

# USC Rossier School of Education

**Course ID and Title:****Global Issues: Impact on Educational Outcomes  
EDUC 421****Units: 4****Term—Day—Time:** Spring, 2015 Wednesday 2-5:20pmIMPORTANT:

The general formula for contact hours is as follows:

**Courses must meet for a minimum of one 50 minute session per unit per week over a semester.****Location: SOS B38****Instructor:** Paula M. Carbone, Ph.D**Office:** 1150 S. Olive Street, LA, CA 90015<http://uscrossier.na6.acrobat.com/r17095460>

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**Office Hours:** Once weekly at convenience.**Contact Info:** paula.carbone@rossier.usc.edu**IT Help:** Blackboard Help for Students**Hours of Service:** 24 hours a day, 365 days a year**Contact Info:** Call 213-740-5555 and choose option 2.Send an email to [blackboard@usc.edu](mailto:blackboard@usc.edu).

## Course Description

The purpose of the course is to situate U.S. education within the global context, and examine the impact of global issues on education (nationally and internationally) in the 21<sup>st</sup> Century. This course examines global issues and their impact on educational outcomes. Focus is on situating U.S. schools within a global context, examining possible causal effects on disparities in educational outcomes between the U.S. and other nations. The importance of curricular relevancy and pedagogy for the 21<sup>st</sup> Century is highlighted, especially in expanding educational opportunity for equity in educational outcomes. Global contexts are examined for their relationships to U.S. schooling, and local formal and informal educational settings in particular. Students self-select international, national, and local issues with a focus on local, community formal and informal educational settings and the connections of global issues on educational outcomes within those settings. Global issues have implications for personal and more generalized educational outcomes, as the skill sets required for success continue to shift and student populations are increasingly more diverse. For classrooms in the U.S. and internationally, closing the classroom door on these issues robs students of future potential participation in social, economic and political arenas locally, nationally, and internationally.

## Learning Objectives

Students will continue to develop the skills and dispositions taken up in GE courses, such as valuing diversity, engaging in critical inquiry, and using information responsibly to solve complex problems, foregrounding equitable outcomes. Global issues writ large, such as human rights, are examined through student self-selected topic, such as poverty, poverty, immigration, gay rights, resource allocation, human trafficking, & etc.

In this course, students will:

- develop informed, multiple perspectives on issues impacting the globe and their relationship to educational outcomes internationally, nationally, and locally.
- engage with pre k-12 formal and informal educational settings in the local (Los Angeles) community for understanding of the relationship of global issues and local educational contexts.
- understand how to observe educational settings to recognize rigor and meaningful, equitable learning outcomes and their absence.
- seek solutions in addressing a global issue for positive change in educational outcomes.
- articulate understanding of the global issues' impact on educational outcomes, and how that relates to the national educational agenda.
- take charge of their own learning and participate to positively change the national educational agenda.

**Prerequisite(s):** There are no prerequisite courses required to enroll in this course.

**Co-Requisite (s):** There are no co-requisite courses required to enroll in this course.

**Concurrent Enrollment:** No courses must be taken simultaneously with this course.

**Recommended Preparation:** General Education course with focus on issues in education recommended; however, previous background is not required for success in this course.

## Course Notes

Letter grade will be awarded. The course is web-enhanced, through its use of Blackboard, online assignments, and digital poster session. Copies of lecture slides, midterm and final exam guidelines and resources, and book club presentation guidelines will be posted to Blackboard. Expectations are for scholarly research using technology, use of multiple media for student presentations, and production of a multimodal composition (and production and presentation of a digital poster synthesizing the composition) for the course final. Technology-enhanced learning strategies will be used including the use of real-time polling using ever poll and the creation of collaborative Google documents during class sessions.

## Required Readings and Supplementary Materials

Texts may be purchased at the USC Bookstore and through online vendors. All readings not in required texts are available through the USC Libraries website on ARES.

Stewart, V. (2012). *A world-class education: learning from international models of excellence and innovation*. Alexandria, VA: ASCD.

Wagner, T. (2008). *The global achievement gap: why even our best schools don't teach the new survival skills our children need—and what we can do about it*. New York, NY: Basic Books.

### **Recommended Reading for Book Clubs:**

Alvarez, J. (1994). *In the time of the butterflies*. New York: Penguin.

Beah, I. (2007). *A long way gone: memoirs of a boy soldier*. Toronto: Douglas & McIntyre

Collier, P. (2007). *The bottom billion*. New York: Oxford University Press.

Danticat, E. (1991). *Krik? Krak!* New York, NY: Soho Press Inc.

Diamond, J. (1999). *Guns germs and steel: the fates of human societies*. New York: Norton.

Frost, M. ( ). *The new global student: skip the SAT, save thousands on tuition, and get a truly international education*.

Nozario, S. (2006). *Enrique's journey: the story of a boy's dangerous odyssey to reunite with his mother*. New York: Random House.

Orellana, M. F. (2009). *Translating childhoods: immigrant youth, language, and culture*. New Jersey: Rutgers University Press.

Oreskes, N., & Conway, E. M. (2010). *Merchants of doubt: how a handful of scientists obscured the truth on issues from tobacco smoke to global warming*. London: Bloomsbury Press.

Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press.

Tobar, H. (2014). *Deep down dark: the untold stories of 33 men budied in a Chilean min, and the miracle that set them free* (trans. ). New York: Farrar, Strauss and Giroux.

Uzokwu, K. (2009). *The price of freedom: from 3/25 Akron, Ohio to 2/25 Garden City, New York. A Nigerian American account of Operation Iraq Freedom*. Bloomington, IN: AuthorHouse.

Yousafzai, M. (2013). *I am Malala: the girl who stood up for education and was shot by the Taliban*. London: Orion Publishing Group, Ltd.

## Description and Assessment of Assignments

### **Class Attendance and Participation (10%):**

Student engagement during class time is expected. Issues from the readings will be discussed and debated, and class presentations will be discussed. One excused absence is allowed; any class time missed beyond that cannot be made up. If student is absent from class the day a presentation is due, the presentation cannot be made up except with **prior** permission of professor.

### **Observations and Interview in the Field**

Students will identify a formal or informal educational setting in the local community. Observations and interviews will take place and provide information for the Research presentations, the mid-term, and the final examination. No grade is assigned to the observations and interviews, and information collected will be discussed in class and integrated into the assignments mentioned.

### **Book Club (20%):**

Students will form rotating groups for book club discussions of group-selected texts detailing a global issue. Groups meet every three weeks, Weeks 3, 6, 9, & 12, outside of class time. A synthesis argument is due the following week to share during class time, noting the importance of the issue, its impact on education outcomes, and ways to address the issue for change. One of the three books selected should be a novel that fictionalizes a global issue and focuses on how the issue is humanized.

Expectations for sharing during class time:

<b>Exemplary</b>	<b>Admirable</b>	<b>Striving</b>	<b>Augmentable</b>
Argument draws from key concepts of book and synthesizes them to develop new understanding; stance clearly states the new understanding & its connections to educational outcomes.	Argument includes key concepts of book with some synthesis to support ideas from book; stance states understanding of concepts and their connections to educational outcomes.	Argument touches on concepts of book and uses them to develop a stance; stance is tangentially connected to educational outcomes.	Argument is limited to a superficial repetition of information in the book; stance is unclear or absent; connections are limited or missing to educational outcomes.
Evidence supporting stance is convincing in making the connections to educational outcomes.	Evidence is used to support stance and connections to educational outcomes.	Evidence used is repetition of information from the book without linking it to a stance and/or educational outcomes.	Evidence is tangential or missing.
Suggested pathways for change are operational.	Suggested pathways for change are abstract.	Suggested pathways for change are vague, or not grounded in realistic implementation.	Suggested pathways for change are superficial or missing.
Group members clearly share responsibilities.	Group members share responsibilities.	One or two students dominate.	Group seems unprepared and responsibilities are not delineated.

**Research (20%):**

Students will select a global issue of interest; they may collaborate in small groups of up to four people. The research should use both academic sources (articles from peer reviewed journals) and popular media, to enable comparison of perspectives. They will design a total of three class presentations, one each on the following guidelines:

1. **First Presentation:** Describe the issue in its global context, noting causal factors (if applicable) and impact on global economic, social, and political structures, as applicable. Focus should be primarily on the impact of the global issue on education. Multiple perspectives should be represented.
2. **Second Presentation:** Discuss the issue in terms of how it is being framed in the U.S. by public media, the scientific community, and the academic community (if differing from the scientific community). Discuss how national, state, and local politicians may frame the issue, and how it might serve their agenda(s). (Use California and Los Angeles as your reference points for state and local politicians.) Include the perspective(s) of at least one community leader on this issue, and how s/he connects the issue to the future of Los Angeles. The presentation should end with the issue's impact on local education and how this compares with global impacts the issue may have on education.
3. **Third Presentation:** Provide a plan for how the issue could be taken up for positive change in formal and informal educational settings within the Los Angeles community. Include rationale explaining why the issue is important in this setting, and how it will provide positive educational outcomes.

**Mid Term Examination (25%):**

Students will create a pecha-kucha presentation on a self-identified global issue impacting local (Los Angeles area) pre K-12 educational outcomes for under-represented youth. The issue may be one examined in class readings/discussions, the student's research assignment, or a book club selection. The presentation will briefly describe the issue, detail impact on local preK-12 students, and propose a course of action for positive change in educational outcomes.

A pecha-kucha presentation consists of 20 slides with 20 seconds per slide, using presentation software. Guidelines and examples will be shared prior to the Mid Term Examination. Expectations for the pecha-kucha presentation, in addition to adhering to the pecha-kucha format, are detailed in the rubric below.

**Final Examination (25%):**

Design and execute a multimodal project that expands upon the global issue discussed in the mid-term. The project may be an Infographic, multimodal text, or other artifact-based product (resources and models will be shared in class).

The project should include the following elements:

1. **Historical background** of issue, causes contributing to its inception, and its impact globally, nationally, and locally on educational outcomes.
2. **Connections** between the issue and your personal educational trajectory /**rationale** for selecting the issue.
3. **Identify** a local formal or informal educational setting that has been either adversely impacted by the issue, or created specifically to address the issue. (e.g., public school enrollment and immigrant population of school-age children; after-school arts group to promote literacy skills for English learners)
4. **Observations and interviews** in local formal or informal educational setting, detailing stakeholders’ perceptions of the issue (students, parents, administrators, teachers, etc.).
5. **Investigation of community resources** available to address the issue, and stakeholders’ perceptions of the usefulness of these resources.
6. **Proposal** of steps for positive change (to address the impact of the issue on educational outcomes, or to more closely connect the work done in the educational setting and improved educational outcomes.
7. **Steps** necessary to implement the proposal for positive change.

The project will be shared during class time as a digital poster and is due the date of the last class meeting. Students are encouraged to publish their projects in appropriate media outlets to enter the conversation of the national educational agenda.

The following rubric will be used to assess the Research Presentations, Mid-Term, and Final:

<b>Exemplary</b>	<b>Admirable</b>	<b>Striving</b>	<b>Augmentable</b>
Directions followed and exceeded; <b>time frame</b> adhered to; <b>innovative presentation</b> to engage class; <b>opportunities to consider new perspectives</b> are provided.	Directions followed; time frame adhered to within a few minutes; presentation works to engage class; opportunities to consider new perspectives are limited.	Directions mostly followed; time frame not adhered to; presentation engages some of class; opportunities to consider new perspectives are inferred.	Directions not followed; time frame not adhered to; presentation lacks class engagement; opportunities to consider new perspectives are lacking.
Complex ideas and factors surrounding issue are <b>synthesized and analyzed</b> ; <b>convincing stance</b> on issue is presented and supported with <b>evidence</b> .	Complex ideas and factors surrounding issue are presented with some synthesis and/or analysis; stance on issue is presented and supported with limited evidence.	Ideas and factors surrounding issue are presented superficially, limited to repeating research findings; stance on issue is unclear.	Limited ideas are presented with repetition of simple facts; no stance is apparent.
Impact of issue clarifies its immediacy; clear connections made between the impact	Impact of issue describes its immediacy; connections made between impact and	Impact of issue tangentially describes its immediacy; limited connections made	Impact of issue unclear or misrepresented; connections between impact and local

<b>Exemplary</b>	<b>Admirable</b>	<b>Striving</b>	<b>Augmentable</b>
and local educational settings.	local educational settings.	between impact and local educational settings.	educational settings unclear or misrepresented.
Citations and evidence are convincing, and problematized for possible biases influencing claims.	Citations and evidence are sufficient, and identify possible biases influencing claims.	Citations and evidence are limited, and miss biases influencing claims.	Citations and evidence are insufficient, and ignore biases influencing claims.

## Grading Breakdown

<b>Assignment</b>	<b>Points % of Grade</b>
Attendance & Participation	10
Book Club	20
Research Presentations	20
Mid Term Exam	25
Final Exam	25
<b>TOTAL</b>	<b>100</b>

Final course grades are assigned on the following scale:

A = 94-100%; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D+ = 67-69%; D = 64-66%; D- = 60-63%; F = 59% and below

### Assignment Submission Policy

Assignments will be submitted on Blackboard, including any materials used during class presentations of research and book club synthesis argument.

### Additional Policies

Late assignments will not be accepted without prior permission from instructor; absences when class presentation is due cannot be made up without *prior* permission from instructor.

**Course Schedule: A Weekly Breakdown**

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
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	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<b>Week 1</b> Dates	<b>Global Issues and Education</b> Begin to identify global issues and their connections to education. Investigate impact of select issues on personal and more generalized educational trajectories. Define terminology: e.g., globalization, educational outcomes, problematize language of “achievement gap” for deficit thinking, etc.	<i>A world class education:</i> Chapter 1-Globalization & Education, pp. 9-31  MacGillivray, A. (2006). <i>Globalization: a brief history.</i> London: Constable & Robinson. Chapter 1: Introduction, pp. 1-25.	Form first book club group  Review & set norms for meetings and discussions in book clubs  Sign-up for in-class presentations on independent research
<b>Week 2</b> Dates	<b>Social Narratives of Education</b> Describe social narratives about the effects of education on human, social, and economic capital, and examine historical meanings, knowledge and experience on their development personally and collectively. Connect the narratives to educational outcomes in public education nationally and “public” and non-governmental organizations (NGOs) sponsorship of education internationally.	<i>The global achievement gap:</i> Chapter 1: The new world of work and the seven survival skills, pp. 1-42.  UNESCO. (2009). <i>The role and impact of NGOs in capacity development: from replacing the state to reinvigorating education.</i> Retrieved from <a href="http://unesdoc.unesco.org/images/0018/001869/186980E.pdf">http://unesdoc.unesco.org/images/0018/001869/186980E.pdf</a> Chapter 2: Why do NGOs take an interest in capacity development activities in education?  World Bank. (2011). Social capital and education. Retrieved from <a href="http://go.worldbank.org/MVEQY44Z00">http://go.worldbank.org/MVEQY44Z00</a>	In-class research presentation #1 by select students.
<b>Week 3</b> Dates	<b>Educational Outcomes – Global, National, and Local</b> Identify disconnects between educational outcomes and meaningful learning. Identify constraints and affordances of pedagogical approaches.  Review expectations for interview of local community leader, including development of questions and interviewing strategies.	<i>The global achievement gap:</i> Chapter 2: The old world school, pp. 43-77.  View Video: <a href="http://youtu.be/zDZFcdGpL4U">http://youtu.be/zDZFcdGpL4U</a> RSA Animate - Changing Education Paradigms  Sunstein, B. S., & Chiseri-Strater, E. (2007). <i>Fieldworking: reading and</i>	In-class research presentation #1 by select students.  Identify and schedule interview with local community leader on the global issue being investigated in your research assignments.



	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
		<i>writing research.</i> Chapter 5: Research people pp. 238-247 Chapter 6: Researching language, pp. 325-334	

	<b>Topics/Daily Activities</b>	<b>Readings and Homework</b>	<b>Deliverable/ Due Dates</b>
<b>Week 4</b> Dates	<b>Educational Outcomes – Global, National, and Local</b> Examine global educational outcomes and meaningful learning. Develop consensus regarding educational outcomes for meaningful learning.	<i>A world class education:</i> Chapter 2: Success stories from around the world, pp. 32-78.	Group Presentations of Book Club synthesis arguments
<b>Week 5</b> Dates	<b>Mapping the Terrain of Educational Outcomes</b> Identify what works to improve educational outcomes internationally. Apply information to observed formal or informal educational setting in local context.	<i>A world-class education:</i> Chapter 3: The common elements of successful systems, pp. 79-96.	In-class research presentation #2 by select students.  Identify and observe a formal or informal educational setting locally.
<b>Week 6</b> Dates	<b>Mapping the Terrain of Educational Outcomes</b> Problematize U.S. educational reform efforts, for their successes and limitations in equitable, improved educational outcomes. Analyze classroom observation protocols; develop an observation tool using elements from protocols.  Review requirements, expectations, and models for Mid Term.	<i>The global achievement gap:</i> Chapter 3: Testing, 1, 2, 3, pp. 78-125.	In-class research presentation #2 by select students.  Observe selected educational setting; informally interview an educator and a student; use observation protocol to identify rigor and meaningful learning.
<b>Week 7</b> Dates	<b>Disconnects between teaching and learning</b> De-brief observations. Compare qualities considered effective in teaching from various sources, and develop a matrix. Use for de-brief of observations. Analyze and evaluate “effective teaching” approaches identified with “21 <sup>st</sup> Century” skills.	<i>A world class education:</i> Chapter 4: Developing effective teachers and school leaders, pp. 97-122  Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? <i>Journal of Teacher Education</i> , 62(4), 339-355.	Group Presentations of Book Club synthesis argument
<b>Week 8</b> Dates	<b>Global Issues, Local Solutions</b> Students present mid-term work in pecha-kucha style.		<b>Mid Term due.</b>

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<b>Week 9</b> Dates	<b>Planning for diverse students' educational success</b> Review data on demographics for student enrollment in U.S. and select international locations. Review data from national and state assessments, and international assessments; analyze findings using purpose of test, students taking the test (e.g., demographics), and other pertinent data. Connect to observation findings. Review teaching standards for California; compare to perspectives on teaching in readings. Construe what is happening in classrooms and deconstruct factors promoting meaningful learning; using observation data and readings, analyze possible interventions for their efficacy in improving educational outcomes.	<i>The global achievement gap:</i> Chapter 4: Reinventing the education profession, pp. 126-166.	Observation in identified educational setting. Collect demographic information (from observation, website, office staff).
<b>Week 10</b> Dates	<b>Planning for diverse students' educational success</b> Develop plans to extend culturally relevant curriculum beyond the classroom to promote social justice locally, nationally, and internationally.	<i>A world-class education:</i> Chapter 5: Modernizing curriculum, instruction, and assessment, pp. 122-156.  Ladson-Billings, G. (2013). Culturally relevant pedagogy 2.0: a.k.a. the remix. <i>Harvard Educational Review, 1</i> (84), 74-84.	Group Presentations of Book Club synthesis argument
<b>Week 11</b> Dates	<b>Planning for diverse students' educational success</b> Review historic purposes of education and models of student learning (mini-lecture). Examine global issues (from research groups and readings) and their impact on educational success. Looking at existing interventions to address issues, develop promising interventions and critique.	<i>Global achievement gap:</i> Chapter 5: Motivating today's students-and tomorrow's workers, pp. 167-206.  Nieto, J., & Pang, V. O. (2005). Abuses of children's rights: implications and strategies for educators. <i>Radical Pedagogy, 7</i> (2), retrieved from <a href="http://www.radicalpedagogy.org/radicalpedagogy.org/Abuses_of_Childrens_Rights_Implications_and_Teaching_Strategies_for_Educators.html">http://www.radicalpedagogy.org/radicalpedagogy.org/Abuses_of_Childrens_Rights_Implications_and_Teaching_Strategies_for_Educators.html</a>	In-class research presentation #3 by select students.

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<b>Week 12</b> Dates	<b>Human Rights &amp; Education</b> Identify global issues under the umbrella of human rights, and discuss their impact on educational outcomes. Examine the role of technology in addressing these issues.	MacGillivray, A. (2006). <i>Globalization: a brief history</i> . London: Constable & Robinson. Chapter 1: Introduction, pp. 1-25.  Selwyn, N. (2012). <i>Education in a digital world: global perspectives on technology and education</i> . New York: NY: Routledge. Chapter 6: Role of educational technology in international development, pp. 105-126.	In-class research presentation #3 by select students.
<b>Week 13</b> Dates	<b>Changing the World</b> <i>"Education is the most powerful weapon which you can use to change the world."</i> Nelson Mandela  Make connections between readings, research, class discussions, and individual role in changing educational outcomes.  Evaluate suggested courses of action and how global issues impact; create plan of action integrating information of local support for education.  Review expectations for final exam and examine models.	<i>A world-class education:</i> Chapter 6: Creating the future, pp. 156-169.	Group Presentations of Book Club synthesis argument
<b>Week 14</b> Dates	<b>Changing the World</b> <i>"Education is the most powerful weapon which you can use to change the world."</i> Nelson Mandela  Examine reform agendas from national and local education districts and organizations. Compare targeted areas; apply information from readings and synthesize course readings for themes and approaches for change.	<i>Global achievement gap:</i> Chapter 6: Closing the gap: schools that work, pp. 207-254.	
<b>Week 15</b> Dates	<b>Global Issues, Local Solutions</b> Students present highlights of final multimodal project (time allotment for each determined by number of students enrolled).		<b>Final Due:</b> Present overview of multimodal project.

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<b>FINAL</b> Date	<i>Final Exam is due during the final class meeting, week 15.</i>		Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at <a href="http://www.usc.edu/soc">www.usc.edu/soc</a> .

## Statement on Academic Conduct and Support Systems

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

### Incompletes

IN represents a grade of “incomplete.” This is work not completed because of documented illness or some other emergency occurring after the 9th week of the 12-week semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam.

Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be

repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

**Time Limit for Removal of an Incomplete:** One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.