



SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

LEARNING AND TEACHING DEPARTMENT

FALL 2010-EDUC 342/542 (3 UNITS)
PSYCHOLOGICAL FOUNDATIONS OF
TEACHING MODELS IN GLOBAL/INTERNATIONAL
BILINGUAL CLASSROOMS
THURSDAY 4:00-6:50 P.M. : MRH-207

**Office Hours: Wednesday-10:30-12:00
Thursday-9:30-12:00 & 1:30-3:30
Tuesday and Friday by Appointment Only**

**INSTRUCTOR: DR. REYES QUEZADA
TELEPHONE: 260-7453, e-mail: rquezada@sandiego.edu**

COURSE DESCRIPTION

This course examines theory and practice of socio-cultural and psychological **global** aspects involved in the education of children from Spanish-speaking **global cultures and Special Needs populations**. Topics covered are history, politics and legal issues, national and **international** bilingual program models, Latinos in the U.S., national and **international** parent involvement practices, the teaching and development of **global** bi-literacy methods, educational theorists, child and adolescent development, learning theories applicable to English Language Learners and *children with disabilities and their families*. **Issues of peace and character education will be integrated in support of promoting world languages, cultures and its peoples'**. Includes 20 hours of field experience in a bilingual, dual, and Spanish immersion classrooms, and **International designated Baccalaureate Schools (PYP) that support peace and character education philosophy and traits**. Course assignments and teaching method is in Spanish and English. (Required for Multiple Subjects/BCLAD Credential).

COURSE GOALS/OBJECTIVES/CANDIDATE OUTCOMES

The Course objectives are linked to specific State of California's Teacher Performance Expectations (TPEs) and are organized around three outcomes. After the successful

completion of this course teacher candidates will be able to understand and demonstrate the following:

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Teacher Candidates will demonstrate knowledge on how to represent content accurately and competently by applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits **in order to become globally competent, intercultural peace and character education teachers.**

- Demonstrate an understanding of the historical and political perspectives of national and **international** multilingual education theory and **international** bilingual education program implementation models. (TPEs 1 & 2, & 7)
- Demonstrate an understanding of the philosophies, programs and methods of second language acquisition and the teaching of **global** biliteracy methods and strategies that **integrate peace and character education models.** (TPEs 1, 2, 6, & 7)
- Demonstrate an understanding of the skills needed to assess, monitor and re-teach lessons when needed to monitor English Language Learners academic progress in content areas. (TPEs 1, 2, 6, & 7)
- Demonstrate an understanding of the psychological, socio-cultural and political context of Latino students **from the United States, and those who have immigrated from Spanish Speaking countries (Mexico, Central and South America, as well as the Caribbean children)** and the adaptation and transformation of **peace and character education** curriculum and materials. (TPEs 1 & 7, 8)
- Demonstrate an understanding of child and adolescent development and investigate theories of human learning and preferred learning styles, specifically for **English Language Learners and children from various world cultures.** (TPEs 7, & 8)
- Demonstrate an understanding on how to plan unit lessons with a **focus on world cultures, peace and character education,** design assessment tools, and teach content area subjects in Spanish. (TPEs 3, 4, 7, & 9)
- Demonstrate an understanding on how to examine, integrate and assess technology used **nationally and internationally** in all content areas **including peace and character education** to support English Language Learners. (TPEs 1, 4 & 7)
- Demonstrate an understanding on how to critically reflect, problem solve, and implement strategies to optimize student learning. (TPEs 7, 9, & 10)

OUTCOME II: Community and Service

Teacher candidates will demonstrate the ability to create and support collaborative **and caring** learning communities in their professional fields of practice. They will bridge theory and practice by experiencing various dimensions of the **diverse cultural communities** through active service engagements that **support world cultures through peace and character education traits.**

- Demonstrate an understanding of the relationships between national and international parent involvement in U.S classrooms and the academic success of second language learners. (TPEs 7, 8, & 11)
- Demonstrate an understanding of the criteria in planning for positive and **caring** classroom environments and how to integrate **global, peace and character education** perspectives. (TPEs 5, 7, 8, 10, & 11)
- Demonstrate an understanding on how to use community resources that **support peace and character education** as a means of engaging students, families **from various cultural groups** and the community to enhance instruction. (TPEs 5, 7, 8, 9, & 12)

OUTCOME III: Ethics, Values and Diversity

Teacher candidates will understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. They will create inclusive, unified, **caring and democratic learning peace education communities** that value individuals regardless of the **global** cultural background or ability, and equitably support their learning and development.

- Demonstrate an understanding of **national and international** educational theorists and researchers, **including peace and character theorists** and the implications of their theories on English Language Learners. (TPEs 7, & 8)
- Demonstrate an understanding of identification, placement, assessment, service, and re-designation process for second language learners in the U.S and in other **countries**. (TPEs 2, 3, 7, & 8)
- Demonstrate an understanding on how to use technology both as a research and instructional tool for **peace and character education from an international perspective** when working with English Language Learners. (TPEs 7, & 8)
- Demonstrate an understanding of confidentiality issues regarding the use of technology. (TPEs 7, & 12)
- Demonstrate an understanding of the professional, legal, and ethical obligation as a bilingual teacher when working with English Language Learners from **various cultural groups**. (TPE 12)
- **Demonstrate an understanding of global awareness and intercultural competency and incorporate their knowledge and skills into their teaching practice by teaching about world cultures and peoples.'**
- **Demonstrate and understanding of curricular reform in order to become future teacher leaders who will educate children about global cultures, peace education issues, and the world's language and culturally diverse people.**

* **Bolded Text=Fall 2009 new additions that support Longview Foundation goals and objectives of internationalizing the curriculum.**

TEXTBOOKS/READINGS

Baker, Colin & Ada F. Alma. (2001). Guia Para Padres Y Maestros De Niños Bilingües. Multilingual Matters, Clevedon, BS21 7HH, England.

Crawford, James. (2004). *Educating English Learners: Language Diversity in the Classroom*. Bilingual Education Services. Los Angeles, California.

Baker, Colin & Garcia Ofelia (2007). *Bilingual Education: An Introductory Reader Multilingual Matters*. Clevedon, BS21 7HH, England

Lickona, T. *The Content of Our Character*.

Optional: Freeman, David, & Freeman, Yvonne. (1998). *La Enseñanza de la lectura y la escritura en el Aula Bilingüe*. Heineman. Portsmouth, NH.

Calderon, Margarita & Slavin E. Robert. (2001). *Effective Programs for Latino Students*. Johns Hopkins University. Lawrence Erlbaum Associates. Mahwah, New Jersey.

Embedded Signature Assignment

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The ESA for this course is the Teacher Performance Assessment Thematic Unit Reflection (see below). The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. All ESAs must be submitted on TaskStream to the Teacher Credential TPE Assessment program on the same day they are submitted directly to the instructor. The ESA will be scored both as part of your course grade and as part of your on-going, program-level TPE Assessment. The TPE scores will be based on the Common Rubric. You will receive both sets of scores no later than the end of the semester.

EDUC 342/542 TPE Embedded Signature Assignment Reflection Guidelines

After you have completed the readings from both of the textbooks, the research journal articles, the classroom observations, the quickwrites, reaction papers, literacy notes, group and individual presentations, and the course discussions in EDUC 342/542, you will have gained competence in (1) Learning theories and best **global** instructional models and practice of socio-cultural and psychological aspects in the education of English Language Learners from the United States and other **countries**, (2) history of **multilingual** education, **world** language, special needs population policies, politics and legal issues, (3) **multilingual** program models in the United States and **internationally**, and the development of biliteracy, (4) learning about educational theorists and the theories of child and adolescent development and the applicability to instructing English Language Learners, (5) developing Spanish proficiency (oral and written) in order to effectively plan an instructional unit in order to work with Spanish speaking children and

their families, **(6) learn about effective peace and character education theorists, models and classroom practices used in the U.S. and Spanish speaking countries in order to promote and provide a caring and positive classroom environment.**

With this in-depth knowledge of educational foundations and methods in instructing English Language Learners, compose an in-depth analysis and synthesis of the key elements of California's Teacher Performance Expectations:

TPE 1-Specific Pedagogical Skills for Subject Matter Instruction

- Plan, develop and write an instructional unit in Spanish with at least four different instructional models that support the **teaching of world cultures and peoples** from Spanish Speaking countries
- List objectives for each lesson
- Use content-specific instructional strategies

TPE 4-Making Content Accessible

- Plan unit with logical, coherent sequence of instruction
- Include activities that motivate pupils in multiple ways
- Plan and take into consideration the language proficiency of pupils
- Provide scaffold opportunities for pupils to practice learning outcomes

TPE 7-Teaching English Learners

- Knowledge of pupil's primary language proficiency is taken into consideration when planning and developing the unit
- Instructional practices are taken into consideration for the development of academic language in the primary language
- Understands how cognitive, pedagogical, and individual factors affect students' language acquisition and takes these factors into account in planning lessons for language development and for academic content.

TPE 8-Learning about Students

- Planning takes into consideration child and adolescent development to understand his/her English Language Learners
- Pupil to pupil and teacher to pupil interaction is embedded in individual lessons

TPE 9-Instructional Planning

- Write instructional objectives for each lesson that build on prior knowledge

- Plan lessons that build upon each other in the various content subjects taught in schools
- Connect unit plan to meet diverse needs of students from global cultures and in language proficiency

TPE 11-Social Environment

- The unit plan includes a letter to families explaining the unit outcomes in order to establish a positive rapport with English Language Learners and their families
- The unit plan takes into consideration of **global** cultural and linguistic values of English Language Learners and their families by embedding family cultural aspects
- Lessons are planned accordingly to help English Language Learners learn to work cooperatively and independently in supporting each others culture

<h3>COURSE REQUIREMENTS/ACTIVITIES</h3>
--

CLASS PARTICIPATION: Active, informed, prepared, with required materials and assignments.

ATTENDANCE: Attendance is expected. If absent, it is the student's responsibility to get all notes, assignments, and handouts from a colleague or the instructor. Points will be deducted automatically for being absent. Two absences will automatically lower the overall class grade (A to A-, A- to B+, etc...).

ASSIGNMENTS: Written assignments are to be typed on 8 1/2" x 11 paper except for Quickwrite essays in class. Criteria for written work include thoroughness, quality, and being completed on time. Points will be deducted for late work.

Assignments will be returned within a two week period when possible. Major assignments will have a longer turn-around time.

COURSE GRADE: Completion of all course requirements will determine the student's final course grade.

NOTE: Change in class schedule may be done with proper notice. Change in assignments can also be negotiated when initiated by instructor and accepted by 100% of the class.

COURSE ASSIGNMENTS

Reaction Papers: Students will read assigned, self-chosen journals or chapter books and critique contents of three. A specific writing format and rubric will be provided. All readings will be based on **global, peace and character education** course themes and may not be duplicated from other courses.

Thematic Unit: Students will complete one Thematic Unit to include various Teaching Models in support of teaching about **Spanish Speaking world cultures and its peoples. Elements of peace and character education traits need to be integrated as well as adapting lessons for special needs students.** A specific writing format and rubric will be provided.

Quickwrite: Students will respond in writing to readings from book chapters, journals, class lectures or any other assigned class reading. A specific writing format and rubric will be provided.

Classroom Observations: Maintain a journal on fifteen hours of practicum observations. A minimum of three different classrooms at three different schools will need to be visited. The classroom must be providing primary language instruction (SPANISH). One observation journal entry will include an interview with a teacher with the focus on teacher planning. One school needs to be an **International designated Baccalaureate Schools (PYP), and a school that supports and has adopted Peace and Character Education Traits as well as English Language learners in inclusive education or special needs classrooms.** A format and questions will be provided.

Lesson Presentation: Present one lesson from a Teaching Model discussed in class. A specific writing format and rubric will be provided.

Intellectual Philosopher Paper and Presentation: Write a 4-5 page research paper and present an educational philosopher who has made an impact regarding teaching and learning. Areas to consider are views on **global education, peace and character education, inclusive education,** views on learning, main philosophical ideas, and instructional considerations when working with English Language Learners.

Literacy Notes: Read Spanish children's literature books weekly from various **Spanish Speaking countries,** (Attempt to only include authentic Spanish Reading Books) and write short summaries of the books on index cards/Hyper Card/PowerPoint. Include the name of the book, the author, the illustrator, and the copyright-year. Provide a brief summary, the theme of the book and what it is attempting to communicate. State what interdisciplinary subject to be used with and why? A total of ten Literacy Notes must be completed. At least three books need to be non U.S. Authors. At least two books themes need to focus on **Character and Peace Education themes as well as Special Populations.**

Conferences: Attend assigned professional conferences. Some include the Latino Summit Conference, Lectures at USD that support **internationalization and peace and character education**, or the California Council for Teacher Education Conference. One-two class sessions will be substituted for attending the conference while other times extra credit points will be assigned. A summary paper of conference learning outcomes will be submitted.

ASSESSMENT PLAN/GRADING CRITERIA/RUBRIC
--

REACTION PAPERS	60 POINTS	700-672 A	4.0
		671-630 A-	3.7
THEMATIC UNIT	285 POINTS	629-602 B+	3.3
		601-581 B	3.0
LESSON PRESENTATION	35 POINTS	580-560 B-	2.7
		559-532 C+	2.3
LITERACY NOTES	50 POINTS	531-511 C	2.0
		510-490 C-	1.7
QUICK WRITES	45 POINTS	489-455 D+	1.3
		454-420 D	1.0
CLASSROOM OBSVTNS.	60 POINTS	419-0	F
PHILOSOPHER RESEARCH PAPER	40 POINTS		
CONFERENCE REACTION PAPERS	25 POINTS		
ATTENDANCE AND PARTICIPATION	100 POINTS		
TOTAL POINTS	700 POINTS		

- **POINTS WILL BE DEDUCTED FOR EACH ABSENCE AND TEN PERCENT FOR LATE ASSIGNMENTS.**

COURSE OUTLINE and SESSION TOPICS
--

Date:	Generative Topic	Rdgs./Assignmt. Due
1. September 2	Introduction/Course Syllabus. Historical Wall Chart/Bilingualism	Baker-Sección. A Crawford-Chp. 1 Garcia-Pg. 3-18

- | | | |
|---------------------------------|---|--|
| 2. September 9 | The Advantages of Being a Bilingual Child
Bilingual Program Models | Baker- Sección. A
Reaction Paper #1
Crawford-Chp. 2
Garcia-Pg. 19-32 |
| 3. September 16 | The Everyday use of Language by Bilingual Children/Language Policies in the U.S.A | Baker- Sección. B
Crawford-Chp. 3
Garcia-Pg. 50-63
Literacy Book Set# 1 |
| 4. September 23 | History of Bilingual Education | Baker- Sección B
Quickwrite #1
Crawford-Chp. 4
Garcia-Pg. 64-88 |
| 5. September 30 | Federal Policies on Bilingual Education | Baker- Sección C
Teaching Model Plan/Pres.
Class Observation #1
Crawford-Chp. 5
Garcia-Pg. 89-108 |
| 6. October 7 | Bilingual Children And Thinking Learning Theory/ English Only or English Plus. | Baker- Sección C
Reaction Paper #2
Crawford-Chp. 6
Philosopher Research Presentation
Garcia-Pg. 1317-144 |
| 7. October 14 | Library Research CTE Conference | Baker- Sección D
Crawford-Chp. 7
Garcia-Pg. 145-164
Literacy Book Set #2 |
| 8. October 21 | Research on Language Acquisition | Baker- Sección D
Crawford-Chp. 8
Philosopher Research Presentation
Garcia-Pg. 165-176
Quickwrite #2 |
| 9. October 28 | Technology Resources in Bilingual Classrooms | Garcia-Pg. 165-176
Quickwrite #2 |
| *October 29th | Friday-Visit Schools in Tijuana | |
| 10. November 4 | Bilingual Program Alternatives/ Teaching Reading in Spanish | Baker- Sección E
Journal #3
Class Observation #2
Crawford-Chp. 9 |

***Philosopher Research
Presentation***

Garcia-Pg. 202-218

- | | | |
|------------------------|---|---|
| 11. November 11 | Program Case Studies
Parent Involvement | Baker- Sección E
Crawford-Chp. 10
<i>Quickwrite #3</i>
Lesson Presentation
Garcia-Pg. 237-256 |
| 12. November 18 | Indian Language Education/
Education of Bilingual
Children and Special
Needs | Baker- Sección F
Lesson Presentation
Crawford-Chp. 11
Garcia-Pg. 281-285
<i>Literacy Book Set #3</i> |
| November 25-27 | Thanksgiving Break | |
| 13. December 2 | Two-Way Bilingualism/ | Baker- Sección F
Crawford-Chp. 12
<i>Observation #3</i>
Garcia-Pg. 286-301 |
| 14. December 9 | Politics and Bilingual
Bilingual Education | Baker- Epílogo/Glosario
Lesson Presentation
Crawford-Chp. 13
Learners Crawford-Chp. 14
<i>Reaction Paper #3</i> |
| 15. December 16 | No Child Left Behind
Federal Legislation
Final Exam | Lesson Presentation
Advocating for English
Crawford-Chp. 15
<i>Philosopher Research
Paper Due
Thematic Unit Reports are
Due</i> |

BIBLIOGRAPHY & RESOURCES

BILINGUAL WEB RESOURCES SUPPORTING GLOBAL CULTURES, PEACE
AND CHARACTER EDUCATION AND SPECIAL NEEDS STUDENTS

CHILDREN'S BILITERACY WEB RESOURCES

University of Illinois-Champaign Urbana

French, Spanish, German, Catalan, Navajo... While the majority of the School Collection's children's books are written in English, many of the 113,000 children's books currently in the cataloged collection are not. Unless you know the specific title of a book, these foreign language books can often be difficult to find. This guide offers several search strategies for finding foreign language titles at the University of Illinois and elsewhere. Since these materials are in many different libraries, the location is noted under each call number. Generally, the foreign language materials that the Education and Social Science library has in its collection are located in Education Storage, which is not accessible for patrons to browse.

<http://www.library.illinois.edu/edx/bilingual.htm>

Center for the Study of Books in Spanish for Children and Adolescents

This bilingual site can be viewed in either Spanish or English. Its key features are a fully-searchable weekly list of recommended books and links to other multicultural resources.

<http://www2.csusm.edu/csb/>

International Children's Digital Library

The International Children's Digital Library is an online collection of children's picture books from around the world. Currently representative of 27 cultures and 15 languages, this University of Maryland project aspires to broaden international access to picture books through its colorful and functional collection of digital books. Many bilingual and foreign language books are included, ranging from German and Japanese to Arabic and Maori.

<http://en.childrenslibrary.org/>

FACULTY & TEACHER RESOURCES

Special Needs Populations

IRIS Center for Training Enhancement

The IRIS Center for Training Enhancement. Vanderbilt University.

<http://iris.peabody.vanderbilt.edu/index.html>

Teach and Learn

Teaching resources and units about world cultures made up of five courses that have been designed to support primary and secondary teachers wanting to extend their teaching of global citizenship through all aspects of school life

<http://www.teachandlearn.net/teachglobal/>

TeachGlobalEd.net

A product of ongoing collaboration of Ohio State University's Social Studies and Global Education program with OSU's African Studies Center, East Asian Studies Center, the Center for Latin American Studies, the Middle East Studies Center, the Slavic and

Eastern European Studies Center and Indiana University's Center for the Study of Global Change. The Centers have approved all resources offered here for K-12 teachers.

<http://teachglobaled.net>

BIBLIOGRAPHY

California Department of Education. (2009). DataQuest: Educational Demographics Unit.<http://www.data1.cde.ca.gov/dataquest/>

Center for Research in Education, Diversity and Excellence. (2003). A practical guide to understanding and implementing two-way immersion programs. University of California, Santa Cruz, 6 (2), 1, 9 & 10. Santa Cruz, CA

Cummins, J. (1994). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (2nd. Ed). Schooling Language Minority Students: A Theoretical Framework (pp. 3-46) Los Angeles: California State Department of Education.

Hakuta, K., Butler, Y. G. & Witt, D. (1999). How long does it take English learners to attain proficiency? UC Linguistic Minority Research Institute, 9 (1). [On-line]. Available: <http://mrinet.ucsb.edu/resdissem.html>

Jacobs, T. (2002). Teacher parent partnerships: Making community education real for indigenous families. NABE NEWS, 75, (5), 24-25.

Krashen, D. S. (2003). Explorations in language acquisition and use. Heinemann. Portsmouth, NH.

Mattingly, D., Prislin, R., Mckenzie, T., Rodriguez, J., & Kayzar, B. (2002). Evaluating evaluations: The case of parent involvement programs. Review of Educational Research. 72 (4) 549-576.

U.S. Census Bureau. (2000). Census 2000. <http://www.census.gov>

Quezada, R., & DeRoche, E. (2008). Multiculturalism, peace education & social justice in a global society. In Gurske, I., and Swaffield, B., *Education Landscapes in the 21st. Century: Crosscultural Challenges and Multidisciplinary Perspectives.* Cambridge Scholars Publishing.

- Quezada, R., & Cordeiro, P. (2007). Guest Editors' introduction. Internationalizing colleges of education: Educating teachers for global awareness. *Teacher Education Quarterly*, 34(1), 3-7.**
- Quezada R., & Alfaro, C. (2007) Developing biliteracy teachers: Moving towards cultural and linguistic global competence in teacher education. In Cushner, K. and Brennan, S. *Intercultural student teaching: A bridge to global competence*. Rowman & Littlefield Publishing. (pp. 164-212).**
- Quezada R. and Osajima, K. (2005). Challenges of diversity. In L. Hughes, (Ed). Educational Issues. Earlbaum & Associates.
- Quezada, R. (2004). Beyond educational tourism: Lessons' learned while student teaching abroad. *International Education Journal*, 5(4), pp. 458-465.**
- Quezada, R. and Romo, J. (2004). Multiculturalism, peace education & social justice in teacher education. *The Journal of Multicultural Education*. 11(3), pp. 2-11. Reprinted in *Annual Multicultural Editions 2005-06*. Duskin Publishing Co, McGraw Hill.
- Quezada, R. (2001). The CLAD-ing of California: Institutional responsibility versus certification mandates. *The Multilingual Educator*, 2(2), pp. 14-19.
- Quezada, R. (2003). Reports from the field: Effective Parent Involvement Practices. The School Community Journal. Human Development Institute
- Quezada, R., Diaz, D., & Sanchez, M. (2003). Involving Latino parents. *Leadership*, pp. 32-34 & 38.
- Quezada, R. & White, J. (2000). It takes a village to raise a bilingual child: Forming collaborative partnerships among schools and bilingual communities. The School Community Journal, 10, (2), 99-109.
- Ramirez, J.D. (1992). Executive summary. Bilingual Research Journal. 16, (1 & 2), 1-62.
- Zhou, M. (2003). Urban education: challenges in educating culturally diverse children. Teachers College Record, 105, 208-225.

Peace and Character Education Resources

* Character Education - The Defining Moment Television Talk Show Character Education. Interview with Father Pedro Contreras
www.definingmoment.tv/defining-moment.../index-217.html

Character Education Partnership | Journal of Research in Character ...
www.character.org/

www.ericdigests.org/2001-2/character.html

www.characterandcitizenship.org/services/testjournal.htm

* Educación en valores. Educación para el desarrollo
 Living Values Education Program (LVEP) is a comprehensive values education program

www.educacionenvalores.org/spip.php?article837

* World Programme for Human Rights Education

www.2.ohchr.org/.../education/.../Summary-national-initiatives2005-2009.htm

* The Content of Our Character - Dr. Thomas Lickona describes ten essential virtues, which are "taught by nearly all philosophical, religious, and cultural traditions."**

* Rules to Play by On and Off the Playing Field - Former NFL quarterback Jeff Kemp promotes humility, honesty, leadership, vision, perseverance and spirit.

* Building Character At Hilltop Elementary - How a "National School of Character" made it happen.

* Teaching Literature to Change Lives - How to teach character, life-change and success through literature and language arts.

* Climate Change: Caring Schools Heat Up Student Potential - How schools can become more caring and encouraging.

* Making Sense of Tolerance and Diversity - Handling controversial issues with delicacy and wisdom.

* Instilling Compassion in Students

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Grade of Incomplete

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.