School of Education

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EDUC6785: Educational Foundations

Online
Trimester 1 - 2024

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OVERVIEW

Course Description

Learn the foundational knowledge and skills needed to become a primary or secondary teacher. This course examines concepts and theories from educational, social, and developmental psychology and sociology. Initial teacher education students (ITES) develop an understanding of how students learn and how teachers can help students learn. By investigating the relationships among the individuals, society, social diversity, and contemporary education systems, students learn how this complexity impacts on students' development and achievement. Students will investigate equity issues, including Indigenous issues, in schooling, reflect on education policy and teaching practices and identify ways in which educators can create socially and culturally inclusive educational environments. Students will complete 35 hours of observational fieldwork learning in this course through a self-negotiated school setting.

Academic Progress Requirements

This course is a compulsory program requirement and is monitored for academic progress purposes. The course must be completed to progress in the program or meet other program requirements.

Failure or withdrawal from this course will result in students being considered under the Student Academic Progress Procedure.

Requisites

Students must be active in Master of Teaching (Secondary) [40204] or Master of Teaching (Primary) [40205] or Graduate Diploma in Teaching (Secondary) [50012] to enrol in this course. Students cannot enrol in this course if they have successfully completed EDUC6711, EDUC6735 or EDUC6911.

Contact Hours

Online
Field Study *
Face to Face Off Campus: 5 days Observational Field Study spread over 5 weeks in a school setting (either Primary or Secondary). ALL students in EDUC6785 must submit mandatory compliance checks to attend. Cut off is 26th February.

Lecture
Asynchronous Lectures
1 hour per week for 12 weeks starting Week 1

Online Activity
Guided Online through Canvas site
3 hour(s) per week for 12 weeks

Tutorial
Online
1 hour per week in Weeks 3, 6, & 12

Face to Face On campus intensive
9 Hours total: Week 9 (25th March, 9-12pm and 1-4pm;

26th March, 9am-12pm).

* This contact type has a compulsory requirement.

Unit Weighting	20

Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Online** Dr Daniella Forster Daniella.forster@newcastle.edu.au Consultation: By email appointment via Zoom or phone
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education** V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	The following course content will be addressed:

- Conceptual frameworks and theories for understanding contemporary educational practice.
- The key components of good practitioner inquiry/teacher research.
- Models of Development including physical; cognitive; social; emotional; moral; and intellectual.
- Evidence-based theories for understanding students' motivation and teachers' motivation; ways teachers can structure their teaching to scaffold learning and increase students' motivation to learn.
- Effects of socio-cultural factors on students' experience of schooling.
- Theory based understanding and critique of contemporary educational issues and practices.
- Developing teaching practices for socially and culturally inclusive and equitable classrooms.

Course Learning Outcomes

On successful completion of this course, students will be able to:
1. Identify how multiple theoretical fields such as sociology, psychology and philosophy inform educational discourses, policy, current issues, and ethical considerations of the teaching profession;

2. Synthesise a broad research base and communicate their understanding of the foundations of quality teaching in schools;

3. Identify typical developmental trends (physical, cognitive, social, emotional, moral) in students as they move through primary and secondary school;

4. Apply current theories of learning and motivation and explain ways in which teachers can use evidence-based practice to assist students to learn

5. Critically reflect on the ways in which socio-cultural factors can affect students' experiences of schooling and apply research to enhance inclusion and equity for diverse student populations

Course Materials	**Required Reading:**

Week 1
Ewing, R., Kervin, L., Glass, C., Gobby, B., Le Cornu, R., & Groundwater-Smith, S. (2019). So, you want to be a teacher! Working in a changing context. In *Teaching : dilemmas, challenges and opportunities* (6th edition.). Cengage Learning Australia.

Connell, R. (2009). Good teachers on dangerous ground : towards a new view of teacher quality and professionalism. *Critical Studies in Education*, *50*(3), 213–229. https://doi.org/10.1080/17508480902998421

Council of Australian Governments. Education Council. (2019). *Alice Springs (Mparntwe) education declaration* (pp. 1–24). Education Council. https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration

Week 2
Ewing, R., Kervin, L., Glass, C., Gobby, B., Le Cornu, R., & Groundwater-Smith, S. (2019). Ethical practice. In *Teaching : dilemmas, challenges and opportunities* (6th edition., pp. 24–40). Cengage Learning Australia.

NSW Department of Education Code of Conduct (2023) https://education.nsw.gov.au/policy-library/policies/pd-2004-0020

Forster, D. J. (2019). In *Teaching through ethical tensions: between social justice, authority and professional codes* (pp. 33–50). Springer.

Week 3
Sharp, H., Hudson, S., Weatherby-Fell, N. L., Charteris, J., Buchanan, R., & Imig, S. (2021). Why is the education system organised this way? In *Introduction to education : knowledge, practice, engagement* (pp. 67–87). Cambridge University Press.

Gore, J. (2007). Improving pedagogy: the challenges of moving teachers toward higher levels of quality teaching. In J. Butcher & L. McDonald (Eds.), *Making a difference : challenges for teachers : teaching and teacher education* (pp. 15–31). Sense Publishers.

Week 4
Lodge, J. (2021). How do students learn? In *Introduction to education : knowledge, practice, engagement* (pp. 124–143). Cambridge University Press.

Deans for Impact. (2015). *The science of learning* (pp. 1–6). Deans for Impact.

Week 5
Duchesne, S., & McMaugh, A. (2019). Cognitive development. In *Educational psychology : for learning and teaching* (6th edition, pp. 94–133). South Melbourne, Victoria Australia: Cengage Learning Australia.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, *24*, 97–140. https://doi.org/10.1080/10888691.2018.1537791

Week 6
Duchesne, S, & McMaugh, A. (2019). Emerging skills. In *Educational psychology : for learning and teaching* (6th ed., pp. 24–76). Cengage Learning Australia.

Duchesne, Sue, & McMaugh, A. (2019). Social, emotional and moral development. In *Educational psychology : for learning and teaching* (6th ed., pp. 154–212). Cengage Learning Australia.

Week 7
Duchesne, S., & McMaugh, A. (2019). Motivation and engagement. In *Educational psychology : for learning and teaching* (6th ed., pp. 342–383).

Liu, W. C., Wang, C. K. J., Reeve, J., Kee, Y. H., & Chian, L. K. (2020). What Determines Teachers' Use of Motivational Strategies in the Classrooms? A Self-Determination Theory Perspective. *Journal of Education (Boston, Mass.)*, *200*(3), 185–195. https://doi.org/10.1177/0022057419881171

Lawson, M. J., Vosniadou, S., Van Deur, P., Wyra, M., & Jeffries, D. (2018). Teachers' and Students' Belief Systems About the Self-Regulation of Learning. *Educational Psychology Review*, *31*(1), 223–251. https://doi.org/10.1007/s10648-018-9453-7

Week 8
Hayes, D. (2018). Young People and School. In A. Welch, R. Connell, N. Mockler, A. Sriprakash, H. Proctor, D. Hayes, … S. Groundwater-Smith (Eds.), *Education, Change and Society* (4th ed, pp. 1–20). Melbourne, Vic.: Oxford University Press.

Mills, C. (2008). Reproduction and transformation of inequalities in schooling: the transformative potential of the theoretical constructs of Bourdieu. *British Journal of Sociology of Education*, *29*(1), 79–89. https://doi.org/10.1080/01425690701737481

Week 9
Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., … Groundwater-Smith, S. (2018). The city and the bush. In A. Welch, R. Connell, N. Mockler, A. Sriprakash, H. Proctor, D. Hayes, … S. Groundwater-Smith (Eds.), *Education, Change and Society* (4th ed, pp. 74–111). Melbourne, Vic.: Oxford University Press.

Sriprakash, A., & Proctor, H. (2018). Social Class and Inequality . In A. Welch, R. Connell, N. Mockler, A. Sriprakash, H. Proctor, D. Hayes, … S. Groundwater-Smith (Eds.), *Education, Change and Society* (4th ed, pp. 112–138). Melbourne, Vic.: Oxford University Press.

Week 10
Welch, A. (2018). Cultural difference and identity. In A. Welch, R. Connell, N. Mockler, A. Sriprakash, H. Proctor, D. Hayes, … S. Groundwater-Smith (Eds.), *Education, Change and Society* (4th ed, pp. 139–188). Melbourne, Vic.: Oxford University Press.

Low, R., & Burns, K. (2017). Gender. In A. Welch, R. Connell, N. Mockler, A. Sriprakash, H. Procter, D. Hayes, … S. Groundwater-Smith (Eds.), *Education, Change and Society* (4th ed., pp. 228–262). Oxford University Press.

Week 11
Vass, G. (2017). Preparing for Culturally Responsive Schooling : Initial Teacher Educators Into the Fray. *Journal of Teacher Education*, *68*(5), 451–462. https://doi.org/10.1177/0022487117702578

Burgess, C., Tennent, C., Vass, G., Guenther, J., Lowe, K., & Moodie, N. (2019). A systematic review of pedagogies that support, engage and improve the educational outcomes of Aboriginal students. *Australian Educational Researcher*, *46*(2), 297–318. https://doi.org/10.1007/s13384-019-00315-5

Week 12
Haberman, M. (1992). The pedagogy of poverty vs. good teaching. *Phi Delta Kappan*, *92*(2), 81–87.

Connell, R. (2012). Just education. *Journal of Education Policy*, *27*(5), 681–683. https://doi.org/10.1080/02680939.2012.710022

Scholes, L., Lampert, J., Burnett, B., Comber, B. M., Hoff, L., & Ferguson, A. (2017). The politics of quality teacher discourses : Implications for pre-service teachers in high poverty schools. *The Australian Journal of Teacher Education*, *42*(4), 19–43. https://doi.org/10.14221/ajte.2017v42n4.3

Recommended Reading:
As per the Canvas online activities and in the Course Readings Folders

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:
- -

Course Assessment Requirements:
- -

Compulsory Placement and WHS Requirements:
- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Child Protection Awareness Training - Students must complete approved child protection awareness training.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
0	22nd Jan	Preparation for Observational Fieldwork and Placement Information		Complete preparation including beginning mandatory Field Study compliance checks
1	29 Jan	**Module 1: The Teaching Profession** -An Introduction to the Work of Teachers	What is teaching in the 21st century? The Australian Professional Standards for Teachers Teachers' Roles and responsibilities *How to Mind Map	See Canvas for Reading Tasks and Activities Self-Introduction video
2	5 Feb	**Module 1: The Teaching Profession** - Ethical Teaching in complex contexts	What are the moral dimensions of teaching? Codes of ethics and of conduct Ethical decision-making and moral imagination	
3	12 Feb	**Module 1: The Teaching Profession** - Quality Teaching Framework	How do we measure quality in teaching? Concepts and possibilities of Schooling QT Practice Guide Scenarios - Discussion activity *R.E.F.L.E.C.T Framework	Due Friday 16th February 11.59pm – AT1 Prepare for Zoom tutorial
4	19 Feb	**Module 2: Theories of Learning** -Educational Psychology	What is learning and how do people learn? Theories of learning and implications for educational practice Bronfenbrenner's ecological model	Field Study Compliance checks must be submitted to PEU via SONIA by cut off 26th February to be eligible for Field Study
5	26 Feb	**Module 2: Theories of Learning –** Science of learning and	Understanding cognitive and intellectual models of development	

| | | | development | Critically using psychological research to inform teaching practice

*Cornell Note taking method | |
|---|---|---|---|---|---|
| 6 | 4 Mar | **Module 2:
Theories of Learning**
-Social, emotional and moral development | Why is student wellbeing important to learning? Exploring models of social. emotional and moral development in the context of learning and student wellbeing | Prepare for Zoom tutorial |
| 7 | 11 Mar | **Module 2:
Theories of Learning**
-Motivation and Engagement | How do teachers engage students in learning? Motivation and learning: Students' motivation; teachers' motivation; Strategies to structure motivation in learning | Due Sunday 17th March 11.59pm - AT2 Part A

Field Study observations begin- one day a week for 5 weeks (Thursdays/Fridays) |
| 8 | 18 Mar | **Module 3:
Contexts of Learning**
- Educational Sociology | Why do some students feel they belong at school and others don't?
Social inclusion and exclusion
Equity and equality in Australian schooling
Sociological imagination
Transformation of inequalities in schooling | |
| 9 | 25 Mar | **Module 3:
Contexts of Learning** –
Place and Status for educational achievement | Spaces and Places of School settings
Social stratification
Analysing Socio-Economic Status and Educational Achievement | Prepare for On-campus Intensive seminars |
| 10 | 1 Apr | **Module 3:
Contexts of Learning** –
Learner Intersectional Identities | How does Intersectionality impact schooling experiences?
Gender and sexual diversity, cultural recognition and religion in schools
Teaching strategies for inclusive and equitable learning outcomes for all students | |
| 11 | 8 Apr | **Module 3:
Contexts of Learning –**
First Nations' Aboriginal Education | Strong and Smart Connection and belonging
Healing and respecting
Culturally responsive teaching strategies for inclusive and equitable learning outcomes for all | Field Study Observations End |

12	15 Apr	**Module 1: Revisiting The Teaching Profession-** Philosophical foundations of the Quality Teaching Model and socially just schooling practice	Critical reflections on becoming a teacher Philosophical foundations to the Quality teaching Model	Due Sunday 14th April 11.59pm - AT 2 Part B Prepare for Zoom tutorial
Examination Period Due Monday 22nd April 11.59pm – AT 3				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Individual Task - Literature Review	**Friday** 16th Feb 11.59pm end of Module 1.	Individual	20%	1
2	Individual Task - Belonging in Schools	Part A **Sunday** 17th March 11.59pm Part B **Sunday** 14th April 11.59pm	Individual	50% (25% each Part A & B)	2, 3, 4
3	Individual Task - Teaching for Equity	**Monday** 22nd April 11.59 pm	Individual	30%	5

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Individual Task - Literature Review

Assessment Type   Written Assignment

Purpose   The purpose of this task is to demonstrate your ability to reflect on your learning of ideas of education presented in the first module.

Description   You are to construct a mind map (using techniques taught in class) to reflect on your learning in the first module of ideas of education which will encompass, for example, but not limited to education in the 21st century, education as a career, career theories, professional development, roles and responsibilities of teachers, and concepts of schooling.

A critical reflection of 600 words will accompany the MindMap. The reflection is to explain, with reference to course readings, your understanding prior to beginning the course, and how it has started to develop, with a focus on assumptions that have been challenged and ideas that have been reinforced.

Weighting   25%

Length   1000 words or equivalent

Due Date   Friday 16th Feb 11.59pm Module 1.

Submission Method   Online

Assessment Criteria   Initial Teacher Education Students [ITES] will be assessed on the following:

1.   Mind mapping that follows accepted techniques.
2.   Quality and level of appropriateness of application of course readings.
3.   Identification of key issues in course readings as applied to mindmap and critical reflection.
4.   Academic literacy and quality of communication (visual and written).

Return Method

Feedback Provided   Online - .

Assessment 2 – Individual Task - Belonging in Schools

Assessment Type	Written Assignment
Purpose	ITES learn how an understanding of student development, and students' contexts, impact their learning; to develop an understanding of how teachers can help motivate students to learn; and to understand the place of research in informing teaching practice.
Description	You will choose a scenario which details a student or student group in school needing your support. You will draw on your Canvas Learning Log, Cornell notes, group discussion and reflective learning activities as well as course readings, multimedia materials and recommended peer-reviewed high quality research.
	Part A: Your written essay response to the chosen scenario will be drawn from research based in Module 2 (Theories of Learning) and consider indications of psychological factors of the student/s in need and apply relevant dimensions of educational psychology from Module 2 to analyse how learning could be enhanced. Focusing on human development (address physical, social and intellectual), theories of motivation and their implications for teaching and learning, you will provide a detailed individual response to the scenario. Using appropriate learning theories, developmental models (e.g. the ecological perspective of Bronfenbrenner), and evidence-based strategies (eg. from a critical understanding of the learning sciences), the response will detail how teachers can improve/impact the educational achievement of the student/s in their given scenario. (25% of final grade for the course, 2000 words- not including the full reference list).
	Part B: In this part you will create a response based in research from Module 3 (Contexts of Learning). Using the same given scenario you addressed in Part A, you will present a verbal and visual response in the form of a digital poster / suite of informative imagery and recorded verbal presentation of no more than 5-6 minutes. Scenarios all have elements of social inclusion/ exclusion and intersectional identities which you are to interpret. Look for relevant space/ place contexts and specific research around the relevant factors of ethnicity/ Indigeneity/ race/ religion/ gender/ SES indicators of the scenario in relation to learning. In this verbal/visual presentation, you will focus on how to enhance belonging in school and identify several common obstacles or a particularly significant barrier to belonging for this student group, building on your understanding of why belonging is important to learning. To do this you will devise a *multi-level* (societal, community, home, school level, classroom) approach to improving the educational outcomes (these can be academic, social, etc) of the student/s in your scenario. Focus will be the application of educational research and theory (eg. Bourdieu) to the scenario, including sociological concepts and constructs to create a nuanced understanding of how to enhance belonging in school for students with particular intersectional identities.
	Individuals will upload their digital response (ie. Recorded verbal/visual presentation) to the scenario with a brief written overview of the research that they undertook to generate their plan, presented as a two page summary sheet to distribute to their peers via the Discussion Board when requested. Since the verbal presentation is supported by the digital poster you do not need to video yourself presenting the imagery/poster, but if you choose to do so it is permitted. You must add the full reference list when uploading a transcript or speaking points of your presentation. (25% of final grade for the course, equivalent to 2000 words not including the full reference list)
Weighting	50%
Length	4000 words, or equivalent
Due Date	Part A Sunday 17th March 11.59pm end of Module 2
	Part B Sunday 14th April 11.59pm end of Module 3
Submission Method	Via Canvas
	Part A – Individual written
	Part B -Individual recorded verbal/visual presentation (ie. digital poster with talking) and summary sheets to be submitted through Canvas. Presentation is uploaded using Panopto along with a full reference list and the two-page summary sheet. When requested by your Course Coordinator, please share your summary sheet via the Discussion Board for the benefit of peer learning.
Assessment Criteria	Part A (individual)
	1. Use of learning and motivation theory.
	2. Demonstrated understanding of developmental trends (physical, emotional, cognitive, social, moral as applicable to their scenario).
	3. Use of evidence and appropriate research materials.

4.   Quality of analysis.
5.   Quality of written communication and academic literacy.
Part B (Individual)
1.   Present an analytic verbal response with informative digital imagery using appropriate literature and evidence on the scenario.
2.   Demonstrated understanding of the contextual factors affecting student learning and social inclusion/exclusion
3.   Identification of the impact of socio-cultural factors on educational outcomes (SES, gender, race, Indigeneity, space and place, religion, sexuality).
4.   Ability to identify key ideas and perspectives expressed in a variety of sources.
5.   Display engaging and clear verbal and visual communication.

Return Method	Online
Feedback Provided	Online - .

Assessment 3 - Individual Task - Teaching for Equity

Assessment Type	Written Assignment
Purpose	The purpose of this task is to gain experience in a learning environment, to reflect on this experience, and connect it to the key concepts for this course, particularly socially just practice in schooling.
Description	Undertake 5 days of observational fieldwork in a school setting. Using the Field Study Observation Guide, take consistent notes and reflect on what you see, hear and learn whilst you are at your school. Select a specific student social group and develop a written reflection that describes what you have learnt about teaching from your experience. You will draw on your Canvas Learning Log, Cornell notes, group discussion and reflective learning activities as well as course readings and multimedia materials with an emphasis on high quality peer-reviewed research, as relevant. If no Field Study was undertaken students can request the Alternate Assessment 3 Task with Course Coordinator approval.
Weighting	30%
Length	1500 words
Due Date	Monday April 22nd 11.59 pm
Submission Method	Online
Assessment Criteria	ITES will be assessed on the following:

1.   Reflection on Fieldwork Observations which connects to key concepts from the course.
2.   Description of the social nature of school and the ways socio-cultural factors can affect student experiences of schooling.
3.   Understanding of barriers to educational achievement for the selected social group
4.   Feasibility of their plan for socially just pedagogical and/or curricular practice for improving the educational outcomes of their chosen social group.
5.   Use of appropriate literature.
6.   Academic literacy.

Return Method	Online
Feedback Provided	Online - via Canvas

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.

| 50-64 | Pass (P) | Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes. |
| 0-49 | Fail (FF) | Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action. |

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:
- Tutorial (Method of recording: Rolls will be kept for tutorial attendance)

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.
Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.