

EDUC 385-585: Elementary Curriculum and Methods for Global Classrooms (6 units) Fall 2014



COURSE DESCRIPTION

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts. In each major subject area candidates learn to use appropriate instructional strategies and materials, to plan and implement instruction that fosters student achievement of state-adopted academic content standards and *assists students develop as globally competent citizens who possess knowledge of other world regions, cultures, and global issues.*

LIVE BINDERS: Digital Portfolio of Course Readings
http://www.livebinders.com/play/play_or_edit?id=284010

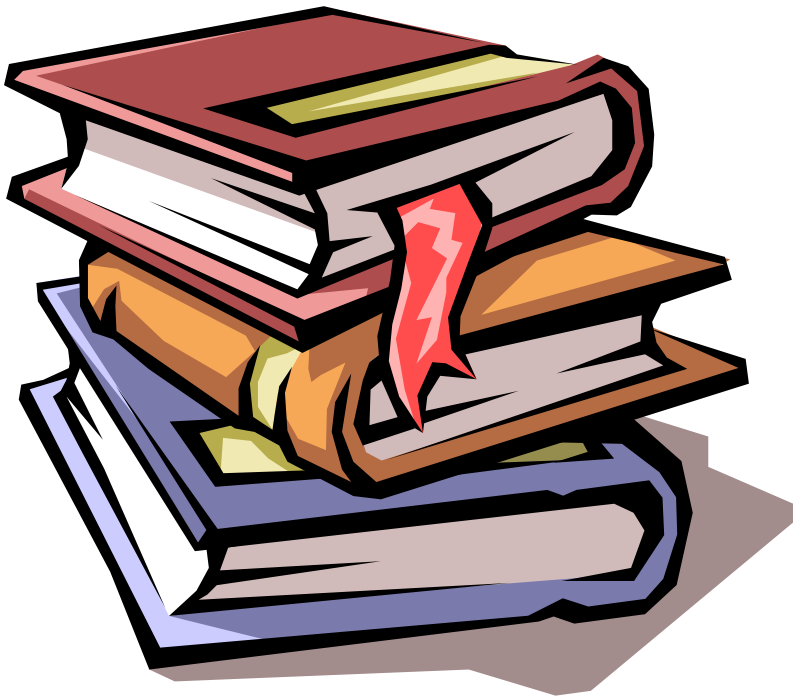
[Access Key: EDUC 385 585](#)

Time: M/W 1:00–3:50 or
M/W 4:00–6:50
Room: MRH – 127
Professor: **C. Bobbi Hansen, Ed.D.**
E-mail: chansen@sandiego.edu
Office Hours: Mon 12-1 & W 10-1
Wed 11-4

Practicum

Complete a practicum of on-site classroom observation. Some of the field experiences may have candidates work in International designated Baccalaureate Schools (PYP), Charter Schools, High Tech Elementary Schools)

- Observe and support instruction in the classroom of the cooperating teacher for 50 hours.
- Teach three lessons. These lessons should be planned with the guidance of the cooperating teacher. Video tape one of the lessons [OPTIONAL]
- Students are expected to draw connections between practicum observations, course readings and experiential activities with in class closure sheets.
- The cooperating teacher must complete a candidate evaluation. *Candidates cannot successfully complete EDUC 385-585 without a satisfactory practicum evaluation.*



TEXTBOOKS

Required:

1. California Department of Education. *California State Framework in History/Social Studies*. Sacramento, CA: Author. (text or on-line / <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>)
2. California Department of Education. *California State Framework in Mathematics*. Sacramento, CA: Author. (text or on-line <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>)
3. California Department of Education. *California State Framework in Science*.

- Sacramento, CA: Author. (text or on-line /<http://www.cde.ca.gov/be/st/fr/>,
<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>
and the Next Generation Science Standards, <http://www.nextgenscience.org>
4. California Department of Education. *California State Framework in Visual and Performing Arts*. Sacramento, CA: Author. (text or on-line
<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>
5. **Literature Book, The Sign of the Beaver by Elizabeth George Speare,**
6. Packet of Readings to be purchased at the USD bookstore
7. Selected digital readings on **Live Binder-**

COURSE OBJECTIVES

USD Program Themes

Course objectives are linked to specific State of California's Teaching Performance Expectations (TPEs) and are organized around three outcomes. By the end of the semester, students will understand and be able to demonstrate the following outcomes:

Teaching Performance Expectations (TPEs)

A. Making Subject Matter Comprehensible to Students

TPE 1: Subject Specific Pedagogical Skills for Instruction

TPE 1A: Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments

TPE 1B: Subject Specific Pedagogical Skills for Single Subject Teaching Assignments

B. Assessing Students Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

C. Engaging and Supporting Student Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developing Appropriate Teaching Practices

TPE 6A: Developing Appropriate Teaching Practices in Grades K-3

TPE 6B: Developing Appropriate Teaching Practices in Grades 4-8

TPE 6C: Developing Appropriate Teaching Practices in Grades 9-12

TPE 7: Teaching English Learners

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

TPE 11: Social Environment

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations

TPE 13: Professional Growth

ACE Outcomes & Course Objectives

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.**

1. Demonstrate knowledge of the state frameworks, standards and assessments related to the teaching of mathematics, science, history/social science and the visual and performing arts. (TPE 1, 3, 4) (K)
2. Demonstrate uses of a variety of subject-specific pedagogical approaches to the teaching of mathematics, science, history/social science and the visual and performing arts. (TPE 1, 4) (S)
3. Demonstrate an understanding of lesson plan development, implementation and evaluation. (TPE 5, 6, 9, 10, 13) (K, S)
4. Demonstrate awareness of and ability to evaluate the material and community resources available in the teaching of mathematics, science, history/social science, and the visual and performing arts. (TPE 4) (K, S)
5. Know and apply strategies for supporting reading in the content areas. (TPE 1A) (K, S)
6. Apply knowledge of lesson plan development to an integrated unit of study. (TPE 9) (S)
7. Demonstrate an understanding of appropriate use of a variety of assessments, including norm referenced and criterion referenced tests and alternative measures such as formative and summative evaluations, works samples, observation, portfolios, and standards-based (TPE 3) (K, S)
8. Demonstrate ability to cultivate critical thinking and problem solving skills in students (TPE 1, 6) (S)
9. Design, administer and interpret a variety of assessments in content subject areas. (TPE 3) (S)
10. Demonstrate competence in the use of electronic teacher management resources (TPE 13) (S)
11. Demonstrate competence in examining and evaluating internet and software resources for mathematics, science, history/social science and the visual and performing arts. (TPE 1, 4) (S)
12. Demonstrate ability to engage in cycles of self-evaluation of planning and teaching practices, alone and in collaborative groups (TPE 9, 13) (S, D)
- 13. Demonstrate your ability to select, plan, implement and evaluate methodologies and resources for teaching international perspectives for K-6 students designed**

- to help them develop as globally competent citizens. (TPE 9, 13) (S, D)*
- 14. Demonstrate your ability to identify the similarities and differences between the social studies curriculum as traditionally taught and as taught with a global perspectives emphasis. (TPE 9, 13) (S, D)**
- 15. Demonstrate your ability to use teaching strategies for challenging negative and distorted views of distant places. (TPE 9, 13) (S, D)**

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**.

- 16. Understand the purpose for establishing classroom meetings as a way of fostering a democratic classroom environment. (TPE 11) (K)**
- 17. Know and apply strategies for creating a positive learning environment (TPE 11) (K, S)**
- 18. Demonstrate your ability to use the pedagogy of service learning by creating opportunities for K-6 students to address global environmental or ecological problems and to contribute to possible solutions. (TPE 11) (K)**
- 19. Demonstrate your ability to successfully use computer technology, including e-mail and the Internet, to teach students to participate in a global community.**

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.

- 20. Demonstrate an understanding of assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities. (TPE 8) (K, S)**
- 21. Know and apply strategies for learning that meet the learning styles, interests and cognitive abilities of all students. (TPE 8) (K, S)**
- 22. Demonstrate competence in the use of electronic research tools, internet resources and the ability to use technology to support the needs of diverse learners. (TPE 8) (K, S)**
- 23. Demonstrate your ability to systematically acquire information from a variety of digital sources regarding international issues and global environmental problems. (TPE 8) (K, S)**
- 24. Demonstrate your ability to use global geographical knowledge and**

understandings to lead K-6 students in becoming active and informed international citizens. (TPE 8) (K, S)

Course Outline

ASSIGNMENT	DATE
Science Lesson Due	9/29
Read Sign of the Beaver	10/13
Science Unit Due	10/20
Social Studies Unit Due	11/10
Math Lesson Due	11/17
*Portfolio Reflection Sheets	Throughout course
*Portfolio Due/Individual Conference	12/8 & 12/10

CLASS 1 –W-9/3 Introduction

HOW DO YOU WANT TO BE AS A TEACHER?

What you are going to learn/What you want to learn

State and National Content Standards and the California State Frameworks

EdTPA

Becoming a Globally Competent Teacher

Designing your classroom to facilitate a global learning community

Equity and Access so that ALL students may learn

Positive interaction and social support

Positive interaction and social support

CLASS 2 M 9/8- Best Practices in Teaching: Focus-Science

Understanding of the content, intent and vision of the Next Generation Science

Standards. <http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp>

Constructivist Teaching Practices in Science

Examining Global Issues in Science

Planning and Implementing Instruction in Science Using State-adopted Standards,

Textbooks, Electronic Planning and Research Tools, and Community Resources

Video: The Case for NGSS <http://www.nextgenscience.org/case-next-generation-science-standards>

Going Digital

CLASS 3 W 9/10– Science Inquiry: Investigation and Experimentation Skills

Teaching Academic Language (Vocabulary)

Domains A, C, D, E

Teaching the Processes of Science Inquiry

Observing/ Comparing/ Classifying/ Inferring Hypothesizing/ Drawing

Conclusions/ Communicating

Students as Scientists/ Higher Order Thinking

CLASS 4 M 9/15 NGSS-Science Content:

Explorations in Life, Earth and Physical Science

Crosscutting Concepts: Patterns; Cause and effect; Mechanism and explanation; Scale, proportion and quantity; Systems and system models; Energy and matter: Flows, cycles,

and conservation; Structure and function; Stability and change.
Providing students opportunities to use science concepts and investigation/experimentation skills to make sense of a real world phenomenon.

Teaching the Content of Science

California Content Standards in Science:

Physical Science, Earth Science, Life Science

Science Notebooking

Discovery Boxes

CLASS 5 W 9/17 21st Century Skills and Project-based Learning

BRAIN 101:

Multiple Intelligences, Howard Gardner

Powerful Teaching and Learning

George Lucas Foundation/Edutopia

Using PBL to examine global/international issues

Going Digital

CLASS 6 M 9/22 STEM and Engineering Practices for Elementary Students

Why Engineering? <http://www.eie.org/eie-curriculum/resources/what-research-says>

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Engineering Articles:

http://www.nytimes.com/2010/06/14/education/14engineering.html?pagewanted=all&_r=0

Going Digital- <http://www.eie.org>

Engineering Investigation-Getting to the Other Side: Designing Bridges

<http://www.eie.org/eie-curriculum/curriculum-units/get-other-side-designing-bridges>

Background information on types of bridges-<http://www.pbs.org/wgbh/nova/tech/build-bridge-p3.html>

Choose the right type of bridge Digital Activity-

<http://www.pbs.org/wgbh/nova/tech/build-bridge-p4.html>

CLASS 7 W 9/24 Planning Curriculum for Global Understandings

Mapping Curriculum for Long Range (Yearly Planning and Curriculum Units)

Short-range planning: Lesson plan development, implementation and evaluation

Planning using content textbooks

Higher order thinking

Students' prior knowledge, experience and learning styles

Culturally Responsive Instruction

CLASS 8 – M 9/29 Micro-teaching #1: Inquiry Science (Self and Peer-Mediated Reflections)

Domains A, C, D, E

Pick one area (Life, Earth, or Physical Science)

Identify specific California Science Standards that apply to this lesson.

1. Lesson should use science teaching strategies and aim for UNIVERSAL ACCESS for all students.
2. Lesson should be aimed at a specific grade level K-6
3. Lesson should demonstrate some aspect of physical, life or earth science.
4. Bring all materials to class for lesson.

Going Digital: In class exploration of digital technologies for lessons

CLASS 9 W 10/1 Assessing Students in Content Areas

Domains A, B, C, D, E

Formative v/s Summative Assessment

Appropriate use of a variety of Assessments

Standards-based assessments

Traditional and Alternative Assessments

Issues of Equity in Assessing ALL Students

CLASS 10 M 10/6 Best Practices in Teaching: Focus-History-Social Studies

Planning and Implementing Instruction in History-Social Science: Using State-adopted Standards, Textbooks, Electronic Planning and Research Tools, and Community

Using evidence-based teaching strategies: Inquiry, Simulation, Debates, Case Studies, Cooperative Projects, Service Learning, Scaffolding, Jigsaw, Peer tutoring, Questioning SDAIE teaching strategies, Graphic Organizers

Building Academic Language (vocabulary)

Teaching Strategies for Students with Identified Special Needs

Doing What Works-<http://www.ed.gov/index.cfm>

Going Digital: Grade Level Resources

CLASS 11 W 10/8 Common Core Literacy Skills in the Social Studies

We will examine instructional strategies that make difficult text easier for students to read and understand, and discuss ways to integrate these practices as part of daily reading routines.

CLASS 12 M 10/13 Historical Literacy

Providing students an opportunity to use facts and concepts to make interpretations or judgments about a topic in history through clear connections among facts, concepts, interpretations, and judgments.

Teaching Social Studies through Literature: Sign of the Beaver

Into Through and Beyond strategies for effective teaching.

Using Oral History Projects and Primary Documents to teach History

CLASS 13 –W 10/15 Geographic Literacy

Geography is more than places on a map. It's global connections. People and cultures. Economics and environments. Our young people need to know geography in order to understand today's world—and succeed in tomorrow's.

Using Children’s Literature from Around the World to Teach International Perspectives

How does geography impact the lives of people around the world?

Develop an Awareness of Place

Develop Locational Skills and Understanding

Going Digital: Exploration of digital technologies that could be employed with geographical understanding. Start with E-Pals, a global digital community of connected classrooms sponsored by National Geographic, and discuss how this could be used in your future classrooms to advance students’ understandings of other nations, cultures and/or global environmental issues

CLASS 14 M 10/20 Science Unit Due

Zoo Night and the NGSS

Going Digital: San Diego Zoo Website

Visual and Performing Arts

STEAM

CLASS 15 W 10/22 Teacher’s Night at San Diego Zoo 4-8 PM

CLASS 16 M 10/27 Teaching for Democratic Understanding, Social Justice and Global Understanding

Understand what is required of citizens in a democracy

Going Digital: Exploration of digital technologies that could be employed with service learning, character education, social justice

CLASS 18 W 10/29 Mathematics-Examining the Common Core

Planning and Implementing Instruction in Mathematics Using State-adopted Standards

New Common Core Standards

Textbooks and Community Resources

CCSS in Mathematics
Counting and Cardinality (K)
Number & Operations in Base Ten
Number & Operations-Fractions
Operations and Algebraic Thinking
Measurement and Data
Geometry
Eight Mathematical Practices

CLASS 19 M 11/3 Counting and Cardinality (K)

Number & Operations in Base Ten

Number & Operations-Fractions

Assist students to develop conceptual understanding and skills, use math vocabulary as they talk about their mathematical thinking, and connect big ideas to meaningful independent exploration and practice.

CLASS 20 W 11/5 Eight Mathematical Practices & Mathematics Reasoning

Teaching mathematics from a problem solving perspective

Teaching children to use logic to solve problems

CLASS 21 M 11/10 Social Studies Unit Due

Micro teaching #2-Share your Social Studies Unit with your home team. Share international or multicultural topics in your unit. Choose a lesson from your unit and teach lesson to your home team. Identify Common Core Literacy Practices.

Operations and Algebraic Thinking

Domains A, C, D, E

Teaching patterns, relationships and algebraic thinking in the elementary grades

CLASS 22 W 11/12 Geometry, Measurement and Data

Domains A, C, D, E

Geometry and Spatial Reasoning

Measuring: Time/ Length/ Volume/ Weight/ Distance

Graphing/probability/ data collection /Using authentic investigations

Create a game

CLASS 23 M 11/17 Math Micro teaching

CLASS 24 W 11/19 Models of Classroom Management for Democratic Classrooms

Exploring Models of Classroom Management for Democratic Classrooms/Guest Speaker

CLASS 25 M 11/24 Technology Plunge-Going all digital

THANKSGIVING 11/26 NO CLASS

CLASS 26 M 12/1 Professional Learner

Content Synthesis-Science, Social Studies, Mathematics

Putting it all together: What did we learn?

How are you going to prepare your students to be global citizens?

How are you going to help your students to become aware of issues that affect the planet?

CLASS 27 W 12/3 Peer Mock Interviews

Final Closure

CLASS 28 M 12/8 Individual Conference with Instructor

Class 29 W 12/10 Individual Conference with Instructor

Course Assignments and Grading

I. STEM Curriculum Unit (TPEs 1, 4, 9, 14)

Each class member will prepare an interdisciplinary STEM (Science, Technology, Engineering and Mathematics) unit of study that will advance **K-6 students' understanding of the sciences**. The lessons in this unit will meet the *The California Common Core State Standards: Science, NGSS-Practices* and *The California Common Core State Standards: Mathematics (CA CCSSM)* while addressing Universal Access for All Students.

GUIDELINES

- 1) Title of STEM Unit and Grade level (K-6)
- 2) Introduction Letter to Parents (Address why STEM understanding is important for students in the 21st century how the unit addresses key STEM understanding.) List California Science Standards and any additional goals for students.)
- 3) 5 lessons
 - 3 lessons in Science
 - 1 that incorporates mathematics (graphing, problem solving, measurement)
 - 1 engineering project*
 - *brief explanation/does not need to be in regular lesson plan format
- 4) Performance or Portfolio Assessment for Entire Unit with Scoring Rubric that allows students to show some depth of understanding with respect to the standards/objectives.

II. Internationally Focused Curriculum Unit (TPEs 1, 4, 9, 14)



Each class member will prepare an interdisciplinary unit of study that will advance **K-6 students' understanding of other nations, cultures and/or global ecological issues**. The lessons in this unit will meet the California Content Standards in Social Science and Literacy

Unit Guidelines

- 1) Title of Social Studies Unit and Grade level (K-6)
- 2) Introduction Letter to Parents (Address why global/international understanding is important for 21st century learners and show how the unit addresses key aspects of international understanding and/or global issues. List Academic Content Standards and any additional goals for students.)
- 3) 5 lessons
 - 2 lessons in Social Studies
 - 1 that incorporates reading information text using close reading
 - 1 that incorporates drama, art, movement or music
 - *1 "web quest" for students*brief explanation/does not need to be in regular lesson plan format
- 4) Performance or Portfolio Assessment for Entire Unit with Scoring Rubric that allows students to show some depth of understanding with respect to the standards.

SCORING RUBRIC FOR THEMATIC UNITS

3. Above Standard

Meets all of the criteria for the (2) score and goes beyond in at least 3 of the following ways:

- A. It is readily apparent that the student included many extra curriculum materials in the lessons and that the materials fit the intended objectives of the lessons.
- B. Differentiated Learning Strategies for UNIVERSAL ACCESS for English language learners and for students who have disabilities are extremely thorough.
- C. Student has identified and utilized a wide variety of BEST PRACTICE instructional strategies (ex. Graphic organizers, simulations, inquiry, technology-enhanced, problem-based)
- D. Use of the digital technology is extensively documented in lessons in unit.
- E. Unit has multiple global/international connections

2. At Standard

- A. Curriculum Integration-There is representation of interdisciplinary curriculum in lesson.
- B. Standards-based-The unit is fully aligned to specific SCIENCE and/or SOCIAL STUDIES standards.
- C. Lesson Clarity-Each lesson is written clearly and follows the format of the lesson design taught in class.
- D. Differentiated Learning Strategies for learners with identified needs are present in every lesson
- E. Assessment-Each lesson has a **Formative** (ongoing and more informal) and a Summative (at the end and more formal) assessment.

1. Below Standard

- A. Curriculum Integration- Not all required subject areas are present in the thematic unit
- B. Goals and Standards-Unit's does not have goal statement and/or unit is missing standards alignment
- C. Lesson Clarity- Lesson plans are sketchy or difficult to understand.

III. Final Synthesis of Subject Specific Pedagogical Knowledge

Throughout the semester you will engaged in learning tasks that exemplify best practices in standards-based instruction in science, mathematics, social studies and the visual and performing arts with the goal of gaining competence in (1) knowing and presenting accurate content of each discipline, (2) using subject specific pedagogical processes, (3) using *best practice* instructional strategies for universal access for ALL learners, (4) using formative and summative assessment strategies to support content and learning outcomes, and (5) selecting appropriate technological and other resources to enhance the learning goals for all students.

You will compile your analysis of these tasks into a course portfolio with 10 entries.

Portfolio Reflection Sheet

Activity:

Address at least one of the following questions: Why did you select this entry for your portfolio? What does it demonstrate about your learning? What insights did you have about the teaching/learning process? (Note: Do not include a description of the activity since you have done that for the closure sheets.)

Web-based Learning Connection(s) (TPE 14)

List digital app or internet site that could support teachers and/or students in learning the content and give a one sentence description.

App or url:

Description:

Connection to Global/International Ideas

Does this entry have a connection to Global/International Topic? If so, briefly explain.

Theory into Practice

To show evidence of critical thinking apply what you learned by doing this task and relate to theory (frameworks, textbook, readings, lectures, videos, etc.) and to practice via your practicum.

Prompt: This activity is supported by course readings (or videos) as evidenced by..... (discuss specific articles or videos and how they relate to the activity) and demonstrates principles of good practice..... (discuss any practicum experiences that relate to activity.)

SCORING RUBRIC FOR COURSE PORTFOLIO

4. EXCEPTIONAL

A. must meet all the criteria for a score of 3

B. All writing is correct, scholarly, linked to readings, and shows that candidate has been extremely insightful regarding learnings in class.

3. ABOVE STANDARD

A. must meet all the criteria for a score of 2

B. Each piece of writing is detailed and routinely cites at least 2 specific pieces of information found in the readings, framework & standards documents, videos and classroom lectures.

2. AT STANDARD

A. Portfolio is complete and has 10 required assignments.

B. Each piece of writing cites at least one specific piece of information found in the readings, framework & standards documents, videos and classroom lectures.

C. Student has solid attendance record.

1. BELOW STANDARD

A. Portfolio is missing assignments

B. Reflections are cursory and do not indicate whether or not student has read the required materials or has learned the required information.

**COURSE GRADE SHEET
EDUC 385/585**

<u>Area</u>	<u>Total Possible Points</u>	<u>Your Points</u>
I. STEM Unit	3	
II. Social Studies Unit	3	
III. Portfolio	4	

Late unit or portfolio -1 pt. for each.

TOTAL POINTS _____

FINAL GRADE _____

10 =A 7=B

9 =A- 6=B-

8 =B+ 5=C

BELOW 5 = Consultation with instructor-may result in D, F or I

If attendance becomes a problem, your grade may be lowered. Please discuss with your instructor any situations that occur that will cause you to miss class.

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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.

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.

SOLES On-line Course Evaluation

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

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.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a 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. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.