written assignment errors.

    a. No name = -10 points

    b. Misspelled word = -5

    c. Word choice error (e.g., there vs. their, etc.) = -5

    d. Colloquial writing (e.g., I stay on the north shore.) <u>OR</u> colloquial wording (i.e., slang, vernacular and/or idioms) = -5 each

occurrence, even if otherwise grammatically correct (Remember, standard American English is expected.)

e. Sentence fragments = -10 each occurrence

f. All assignments must be double spaced = -6

g. If an assignment exceeds required page length and you submit more (i.e., even if it's only a few lines over...) = -15

h. All written assignments must be typed <u>and</u> use (Times Roman) 12-pt font = -10

i. All written assignments must have one-inch margins all around = -10

j. Improper use of comma, semi-colon, colon = -5 each occurrence

k. Miscellaneous grammar errors = -5 each occurrence

l. Poor written organization (e.g., not changing paragraphs when appropriate) = -10

m. Erroneous tense (i.e., past, present and future tense) = -5

n. Erroneous subject/verb agreement = -5

o. If you don't *actually* answer the question(s) in any written assignment =   -30

p. All written assignments must include the course number (e.g., EDCI 4260). (-5)

q. If the assignment calls for a "reflection" and you give something else, such as a "summary," then you will be penalized at least = -25 points

r. If you have too many writing errors, then instructor reserves the right <u>not</u> to grade your written assignment. Instead, instructor will refer you to the UNO Writing Center for assistance.

Remember, you are studying to become a teacher and you must be prepared to write well. If the instructor exercises this option, then student will have one week to meet with the UNO Writing Center staff to get suggestions for improving the assignment and another week to correct and resubmit. If you submit a revised assignment and the writing problems persist, then the assignment will earn an "F" grade and no further opportunities will be given to correct.

1. The UNO **Writing Center** can be located at: http://www.uno.edu/lrc/

Attachments

Important Dates*
Last day to adjust schedule w/out fee08/18/2015
Semester Classes Begin......... 08/19/2015
Last day to adjust schedule w/fee,
or withdraw with 100% refund08/25/2015
Last day to apply for December commencement   09/25/2015
Final day to drop a course or resign10/14/2015
Mid-semester examinations10/05-10/09/2015
Final examinations .. 12/07-12/11/2015
Commencement....................... 12/18/2015
*Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: http://www.registrar.uno.edu
Fall Semester Holidays
Labor Day 09/07/2015
Mid-semester break 10/15-10/16/2015
Thanksgiving.............. 11/26-11/27/2015
Withdrawal Policy – Undergraduate only
Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's
website, http://www.registrar.uno.edu. Please consult The Bulletin for charges associated with dropping and adding courses.
Incomplete Policy – Undergraduate only
The grade of I means *incomplete* and is given for work of passing quality but which, because

of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook: http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf

Academic Dishonesty Policy

http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.uno.edu/student-affairs-enrollment-management/

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at http://www.uno.edu/counseling-services/. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through http://www.uno.edu/fye/uno-cares.aspx.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification: http://www.uno.edu/ehso/emergency-communications/index.aspx. All emergency and safety procedures are explained at the Emergency Health and Safety Office: http://www.uno.edu/ehso/.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. http://diversity.uno.edu/index.cfm

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA

334, or learn more at http://www.uno.edu/lrc/.
Affirmative Action and Equal Opportunity
UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: http://www.uno.edu/human-resource-management/policies.aspx