

Class Time: M/W and announced F 10:30 – 11:30 a.m.
Diana Reed, M.A.T. Early Childhood and Elementary Education
Office: 313 Old Main
Office Hours: T & TH 3:45 – 5:15 p.m. and by appointment on Fridays
Office phone: 724-946-7181
Cell phone: 724-946-3207
E-mail – reedd@westminster.edu

Early Childhood Education 203
Diversity within Family-School-Community Partnerships
3 credits, SPRING 2015

“When programs and initiatives focus on building respectful and trusting relationships among school staff, families and community members, they are more effective in creating and sustaining connections that support student achievement.”
(Henderson & Mapp, 2002)

I. COURSE INTENT

The focus of this course is on understanding how families and communities are significant contexts for children’s development and school success (Weiss, Lopez, & Kreider, 2003). Based upon these insights, together we will explore ways to respect and understand diversity and to build bridges of understanding between schools, families and communities. During practicum experiences, readings, reflections, projects, guest speaking engagements and class discussion we will investigate the role of the professional in supporting all families and their children.

A. Course Outcomes

The purpose of this course is to provide you with an opportunity to:

- 1) analyze diversity within your family’s culture in order to understand and value other families’ funds of knowledge in your future classroom,
- 2) develop cross-cultural competence by identifying and appreciating variations in families’ beliefs, traditions, and values,
- 3) consider community resource organizations in order to understand diverse families’ needs,
- 4) explore the unique needs of learners, their families, and teachers,
- 5) learn to listen and respect families and build competent partnerships with them through multiple forms of communications (newsletter, conferences, forums, journals, class participation),
- 6) generate family, school and community engagement projects.

B. Early Learning Standards for NAEYC

In relation to learning standards developed by the National Association for the Education of Young Children, our class will examine the implications of these guidelines for our work with children across home, school and community settings.

<http://www.naeyc.org/files/academy/file/OverviewStandards.pdf>

C. Pennsylvania Department of Education Academic Standards for Early Childhood Education and Common Core Standards

In relation to the Pennsylvania Department of Education Learning Standards and Common Core Standards for Early Childhood (2009) our class will examine the implications of these guidelines for our work with children across home, school and community settings.

<http://www.pdesas.org/Standard/CommonCore>

II. COURSE TEXT and READINGS

Couchenour, D. & Chrisman, K. (2014). *Families, schools and communities: Together for young children*. Belmont, CA: Wadsworth, Cengage Learning.

Teaching Tolerance <http://www.tolerance.org/>

Ruby Payne: Working with Students and Adults in Poverty <https://www.usd253.org/respect/documents/PovSeriesPartsI-IV.pdf>

Reflections from Teachers of Culturally Diverse Children <https://www.naeyc.org/files/yc/file/200511/ColomboBTJ1105.pdf>

Instructor posted readings or videos found on my.westminster.edu course site.

III. COURSE ORGANIZATION

Mondays, Wednesdays and announced Fridays 10:30-11:30 a.m. and 10 practicum hours.

IV. CLASS LEARNING EXPERIENCES

A. Attendance, Participation, and Professionalism

- **The success of this course strongly relies on student's attendance and participation.** Please punctually arrive to class and be prepared to discuss the scheduled topic of the day and participate in group activities. Five points will be deducted for every class missed unless you have a valid reason of absence (e.g. documentation from medical or student services).
- Students will complete all required assignments, on time and in an honest and comprehensive fashion (See Academic Honesty Guidelines). **Five points will be deducted for every day an assignment is late.**
- Students will leave all personal "crises" at the door. Class discussions are reserved for topics related to course content.
- Professional behavior is always expected. Therefore, a student will be respectful, honest and open with one another: everyone's participation and efforts would be welcomed, heard and valued. **Cell phones should be turned off during class times and texting is prohibited.**
- Final grade will be affected by the discretion of the instructor regarding tenets of these class requirements.

PDE Learning Standards for Early Childhood Education

- V. **Professionalism** – A. Demonstrate knowledge of and competence in fostering professionalism in school and community settings. C. Know about and uphold ethical standards and other professional guidelines, 1, 2 & 3. I. Use their knowledge and understanding about diversity, 2. K. Become effective communicators and collaborators, 2. L. Stay current on research and apply new strategies and techniques, 1.

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact, within the first two weeks of the term, both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, Director of Disability Support Services, 209 Thompson-Clark Hall, 724-946-7192.

B. Class Discussion/Participation

Talking about our course readings with others is one important way to rethink what you are learning while also hearing other interpretations. **Come to class prepared with FIVE written highlights or points of agreement or disagreement** that you will share with the class regarding the readings. Remember, you will be asked to participate. **Your comments will be collected often as proof of your preparation. 10 points**

PDE Learning Standards for Early Childhood Education

- IV. **Child Development** - B. Know and understanding multiple influences on development and learning, 2 & 5. C. Know and understand the principles and theories of child development, 2 & 3. D. Know the following approaches, strategies, and tools used to promote development and learning, 5. E. Demonstrate understanding of early childhood PreK-4 education foundations, theory, and policy, 3. V. **Family and Community Collaboration Partnerships** –C. Know and understand strategies to partner with families: 1, 4, 5 & 6.

C. Projects

School Memory Reflection Paper – Due 1/14

Reflect on your own experience in school. Relate positive and/or negative impacts and how your family may or may not have been involved. No citations are necessary. This is a two page self-reflection. Writing mechanics, spelling and well formulated paragraphs are required. **10 points**

PDE Learning Standards for Early Childhood Education

- V. **Professionalism** – E. Integrate knowledgeable, reflective and critical perspectives on early education, 3. F. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. I. Use their knowledge and understanding about diversity

Student Cultural Memoirs – Due 1/23

Study your own culture by exploring varying issues related to your own family and environment, educational experiences, extra-curricular activities, parent involvement, values, languages, religion, gender, sexual orientation, socio-economics, and/or disabilities. Prepare a story about your own culture to share in class using **Flickr, Tumblr, Jing, Photobucket, Photo Story or Instagram** (or another visual tool as the classroom allows) or poster board and prints. You may include photos, poems, songs, video clips, quotes, etc. to portray your story. You will share your memoir in five minutes, so your choice of representation should be to the point. Creativity is encouraged! **25 points**

PDE Learning Standards for Early Childhood Education

- I. **Child Development** - B. Know and understanding multiple influences on development and learning, 2 & 5.
- III. **Observation, Documentation, and Assessment** –E. Understand the difference between summative and formative assessments, 2.
- IV. **Family and Community Collaboration Partnerships** –C. Know family systems and roles of families in children's development, 1, 4, 5 & 6.

Family-School Practicum- You will be attending a training and volunteering for 10 hours in a diverse preschool setting (e.g., Head Start) during this semester. **All clearances should be up to date and on file in the Education Office.** Two intentionally written reflections will be assigned in reference to your practicum and a signed log sheet will be mandatory. An outline of expectations and training will be provided before you begin. **25 points each for 2 reflection papers, 5 points for log sheet and 5 points for teacher evaluation – sent from Head Start teachers. (Reflection papers due 3/4 & 4/13 + log sheet)**

PDE Learning Standards for Early Childhood Education

- I. **Child Development** - D. Know the following approaches, strategies, and tools used to promote development and learning, 5.
- III. **Observation, Documentation, and Assessment** – C. Use informal and formal assessment strategies to evaluate and document performance, 1 & 2.
- IV. **Family and Community Collaboration Partnerships** – A. Apply understanding of children and families diversity, 2 & 5. B. Utilize their knowledge of community and its resources, 4 & 5. D. Know strategies for becoming cross-culturally competent, 1, 2, 3 & 4. E. Know and understand strategies to partner with families, 1, 2, 3, 5, 7 & 8.
- V. **Professionalism** – A. Demonstrate knowledge of and competence in fostering professionalism in school and community settings. C. Know about and uphold ethical standards and other professional guidelines, 1, 2 & 3. D. Engage in continuous collaborative learning to inform practice, 1, 2, 4 & 6. E. Integrate knowledgeable, reflective and critical perspectives on early education, 3. F. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. I. Use their knowledge and understanding about diversity, 2. K. Become effective communicators and collaborators, 2. L. Stay current on research and apply new strategies and techniques, 1.

Teaching Tolerance Response Paper – Due 2/11

Examine several *Teaching Tolerance* journals and select an article. Write a response using the following framework: brief summary of the contents and premise of the article; a personal response (What did you wonder about? What did you agree with? What did you disagree with? What challenges you?) and how this information might influence the way you structure your future classroom and work with children. This should be a 3-4 page paper and standard APA format is to be followed: typed, double-spaces, 12-point font, 1 – inch margins. APA format is required: typed, double-space, 12-point font, 1 inch margins, title page, running head and reference page with correct citation of the article. **50 points**

PDE Learning Standards for Early Childhood Education

- I. **Child Development** - B. Know and understanding multiple influences on development and learning, 2 & 5.
- III. **Observation, Documentation, and Assessment** –E. Understand the difference between summative and formative assessments, 2.
- IV. **Family and Community Collaboration Partnerships** –C. Know family systems and roles of families in children's development, 1, 4, 5 & 6

D. Community Resources Project - Begins 3/16 – 3/23

1. Find Volunteer Agency

Consider the public and private social/human services organizations available to families in many communities (EX: Crisis Shelter, Adult Literacy, Big Brothers/Big Sisters, City Rescue Mission, Cray Youth and Family Services, Habitat for Humanity, Meals on Wheels, Pregnancy Resource Center). Create a 15-20 minute presentation, including findings, interview, photos and video clips to share with our class. Through the presentation, offer a clear overview of the support services available to families. Students are encouraged to use multiple forms of technology as the classroom allows. You will distribute written information to the class about the agency.

2. Interview and Gather Information

Gather information related to the following questions and others you develop.

- a. Describe how, when, where, and why eligible families receive support.
- b. Discuss how this agency supports families in your future classroom.
- c. Explain how these new insights into various families and social organizations help you understand your future students' families more completely.
- d. Explore your changing vision of social and human service organizations. **50 points**

PDE Learning Standards for Early Childhood Education

- IV. **Family and Community Collaboration Partnerships** – B. Utilize their knowledge of community and its resources, 1, 2, 3, 4 & 5. C. Know family systems and roles of families in children's development, 1, 4, 5 & 6. D. Know strategies for becoming cross-culturally competent, 1, 2, 3 & 4. E. Know and understand strategies to partner with families, 1, 2, 3. F. Articulate strategies that link families to community resources, 1, 2, 3 & 4.
- V. **Professionalism** – A. Demonstrate knowledge of and competence in fostering professionalism in school and community settings. C. Know about and uphold ethical standards and other professional guidelines, 1, 2 & 3. E. Integrate knowledgeable, reflective and critical perspectives on early education, 3. F. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. I. Use their knowledge and understanding about diversity, 2. K. Become effective communicators and collaborators, 2.

E. Family/School/Community Poster Presentation Project – 5/4 – 9:00 A.M.

You will develop a project that builds on engaging families AND community in your future school setting. Include the following components: project rationale, correspondence to families, outline of project plan, necessary staffing and building requirements, community member(s) or organization(s) involved, follow-up and publicity. You will design a tri-fold poster that will showcase your project and then you will present it to your peers, instructor and additional education faculty. A full description of the project description will be provided in class. **50 points**

PDE Learning Standards for Early Childhood Education

- I. **Child Development** - D. Know the following approaches, strategies, and tools used to promote development and learning, 5.
- III. **Observation, Documentation, and Assessment** – A. Demonstrate knowledge of assessment to develop instructional practices that support classroom instruction, 3. B. Use several types of assessment to inform classroom practice, 5.
- IV. **Family and Community Collaboration Partnerships** – A. Apply understanding of children and families diversity, 2 & 5. B. Utilize their knowledge of community and its resources, 5.

F. Exams -

Mid-term and Final Exams – 3/2 – 4/29

Students will respond to matching terms, short answer and essay questions based on overarching course goals, experiences and readings, thereby demonstrating an understanding of family, school and community partnerships. **(55 points Mid-term and 55 points for Final Exam)**

G. URAC Response Paragraphs – response due 4/23 by 11:00 p.m. After **attending** the URAC symposium on April 22, write a one paragraph summary response to **three** of the presentations. Upload on mywestminster. **(10 points)**

PDE Learning Standards for Early Childhood Education

- I. Child Development** - E. Demonstrate understanding of early childhood PreK-4 education foundations, theory, and policy, 3.
- III. Observation, Documentation, and Assessment** – C. Use informal and formal assessment strategies to evaluate and document performance, 1 & 2.
- IV. Family and Community Collaboration Partnerships** – C. Know family systems and roles of families in children's development, 1, 4, 5 & 6. D. Know strategies for becoming cross-culturally competent, 1, 2, 3 & 4. E. Know and understand strategies to partner with families, 1, 2, 3, 5, 7 & 8. F. Articulate strategies that link families to community resources, 1, 2, 3 & 4.
- V. Professionalism** – E. Integrate knowledgeable, reflective and critical perspectives on early education, 3. F. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. I. Use their knowledge and understanding about diversity, 2. L. Stay current on research and apply new strategies and techniques, 1.

TENTATIVE COURSE SCHEDULE

Date & Topic	Reading/Projects & Due Dates	
1/12-1/14 Week 1 Course Introduction & A Theory-Based Approach to Family Involvement in Education	MON 1/12 - Introduction to course WED 1/14 – Couchenour and Chrisman Chapter 1 <u>Due: School memory reflection page</u>	
1/21-1/23 Week 2 Understanding Family Diversity	WED 1/21 – Couchenour and Chrisman 2 & People First Language FRI 1/23 - <u>Due: Student Cultural Memoirs</u> – present in class	
1/26 – 1/28 Week 3 Developmental Issues in Families with Young Children	MON 1/26– Couchenour and Chrisman 3 WED 1/28 – Teaching Tolerance journal study – Class time & Practicum training: Joanna Cappabianco, LCCAP Head Start Volunteer Coordinator <u>4:30 – 6:00 PM @ Head Start, 815 Cunningham Avenue, New Castle, PA 16101 724-971-8689</u>	
2/2 – 2/4 Week 4 Family Strengths, Family Functions and Family Structure	MON 2/2 –Couchenour and Chrisman 4 WED 2/4 - Guest speaker: Ms. Betsy Spargo – Director, LCCAP Head Start (prepare three questions for speaker)	
2/9 – 2/11 Week 5 Parenting	MON 2/9– Couchenour and Chrisman 5 WED 2/11– Practicum group discussion <u>Due: Teaching Tolerance Response Paper</u>	

2/16 - 2/18 Family Stresses & Community Resources	Week 6	MON 2/16– Couchenour and Chrisman 6 – Community Service Speaker - Mrs. Jennifer Gordon WED 2/18 – Couchenour and Chrisman 7 Introduce Community Resources Assignment and Rubric
2/23 – 2/25 Ruby Payne and Families of Poverty	Week 7	MON 2/23 – <i>Ruby Payne-Working with Students and Adults in Poverty</i> https://www.usd253.org/respect/documents/PovSeriesParts-IV.pdf WED 2/25 – Mid-term review
3/2 – 3/4 MID TERM EXAM	Week 8	MON 3/2 – <u>MID-TERM EXAM</u> WED 3/4 – Guest Speaker <u>Due: Practicum Reflection #1</u>
3/9 – 3/15		SPRING BREAK
3/16 – 3/18 Community Resources Projects	Week 9	MON 3/16 - <u>Present Community Resources Projects</u> WED 3/18 - <u>Present Community Resources Projects</u>
3/23 – 3/25 Family – Staff Relationships	Week 10	MON 3/23 - <u>Present Community Resource Projects</u> & Couchenour and Chrisman 8 WED 3/25 – Peer Family Conference Scenarios Introduce F/S/C Poster Presentation Project Assignment
3/30 – 4/1 Supporting Young Children’s Learning at Home	Week 11	MON 3/30– Article reading: “Perspective Taking” Ellen Galinsky Sign up for F/S/C Engagement Project WED 4/1 – Website Review from Chapter 9
4/2 – 4/6		EASTER BREAK
4/7 – 4/8 Parent Education and Family Life Education	Week 12	TUES 4/7 – Cochenour and Chrisman 10 (TUESDAY is a MONDAY) WED 4/8 – Cochenour and Chrisman 11 – Part 1 & article reading
4/13 – 4/15 Family Communication	Week 13	MON 4/13 – Cochenour and Chrisman 11 – Part 2 & article reading <u>Due: Practicum Reflection #2</u> WED 4/15– Newsletter Designing – Bring laptops to class to work in pairs
4/20 – 4/22	Week 14	MON 4/20 - PRACTICUM DISCUSSION & FINAL REVIEW WED 4/22 – URAC attendance (no class) and response paragraphs due to upload on 4/43 by 11:00 p.m.

4/27 – 4/29	Week 15	MON 4/27 – TED TALKS CLASS REVIEW & EVALUATIONS WED 4/29 – FINAL EXAM	
5/4 – 5/7	Week 16	Monday, 5/4 – 9:00 A.M. <u>Poster Presentations</u>	
FINALS WEEK Family/School/Community Poster Presentation Projects			

A. Academic Integrity

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

B. Grading

For our primary learning experiences, you will receive an evaluation rubric for response and grading of your work. To determine your course grade, points earned for course experiences will be considered as well as your professional behavior. All projects are due during class on the day stated on the syllabus. Grading of late projects will result in a five point deduction per day.

A = Outstanding quality and quantity

B = Good quality

C = Satisfactory quality

D = Passing but inferior

(Education majors must earn a minimum of a 3.0 in this course)

Grading Scale: 385 possible points

A = 93 to 100% of all possible points

A- = 90 to 92.99%

B+ = 87 to 89.99%

B = 83 to 86.99%

B- = 80 to 82.99%

C+ = 77 to 79.99%

C = 73 to 76.99%

C- = 70 to 72.99%

D+ = 67 to 69.99%

D = 63 to 66.99%

D- = 60 to 62.99%

F = 0 to 59.99%

Learning Experiences	Due dates		Points
Attendance, Participation, (Including discussion points, offering comments in class, being prompt to class and practicum = Professionalism)	Every class session including practicum participation		10 – Participation (see description) 5 – Practicum evaluation
School Memory reflection paper	1/14		10

Student Cultural Memoirs	1/23		25
Practicum reflections and log	3/4 & 4/13+ log		50 (25 points each) 5 - Log sheet
Journal Response Paper Community Resources Project Family/School/Community Poster Presentation	2/11 3/16 Finals Week		50 50 50
Mid- term and Final Exam Attend URAC- and respond Pop Quiz	3/2 & 4/29 4/22 ?		110 (55 points each) 10 10 = 385 points

<u>Charlotte Danielson's Domains for Teaching</u>	<u>Activity</u>
Domain #1: Planning and Preparation	Exams, readings, poster presentations
Domain #2 & 3: The Classroom Environment and Instruction	Practicum reflections, photos and observations
Domain #4: Professional Responsibilities	Exams, readings, poster presentations, community resource project presentations, Family welcome page

The primary outcomes of this course are based on the Educational Program Guidelines for Teacher Candidates, Standards VI and V set by the Pennsylvania Department of Education (PDE). Students will be able to gain skills, knowledge and understanding in the areas listed below.

IV. Family and Community Collaboration Partnerships

Candidates must apply their understanding of children and families diversity to:

A. Early childhood education candidates must know family systems and the role of families in children's development

1. The central role that families play in the development of children with and without disabilities
2. The impact of children with disabilities on family systems.
3. The concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
4. The legal rights of families within the general role and special education process
5. Knowledge of laws relating to family and student confidentiality
6. Knowledge of the roles of individuals with exceptional learning needs, families, schools, agency and community personnel.

B. Early childhood candidates must know strategies for becoming cross-culturally competent including:

1. Knowledge of variations in beliefs, traditions, and values related to children and learning across and within cultures including child rearing practices, parent-child interaction styles and discipline
2. Describing the impact of poverty on family systems and children's development
3. Articulating the potential impact of differences in values, languages, socioeconomics and customs that can exist between the home and school

4. Identifying the impact of culture on one's own beliefs, values and behaviors.
- C.** Candidates must know and understand strategies to partner with families including:
1. Maintaining respectful, ongoing, meaningful communication with family members that develops and sustains partnerships with families.
 2. Identifying and addressing family information, communication and collaboration needs
 3. Conferencing with families
 4. Involving families in the policy decisions of a program
 5. Providing families with meaningful opportunities to be involved throughout their child's education
 6. Gathering evaluation information from families of children with and without disabilities
 7. Strategies for keeping families informed of children's progress
 8. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school and agency personnel, and community members
- D.** Candidates will articulate strategies that link families to community resources including:
1. Determining family strengths, concerns, needs, and priorities
 2. Providing information about community resources, parenting education, and child development to families
 3. Gaining knowledge of community resources useful to families of children with and without disabilities and strategies for linking families to these resources
 4. Working with linguistic and cultural interpreters for culturally and linguistically diverse families

V. Professionalism

Candidates must understand the value of and strategies for creating a community of learners. They will be able to:

- A.** Establish and maintain a positive social context for learning;
- B.** Set developmentally, culturally, linguistically and individually appropriate expectations for children;
- C.** Relate to, communicate with, develop and sustain partnerships with families;
- D.** Develop and foster understanding of values that underpin procedures, rules and expectations;
- E.** Respond to children's emotional communications;
- F.** Respond to children's cultural context for understanding their actions and intentions;
- G.** Individualize behavior support including the use of prompting, environmental arrangements, scheduling, visual supports, involving families and outside resources;
- H.** Help children develop self and emotional regulation;
- I.** Communicate high learning expectations to all students;
- J.** Use developmentally appropriate motivational techniques;
- K.** Establish and maintain fair and consistent standards for classroom behavior;
- L.** Create a safe physical environment that is conducive to learning;
- M.** Engage and re-engage children who are struggling;
- N.** Give attention to equitable learning opportunities for students;
- O.** Develop learning goals that show a recognizable sequence with curricular adaptations for individual student needs;
- P.** Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy and developmental considerations, consistent with Pennsylvania's learning standards;
- Q.** Use appropriate interactions between teacher and students and among students;
- R.** Apply developmentally appropriate motivational strategies;
- S.** Use a range of assessments of classroom environment
- T.** Link classroom materials to standards.

ACADEMIC HONESTY GUIDELINES

Derived from Baldwin-Wallace Department of Psychology Academic Honesty Guidelines and the “Social Science Guide to Plagiarism and Referencing: What Every Student Should Know About Plagiarism and Referencing”, prepared by social science departments at the University of Maine.

Academic dishonesty can be defined as, but not limited to the following:

- Claiming someone else’s work as our own.
- Turning in a paper for which someone else did the original research and writing.
- Quoting from another person without acknowledging that you re-quoting and without giving the source for the quotation.
- Plagiarism: using someone else’s written or recorded works exactly, or paraphrasing them (rewording them yourself) without identifying the source from which they came.

** Plagiarism does not necessarily imply intent; it is the act itself which defines plagiarism. In other words, ignorance or sloppiness is not an excuse for plagiarism. Plagiarism is a form of theft (taking of ideas) or fraud (misrepresentation).

** Footnotes, references, and citations are ways of recognizing the contributions of the authors of the source documents you are using to compile your paper. Students should not be afraid that there is a negative connotation associated with reliance on footnotes or citations. To the contrary, you would avoid pretending that you do not draw heavily on the thoughts ideas or knowledge of others. The rule is to give credit where credit is due.

** Direct quotations – When you repeat a passage or statement, word for words, you must include the quotation marks, the relevant page number (s), and the citation for the passage.

** Paraphrasing – When you restate a passage, keeping the essence or central idea of the original passage intact but altering its form or substituting other words, you should directly cite the original source (e.g., According to Skinner (1965)...).

** Idea – When you use ideas fully or partially derived from an identifiable source or set of sources you must acknowledge the origin of those ideas.

** Rules about plagiarism pertain to all work, not just papers. This includes debates, group project assignments, oral reports, homework assignments, etc., even though the rules and forms for citation may not be as stringent.

** Secondary sources - When another author is cited within the text you used, you need to include a reference to where you found the quote. For example, if you were citing B.F. Skinner out of an introductory psychology text, you would cite the psychology text.

** Citations or references should provide clear, accurate, and complete information as to the origin of the source. In general, students in education courses should use the citation format contained in the most recent edition of the Publication Manual of the American Psychological Association.

- Copying from another students' paper or otherwise communicating with him/her during an examination.
- Allowing another student to copy from your exam paper.
- Having another student take an exam under your name, or doing likewise for him/her.
- Copying notes secretly brought into an exam.
- Copying another student's homework, take home test, or allowing another student to copy yours
- Securing a copy of an examination when other students who take it do not have, or are not allowed access to it. NO copies of examinations are to be taken from the classroom at any time UNLESS permission is given by the course instructor.
- Claiming for someone else what is, in fact, your own.
- Signing the name of an academic advisor or any faculty member or administrator to an official form or document.