

Course: Extended Practicum

EDTE 552P/ 452P

Units: 0

EDTE 552P Prerequisite: Pass EDTE 551P or approved equivalent experience

Days/Times: Varies

Room: NA

Instructor: Amanda Roth, Ph.D.

Email: amandaroth@san Diego.edu

Phone: 619-260-7817

Office Hours: TBA

Conceptual Framework

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCE (SOLES) MISSION & VISION STATEMENT

Mission

The mission of SOLES is to engage with students and our communities to continuously learn through inquiry and practice that supports social justice and effects meaningful change in our diverse society.

Vision

We shape the future by providing inclusive education as the foundation of social justice and the means to enhance human dignity and improve the quality of life.

Core Values

We base our courses of study and our worldview in several key values embraced by program leadership, faculty, staff and students.

- Multiculturalism and social justice
- Excellence in teaching
- Care for the whole person
- Community engagement
- Excellence in scholarship

Department of Learning and Teaching Meta-Values



We see education as a lever for social justice expressed in our commitment to:

Diversity and Inclusion

By the end of the program students will:

- Be able to identify and navigate sources of power/resistance, decision making and resources
- Challenge all forms of discrimination including race, class, gender, sexual orientation, language, religion, disability-in local, national, and global contexts, and will work as change agents to undermine oppression. Students will:
 - Be skilled at being aware of own biases
 - Understand forms of capital (funds of knowledge/identity)
 - Examine deficit models and reframe/transform
 - Understand historical experience, knowledge and struggles of education systems
 - Develop cultural competencies/proficiency models
 - Engage in continuous reflection about practice, society, and institutional systems
 - Understand access and equity to be an overarching goal of education
 - Use Universal Design for Learning to support all learners

Changemaking for a more just world

By the end of the program all students will:

- Be relevant
- Transform themselves, students/classrooms and environment
- Make a difference - innovate, lead
- Problem-solve
- Build and utilize relationships, teamwork, and collaborate

Antiracism

By the end of the program all students will:

- Gain critical understandings of the history of schooling and race

- Recognize and respond to forms of systemic racism in education
- Develop humanizing praxis that addresses affective and embodied dimensions of racism

Critical Inquiry

By the end of the program all students will:

- Understand positionality, privilege, power, and educational systems within social/political/eco contexts
- Examine and analyze their biases and beliefs towards the shaping of their instructional practice
 - Critically and theoretically analyze schools of thought, research theories and practices relating to education
- Apply critical inquiry to evidence based pedagogical practices
- Use action research as a tool to create:
 - Equitable, accessible, inclusive learning environments

Internationalization and Global Citizenship

By the end of the program all students will:

- Participate in an international course or cross-cultural experience
- Engage with local populations
- Develop personal understanding of their global role and implement learning experience in practice

Course Description

This course is a field-based practicum designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design in both general and special education. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The mentor teachers will serve as a resource for students, providing a professional model, discussing practices with the teacher candidate, and supporting the student as they “try out” lesson planning and classroom teaching at least 4 times throughout the semester. Field Requirement: 20 hours/week for the full semester (total: 260 hours) at an assigned school site under the supervision of a mentor teacher and university supervisor. NOTE: this course follows the USD semester schedule.

Course Objectives / TPEs

<i>Full List of Teaching Performance Expectations</i>	<i>Evidence</i>
1.1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. P,A 1.2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. P,A	Completion of 20 hours per week (13 weeks minimum)

1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. P,A 1.4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. P,A 1.5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. P,A 1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research- based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. P,A 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. P,A 1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning P,A	
2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. P,A 2.2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. P,A 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and	Completion of 20 hours per week (13 weeks minimum)

recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. P,A 2.4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. P,A 2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom. P,A 2.6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to- teacher interactions by communicating classroom routines, procedures, and norms to students and families. P,A	
3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. P,A 3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. P,A 3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. P,A 3.4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. P,A 3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. P,A 3.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. P,A 3.7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security. P,A	Completion of 20 hours per week (13 weeks minimum)

3.8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards P,A	
4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. P,A 4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. P,A 4.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. P,A 4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. P,A 4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.) P,A	Completion of 20 hours per week (13 weeks minimum)

4.6. Access resources for planning and instruction, including the expertise of community and school colleagues through in- person or virtual collaboration, co-teaching, coaching, and/or networking. P,A 4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. P,A 4.8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning P,A	
5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. P,A 5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. P,A 5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. P,A 5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. P,A 5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. P,A 5.6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. P,A 5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. P,A 5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. P,A	Completion of 20 hours per week (13 weeks minimum)

6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. P,A 6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. P,A 6.3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. P,A 6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. P,A 6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. P,A 6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools. P,A	Completion of 20 hours per week (13 weeks minimum)
<i>Full List of SPED Teaching Performance Expectations</i> <i>Preliminary Education Specialist Teaching Performance Expectations</i> Education Specialist: Mild to Moderate Support Needs	<i>Evidence</i>
1.1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. P,A 1.2. Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop	Completion of 20 hours per week (13 weeks minimum)

appropriate language development goals within the IEPs for those students. P,A 1.3. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. P,A 1.4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). P,A 1.5. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. P,A 1.6. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills P,A related to career, college, independent living and community participation. 1.7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. P,A	
2.1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. P,A 2.2. Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. P,A 2.3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations. P,A	Completion of 20 hours per week (13 weeks minimum)

2.4. Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with exceptional support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs. P,A 2.5. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. P,A 2.6. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. P,A 2.7. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. P,A 2.8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs. P,A 2.9. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. P,A 2.10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. P,A 2.11. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. P,A	
--	--

3.1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). P,A 3.2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. P,A 3.3. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning. P,A 4.1. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. P,A 4.2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. P,A 4.3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. P,A 4.4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. P,A 4.5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues. P,A 4.6. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for	Completion of 20 hours per week (13 weeks minimum)
---	---

instructional planning and planning for successful student transitions. P,A 4.7. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. P,A	
5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. P,A 5.2. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. P,A 5.3. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law. P,A 5.4. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. P,A 5.5. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. P,A 5.6. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. P,A	Completion of 20 hours per week (13 weeks minimum)

6.1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. P,A 6.2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. P,A 6.3. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. P,A 6.4. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. P,A 6.5. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. P,A 6.6. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. P,A	Completion of 20 hours per week (13 weeks minimum)
--	--

Dispositions

In accordance with state and national standards, students in the Department of Learning and Teaching at the University of San Diego, are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Learning and Teaching fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program at USD. The Department of Learning and Teaching has adopted a process for ensuring that all students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession.

Qualities Important to Future Teachers and Educational Professionals

- A. Personal qualities important to the teaching/education profession
- B. Qualities important to collaboration
- C. Commitment to professional growth
- D. Commitment to diversity and social justice
- E. Commitment to ethical practices

Course Texts

none required

Course Requirements/Assignments/Grading

Course requirements include classroom field experience observations of teaching and learning. Students must complete 20 hours per week over the course of the semester for a total of 260 hours/semester. Other course assignments (readings, written assignments, and activities) are also reflected in the courses that the candidate is taking concurrently. While candidates' mentor teachers may be in any grade level appropriate to their credential, candidates are encouraged to visit multiple grade levels/classrooms at their assigned school site to gain sustained understanding of key concepts and skills.

Separate from coursework assignments, candidates will also be assigned a university supervisor and be assessed based on four formal [Lesson Observation Forms](#) (based on TPEs).

Important Resources

Academic Writing Support

SOLES Writing Center: sandiego.edu/soles/current/writing-center.php and <http://sites.sandiego.edu/dlt/research-and-writing-support/>

Career & Development Resources

<https://www.sandiego.edu/careers/graduate/>

Mental Health & Wellness

During this time of the continued global pandemic, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, trauma, alcohol and other 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.

USD has many resources that are free to you, including:

- **You are USD** website at <http://sites.sandiego.edu/youareusd/>
- **Counseling Center** 24/7 access to a counselor: (619) 260-4655, press 1 for urgent concerns
- **Disability and Learning Difference Resource Center**
disabilityservices@sandiego.edu to make requests for accommodations. (Every effort will be made to accommodate students' needs, while performance standards for the course will not be modified in considering specific accommodations.)
- **C.A.R.E. Advocate** 24/7 through Public Safety Dispatch (619) 260-7777

- **Student Health Center** MyWellness Portal <https://mywellness.sandiego.edu/>
 - Non-urgent email usdhealthcenter@sandiego.edu

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

Student evaluations in SOLES 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 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:
<https://www.sandiego.edu/conduct/documents/Honor-Code.pdf>

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.

Kumeyaay Land Acknowledgement

I want to acknowledge that the land on which we gather (physically at USD) is the traditional and unceded [territory](#) of the Kumeyaay Nation. I want to pay respect to the citizens of the Kumeyaay Nation, both past and present, and their continuing relationship to their ancestral lands.