



**EDUC 579i Special Topics: Education in Post-Colonial Contexts (3 units)  
Summer 2019**

**Instructor:** Rebekka Jez, EdD **Email:** [rjez@san Diego.edu](mailto:rjez@san Diego.edu) **Phone:** 619-260-4292

**Office:** Mother Rosalie Hill Hall 251 **Office hours:** Tuesdays 2:30 – 4:00 pm or by appt. Individual assistance is always available by appointment.

**Class hours:** Pre-session: 4/15/19, 5/15/19, 6/1/19, 6/15/19, 7/1/19; Travel: 7/8/19-7/19/19; Post-session: 7/25/19

**Course Description**

The International Association of Special Education (IASE) 16<sup>th</sup> Biennial Conference is being held July 15-17, 2019 in Magamba, Tanzania. The theme of the 2017 IASE Biennial Conference is “Empowering Persons with Disabilities: Developing Resilience and Inclusive Sustainable Development.” This course provides candidates with an opportunity to learn more about local and global perspectives on educating diverse learners. It will begin with a comparative overview of the education systems in the United States and African education systems and cultural norms using readings, lectures, digital media, critical reflections, discussions, and experiential activities such as working with cultural liaisons. Students will be asked to complete a ChangeMaker project in collaboration with African educators from universities and schools. Additionally, students will attend and present at the IASE conference in Magamba and make a pledge to share their experience with a local community event in California.

This course provides candidates an overview of critical areas relative to international education of diverse learners through supporting schools, educators, and students both here and abroad. The students will examine disabilities, language, medical history, trauma, and socioeconomic assets and challenges through the lens of culturally responsive pedagogy. The students will engage in learning activities to deepen their understanding through a comparison of African and American school systems, implementing a service learning project, and experience cultural and societal opportunities in Africa.

As per the federal and state teacher preparation mandates concerning inclusive practices and culturally responsive pedagogy, the topics covered in this course are particularly relevant to growth of USD preservice teachers as educators and global citizens. Specifically, Tanzania’s education system deals with many issues we have here in the United States education system such as equity, language, inclusive practices, socio-economic disparities, employment and vocation training, gender equality, vulnerable populations, teacher training, literacy and numeracy, and curriculum design. A comparative examination of the both countries and a Changemaking project that aims to address these issues would support USD students’ global experience.

The Changemaking project will connect local educators and preservice teachers with USD students in identifying cultural similarities and differences using a social locations essays that is emailed. From these essays and the readings, the educators will come up with a plan to support education in the hosting country. There will be a two-day event where the educators will meet and prepare for a Changemaking event in the local community.



***\*Please note that you are required to submit your health forms to the SOLES Global Office. While your health forms are confidential, it will be shared only with the course instructor in case of health emergencies overseas.***

***Cost per student: \$4,190 (airfare not included; double occupancy prices subject to change)***

**Course Objectives – Aligned with Candidate Unit & Program Outcomes**

***The Special Education Program.*** The Unit Candidate Outcomes (ACE) provide the frame upon which course objectives are aligned with the Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards (CEC). Course objectives also align with the Interstate New Teacher & Assessment Consortium principles (INTASC) and the California Commission Teacher Credentialing: Education Specialist Standards (CCTC).

*Upon completion of this course, education specialist will demonstrate knowledge and skills to:*

CTC Educational Specialist, Multiple and Single Subject Teacher Performance Expectations (TPEs):

- \_\_\_\_\_TPE 1: Engaging and Supporting All Students in Learning
- \_\_\_\_\_TPE 2: Creating and Maintaining Effective Environments for Students Learning
- \_\_\_\_\_TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
- \_\_\_\_\_TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- \_\_\_\_\_TPE 5: Assessing Student Learning
- \_\_\_\_\_TPE 6: Developing as a Professional Educator

Standards	Assessments
TPE 1: Engaging and Supporting All Students in Learning TPE 5: Student Engagement	<ul style="list-style-type: none"> <li>● ChangeMakers Project</li> </ul>
TPE 2: Creating and Maintaining Effective Environments for Student Learning. TPE 11: Social Environment	<ul style="list-style-type: none"> <li>● ChangeMakers Project</li> </ul>
TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy TPE 2: Monitoring Student Learning During Instruction	<ul style="list-style-type: none"> <li>● ChangeMakers Project</li> </ul>
TPE 4: Planning Instruction and Designing Learning Experiences for All Students TPE 10: Instructional Time	<ul style="list-style-type: none"> <li>● ChangeMakers Project</li> </ul>



<p>TPE 5: Assessing Student Learning  TPE 3: Interpretation &amp; Use of Assessment  TPE 8: Learning About Students</p>	<ul style="list-style-type: none"> <li>• Diverse Learner Assessment of Academic Ability, Language, Trauma, and Socioeconomic Status</li> </ul>
<p>TPE 6: Developing as a Professional Educator  TPE 12: Professional, Legal &amp; Ethical Obligations  TPE 13: Professional Growth</p>	<ul style="list-style-type: none"> <li>• Tanzanian Educator Collaboration</li> <li>• Blog</li> <li>• Attendance and Participation</li> <li>• Community Presentation on ChangeMakers Project</li> </ul>

**Outcome I: Academic Excellence & Critical Inquiry and Reflection**

- Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

**Outcome II: Community & Service**

- Educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.
- Active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options.
- Engage in professional activities and participate in teach communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth.

**Outcome III: Ethics, Values and Diversity**

- Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.
- Understand how issues of human diversity impact families, cultures, and schools, and how complex human issues interact in the delivery of special education services.
- Understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.
- Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
- Be guided by the profession’s ethical and professional practice standards.
- Be aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice.
- Be sensitive to culture, cultural heritage, ethnicity, language, age, religion, socioeconomic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.



- Acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

### Required Textbooks

Phasha, N., Mahlo, D., & Dei, G. J. S. (Eds.). (2017). *Inclusive Education in African Contexts: A Critical Reader*. Springer.

Tatum, B. D. (2007). *Can we talk about race?: And other conversations in an era of school resegregation*. Beacon Press.

Choose one book from below:

- Quirk, K. (2013). *A Girl Called Problem*. Eerdmans Books for Young Readers: Grand Rapids, MI.
- Hemingway, E. (2015). *Green Hills of Africa: The Hemingway Library Edition*. Simon and Schuster.
- Blixen, K., & Dinesen, I. (2001). *Out of Africa* (Vol. 9). Penguin UK.
- Hemingway, E. (1995). *The snows of Kilimanjaro and other stories*. Simon and Schuster.

Choose one film from below:

- Siri ya Mtungi (2013)
- The White Maasai (2005)
- Nairobi Half-Life (2012)
- Darwin's Nightmare (2006)

**Course Expectations-** Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices, and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care. Course assignments are designed to allow you to reflect on your experience, think deeper about the impact they will have for you as an educator, connect with and learn from educators from outside your community, and become change agents through the collaborative process.

### Course Assignments

**Presence and Engagement:** Candidates are expected to actively participate in on-ground and online class sessions, positively contributing to discussions and activities, and honoring their classmates by truly listening, reflecting, considering, and responding respectfully to their contributions. As reflective practitioners, we will facilitate each other's experiences through a supportive and encouraging learning community. If you have any disciplinary issues and need to sign a support contract, your grade will go down one full grade (from an "A" to an "A-").



**Critical Reflection Blogs:** Critical reflection means going beyond a summary to connect your experience to the past, present, and future. Students are asked to examine how the readings, discussions, and experience relate to what they have known or understood to be true in the past, what they are experiencing in the future, and how it will impact them as an educator and member of our global world in the future. For each class meeting and event, candidates will write a 150-250 word blog reflecting deeply on at least one of the study questions provided. Because this is set up as a learning community, candidates will also respond thoughtfully to 2 of their peer’s responses within a day after the blogs are due. Pictures, videos, and social media connections are encouraged as you tell your story of the experience with others.

**Social Location Essay:** Social location refers to an individual’s place or location in his/her society. The importance of social location is that it determines our experience in the society and the world – what happens or does not happen to us; what we see and hear and how we see and hear it, or, conversely, what we do not see or hear. In this essay you will outline your social location beginning with your family of origin to the present time. Comment on how your social location might enhance or disrupt your professional and personal work, especially in terms of your ability to identify and intervene around conflict or violence. More details on this assignment are available on Blackboard. This essay should be 5 pages and double spaced, using APA format. Please be prepared to share a paragraph (of your choosing) of your essay at our second class meeting in Tanzania

The social location essay should include the following:

- A description of your current family (parents, siblings, grands, etc). If you have your own spouse and family, your focus should be here.
- A historical perspective of your family's development. This includes your family's place of origin (city, state, country) and migration patterns, if applicable. This should also include your family's location within their place of origin and how that influenced their development (urban, rural, suburbs).
- A description of cultural contexts and traditions carried through the family lineage.
- A discussion regarding social standing including any relevant intersectional ties and how they influenced your family's mobility. This includes race, class, gender, etc.
- A summary regarding how these influences shaped your experience and worldview.

**ChangeMaking Project:** Changemakers addresses critical issues by framing, convening, and igniting change using a collaborative process. Because Tanzania and the United States have a wealth of diversity in language, learning and educational differences, socio-economic status, and regional areas factors that affect education of all learners, preservice teachers from both countries benefit from ongoing communication in inclusive practices. Educators from both countries learned through comparison of policies and practices around supporting all learners (frame). Through their dialogue and online communication along with support and guidance from experts in the field, they are able to design platforms for raising public awareness and education support for diverse learners (convene). During the study abroad course, the preservice teachers from the United States will collaborate with the Tanzanian educators in implementing their community project (ignite). Participants from both countries will make commitments to continue their Changemaking initiatives within their communities.

### Assessment Plan/Grading/Rubrics

Grade distribution
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Assignment	Points
Presence and Engagement	20
Critical Reflection Blogs	130
Social Local Essay	10
ChangeMaking Project	50
<b>Total</b>	<b>200</b>

Grade determination			
Grade	Percentage equivalence	Grade	Percentage equivalence
Acceptable grade*		Unacceptable Grade*	
A	96-100	C+	78-82.9
A-	93-95.9	C	75-77.9
B+	88-92.9	C-	73-74.9
B	85-87.9	F	Below 73
B-	83-84.9		

*\*Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.*

### **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.



## USD Student Supports

As a student you may experience a range of issues that can cause barriers to learning, such as a falling behind do to stress, feeling overwhelmed, anxiety, depression, alcohol or drug concerns, difficulty concentrating, and/or lack of motivation. These types of stressful events or mental health concerns can lead to diminished academic performance or reduce a student's ability to participate in daily activities.

For *wellness concerns for you or a friend*, please contact the USD Student Wellness using the website You Are USD

at <http://sites.sandiego.edu/youareusd/> or call (619)- 260-4655.

For *academic concerns*, please contact the Writing Center

<https://www.sandiego.edu/cas/writing/writing-center/>

or call (619) 260-4581, the GradLife [gradstudentlife@sandiego.edu](mailto:gradstudentlife@sandiego.edu) or call (619) 260-2227, or attend a SOLES academic writing retreat (TBD).

## 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 Online Course Evaluation

SOLES Course Evaluations are collected via an online 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 Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at:

<https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf>

## 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](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.

**Sustainability**

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

**Course Schedule (subject to change)**

Date	Class Readings	Class Activities	Tanzanian Connection



4/15/19	<p><b>Read one Tanzanian book:</b></p> <ul style="list-style-type: none"> <li>● Quirk, K. (2013). <i>A Girl Called Problem</i>. Eerdmans Books for Young Readers: Grand Rapids, MI.</li> <li>● Hemingway, E. (2015). <i>Green Hills of Africa: The Hemingway Library Edition</i>. Simon and Schuster.</li> <li>● Blixen, K., &amp; Dinesen, I. (2001). <i>Out of Africa</i> (Vol. 9). Penguin UK.</li> <li>● Hemingway, E. (1995). <i>The snows of Kilimanjaro and other stories</i>. Simon and Schuster.</li> </ul>	<p><b>Watch one film from below:</b></p> <ul style="list-style-type: none"> <li>● Siri ya Mtungi (2013)</li> <li>● The White Maasai (2005)</li> <li>● Nairobi Half-Life (2012)</li> <li>● Darwin's Nightmare (2006)</li> </ul> <p>Create Blog for Critical Reflections</p>	<p>Introductory Email with Tanzanian Educator (Groups)</p> <p>Critical Reflection #1: *Race and Resegregation in America *Tanzanian Book *Tanzanian Movie *Create blog: Introduction</p> <p>Social Location Essay</p>
5/15/19	<p><i>Inclusive Education in African Contexts</i> (Phasa, Mahlo, &amp; Sefa Dei, 2017)</p> <p>*Inclusive Education p. 1-18 *Rights-Based and Inclusive Schools in SA p. 37-48 <i>Can We Talk about Race? And Other Conversations in an Era of School Resegregation</i> (Daniel Tatum, 2007) Chapter 1</p>	<p>Prepare for Movie and Book Club Presentations</p> <p>Changemakers Module (Framing-Convening-Igniting)</p> <p>Critical Reflections Blog Post</p>	<p>Social Location Essay Email with Groups (Empathy Building)</p> <p>Critical Reflection #2: *Chapter 1(Tatum) * Introduction and Ch. 2 (Phasa et al.) *Changemakers</p>
6/1/19	<p><i>Inclusive Education in African Contexts</i> (Phasa, Mahlo, &amp; Sefa Dei, 2017) Inclusive Education p. 85-100</p>	<p>Movie Presentations</p> <p>Safety Agreement</p> <p>Critical Reflections Blog Post</p>	<p>Changemaker Email with Groups (Framing)</p> <p>Critical Reflection #3: *Chapter 5 (Phasa et al.) *Changemakers *Safety</p>



6/15/19	<i>Inclusive Education in African Contexts</i> (Phasa, Mahlo, & Sefa Dei, 2017) Language in SA p. 115-128 <i>Can We Talk about Race? And Other Conversations in an Era of School Resegregation</i> (Daniel Tatum, 2007) Chapter 2	Book Club Presentations  Critical Reflections Blog Post	Changemaker Email with Groups (Convening)  Critical Reflection #4: *Chapter 2 (Tatum) *Chapter 7 (Phasa et al.) *Changemakers
7/1/19	<i>Inclusive Education in African Contexts</i> (Phasa, Mahlo, & Sefa Dei, 2017) Rethinking Inclusive Education p. 101-124 <i>Can We Talk about Race? And Other Conversations in an Era of School Resegregation</i> (Daniel Tatum, 2007) Chapter 3	Critical Reflections Blog Post (Pre-Trip Reflection)	Changemaker Email with Groups (Igniting)  Critical Reflection #5: *Chapter 3 (Tatum) *Chapter 6 (Phasa et al.) *Changemakers

Date	Location	Itinerary	Topics
7/8/19	Arusha	Cultural Heritage Center	· Educator cultural event and dinner
7/9/19	Arusha	School Visit University Planning Event	· Barriers to Learning · Strengths in Community
7/10/19	Arusha	School Visit University Planning Event	· Supporting All Learners · Strategies for Success · Changemaking planning event
7/10/19	Arusha	Changemaker Symposium	· Changemaking Community Day activities with students, administrators, NGO, and families
7/11/19	Arusha to Serengeti	Night Drive Safari	
7/12/19	Serengeti to Arusha	Day Drive Safari	
7/13/19	Arusha to Magamba	Conference Presentation Planning Day	Analyze writing, conversations, and Changemaker Pledges to present a the



			conference
7/14/19	Magamba	IASE Conference	
7/15/19	Magamba	IASE Conference	
7/16/19	Magamba	IASE Conference	
7/17/19	Magamba to Zanzibar	IASE Conference	
7/18/19	Zanzibar	Slave Market Museum Tourism Options	Students Choose Tourism: Spice Farm, Nekupenda Boat Tour, Slave Island
7/19/19	Zanzibar to San Diego	Tourism Day and Fly back to San Diego	Tourism: Spice Farm, Nekupenda Boat Tour, Slave Island

**Post-Trip Debriefing Session**

7/25/19	Online	Post Trip Reflection Meeting	Students will critically reflect about their experience and plan out how they will share their experience with their community. Reflection on community presentation How to continue to be active global citizens and support education of all learners.
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**Included Program Meals**

- 7/8 (Mon) - late dinner
- 7/9 (Tue)- breakfast and lunch
- 7/10 (Wed)- breakfast and lunch
- 7/11 (Thur)- breakfast, lunch, dinner
- 7/12 (Fri)- breakfast, lunch, dinner
- 7/13 (Sat)- breakfast
- 7/14-7/17 (Sun-Wed)- breakfast, lunch, dinner
- 7/18 (Thur)- breakfast
- 7/19 (Fri)- breakfast



## References

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- Bines H. & Lei, P. (2006). *Education's Missing Millions: Including Disabled Children in Education Through EFA FTI Processes and National Sector Plans*. World Vision: Milton Keynes, UK. Available at:  
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- International Journal of Disability, Development and Education, <http://www.tandfonline.com/loi/cijd20>
- International Journal of Special Education. <http://www.internationaljournalofspecialeducation.com/>
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Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the western European societies. *European Journal of Special Education*, 18 (1), 17-35.

**For Per Diem calculations  
2019 Tanzania Program**

Date		Included Meal expenses (Was it included in the program?)		
		Breakfast	Lunch	Dinner
7/8/19	Arusha	No	No	Yes
7/9/19	Arusha	Yes	Yes	No
7/10/19	Arusha	Yes	Yes	No
7/10/19	Arusha	Yes	Yes	Yes
7/11/19	Arusha to Serengeti	Yes	Yes	Yes
7/12/19	Serengeti to Arusha	Yes	No	No
7/13/19	Arusha to Magamba	Yes	Yes	Yes
7/14/19	Magamba	Yes	Yes	Yes
7/15/19	Magamba	Yes	Yes	Yes
7/16/19	Magamba	Yes	Yes	Yes
7/17/19	Magamba to Zanzibar	Yes	Yes	Yes



7/18/19	Zanzibar	Yes	No	No
7/19/19	Zanzibar	Yes	No	No

**Department of Learning & Teaching  
Global Studies Trip Policy on Student Code of Conduct**

As a study abroad/global studies student, I understand that I am representing both the University of San Diego and the School of Leadership and Education Studies during my time abroad. I certify that I have read the USD Student Code of Conduct (<https://www.sandiego.edu/conduct/the-code/rules-of-conduct.php>) and agree to all of the terms listed. Additional guidelines include and are not limited to the following:

- All students are expected to reside at the hotel or residence that is booked through USD.
- Individuals not registered for the USD sponsored program are not permitted to enter the student residence for any reason.
- Students should never administer any controlled substance, including alcohol, that would impair functioning and decision-making or cause potential danger or harm to anyone else.
- Students should avoid consuming any controlled substance, including alcohol, that would impair functioning and decision-making and render them unable to participate satisfactorily in the program or cause potential danger or harm to themselves.
- Students shall not engage in conduct that is disorderly, lewd, indecent or obscene, or any act of sexual misconduct or relationship violence.

The purpose of these guidelines is to outline clear expectations so that students are supported in their personal and professional development. These guidelines are also intended to ensure the safety of students while traveling abroad. Failure to uphold these expectations will result in disciplinary action by the program and/or the University.

I understand that I am expected to adhere to the local laws of the country in which I will be studying abroad and that USD has no authority to intervene on my behalf, should I face penalties for breaking local laws and/or policies.

By electronically signing this document, I confirm that I understand the policies of the USD Code of Conduct and that I will represent myself and USD in a positive, appropriate, and professional manner during my time abroad with the program.

I, \_\_\_\_\_, agree to the terms and conditions of the Global Study Policy on the Student Code of Conduct of the Department of Learning & Teaching.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date