

Latin American University of Science and Technology School of International Relations

Course Name	Western Civilization
Code	03-0126
Credits	3
Requirements	None
Co-requirements	None
Modality	Virtual
Nature	Theoretical – practical
Period	III CO-2020
Duration	Four-month term, equivalent to fifteen school weeks
Schedule	K 2:00-5:00PM
Classroom	N/A
Professor	Maria Fernanda Batista, M.A. mbatista170@ulacit.ed.cr
Administrative Instructions	The University has a wireless network in campus and computer equipment available in the computer labs, so that the student may have access to the library databases and the educational resources available on the educational platform of the institution. This course is taught in English and the oral and written academic production must be in this language.

COURSE DESCRIPTION

The purpose of this course is that the student will develop the capability of analyzing the western world, understanding its historical evolution since the XIV century, in order to interpret the current phenomena and project new stability and peace scenarios in international relations. In order to achieve this objective, the students will critically analyze the readings to delve into the contents of the course and they will question the real impact of these stages on the current context of western civilization, identifying historical patterns that may help to explain present events and configure scenarios. In addition, the students will research future western civilization scenarios, using the lessons of the past to detect the determinants (players, facts and trends) of events which are currently taking place in the world and which could trigger profound changes in western civilization as it is today. They will also discuss and debate during class, using the reflections log, as well as during a round table and in a final paper, developing their communication and rhetorical skills as well as the critical capabilities of the students.

COMPETENCES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

Competence Units	Competence Elements	Performance Criteria (degree and context in which the competence is applied)
Disciplinary Competence:	The student will be able to:	The student evidences the achievement of the competence in learning activities such as:
Analyze the western world understanding its historical evolution since the XIV century in order to interpret the current phenomena with the purpose of projecting new human development scenarios.	Determine the historical stages and the most relevant events that have shaped western civilization.	Getting involved in discussion activities with peers and the professor, through the critical analysis of readings, on how the historical stages of western civilization influences the current context of the western world.
	Interpret the incidence that historical evolution has on western civilization currently as well as the projection of its impact in the future.	<p>Researching and debating with peers and the professor the facts and trends that the past and the present profile for the development of western civilization as well as their eventual impact.</p> <p>Debating and arguing critically with peers and the professor in a round table about the tension that may exist between the Western and Eastern civilizations.</p> <p>Defending, coherently and creatively, before peers and the professors, his/her conclusions,</p>

		through an essay on what the great transformations of the western civilization in the future could be.
General Competence:		
Show life, learning, personal and work effectiveness competences.	Think creatively	Employing his/her creativity to perform an analytical reading of the historical stages, presenting in depth the impact of the great events of the past on the current context, which will finally allow interpreting and projecting the possible impacts on western civilization which the events currently taking place in the world could have. All this through oral and written proposals in the English language.
	Communicate	Communicating visually, orally, in writing and non-verbally with classmates, the professor and the general public, in the English language, in a variety of ways and contexts, especially analyzing stages, presenting events and defending analysis reports proposing possible trends that would affect the future development of western civilization.
	Collaborate	Collaborating and interacting, effectively and respectfully, in the development of the analysis report, its presentation, as well as the collaborative work activities in general.
	Reason	Employing reasoning when synthesizing information, analyzing and supporting arguments, implementing

		research and analysis methodologies to sustain conclusions with regard to the future trends and their impact on western civilization.
	Employ information and communication technologies	Using information and communication technologies to research, organize, assess and communicate information related with the analytical reading of historical stages and other group work.
	Employ scientific methods and tools	Employing methodologies, approaches and concepts in the analysis of cases and phenomena, especially research techniques when preparing the report, and puts to good use qualitative and quantitative methods and techniques.
	Perform with personal effectiveness	Showing initiative, responsibility, ethics, leadership and productivity, as well as self-management capabilities and willingness towards change in his/her performance and interaction with others in the course learning activities.

PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

Topic 1. Middle Ages, the emergence of kingdoms and the growth of the ecclesiastic power.

- European civilization in the High Middle Ages (750-1000).
- Recovery and growth of European society at the peak of the Middle Ages.
- The emergence of kingdoms and the growth of the ecclesiastic power.

Topic 2. The Low Middle Ages, the Renaissance and the religious wars of the XVI century.

- The Low Middle Ages: crisis and disintegration in the XVI century.
- Recovery and revival: The Renaissance Age.
- The Reform and the religious wars in the XVI century.

Topic 3. Europe, the New World, the construction of the State and the Scientific Revolution.

- Europe and the world: new encounters, years 1500-1800.
- The construction of the State and the search for order in the XVII century.
- Towards a new heaven and a new earth: the scientific revolution and appearance of modern science.

Topic 4. The Illustration, State and War in Europe: The French Revolution and the emergence of Napoleon.

- The XVIII century: an era of Illustration
- XVIII century: European states, international wars and social change.
- A revolution in politics: the era of the French Revolution and Napoleon.

Topic 5. The Industrial Revolution, nationalism and the society of the masses.

- The Industrial Revolution and its impact on European society.
- Reaction, revolution and romanticism: 1815-1850.
- An age of nationalism and realism: 1850-1871.
- The society of the masses in an "age of progress": 1871-1894.

Topic 6. Imperialism, war and revolution

- An age of modernism, anxiety and imperialism: 1894-1914.
- The beginning of the crisis of the XX century: war and revolution.

Topic 7. False international stability: The Second World War as a turning point.

- The useless search for stability: Europe between wars: 1919-1939.
- Deepening of the European crisis: The Second World War.

Topic 8. The Cold War, protest and stagnation.

- The Cold War and a new western world: 1945-1965.
- Protest and stagnation: the western world, 1965-1985.

Topic 9. After the fall: the western world in a global era (since 1985).

- Towards a new western order
- After the Cold War: a new world order or an age of terrorism?
- New ways and new problems of western society
- The digital age
- Towards a global civilization

LEARNING ENVIRONMENT

Teaching Methodology

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

Learning resources

The course has the following educational resources to continually support the teaching-learning process:

- Classrooms-enabled computers, projection equipment and Internet access.
- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.

Bibliography

Mandatory Texts:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th. Ed.). Washington, D. C.: APA.

Spielvogel, J. J. (2015). *Western Civilization: Volume I: To 1715*. (9 ed.). Connecticut, U.S.: Cengage Learning /

Spielvogel, J. J. (2015). *Western Civilization: Volume II: Since 1500*. (9 ed.). Connecticut, U.S.: Cengage Learning.

Supplementary Bibliography:

Bigand, K. (2010, December). French historiography of the English Revolution under the restoration. *European Journal of English Studies*, 14(3), 249-261. Recovered from the Academic Search Premier database.

Davidson, N. (2011, December). The American Civil War considered as a bourgeois revolution. *Historical Materialism*, 19(4), 45-91. Recovered from the Academic Search Premier database.

Jock, R. (2010, October). The West and the others. *New Presence: The Prague Journal of Central European Affairs*, 11(4), 6-8. Recovered from the Academic Search Premier database.

Perovic, S. (2012, October). Other people's lives: Exemplary history and the French Revolution. *Literature & History*, 21(2), 16-31. Recovered from the Academic Search Premier database.

Vaizey, H. (2011, March). Empowerment or endurance? War wives' experiences of Independence during and after the Second World War in Germany, 1939-1948. *German History*, 29(1), 57-78.

Learning Strategies

For the best use of the resources in the learning experience, it is suggested that the student use learning strategies such as:

Develop a time line where he/she can indicate the most important historical dates and the events related with them, in a spatial representation of the history under analysis.

Outline the most relevant aspects of various historical facts in time and/or space and their contributions to the development of western civilization.

Use maps, graphics and geographical resources available in Internet, associated with the historical events under review between the XIV and the XXI centuries.

EVALUATION

The grade for the course is distributed among the following assessment activities:

Assessment Activity	%
Critical analysis of readings	15%
Reflection log	15%

Research paper	25%
Article for Moxie	20%
Essay	15%
Linked-In Learning and Journal	5%
Course assessment (CEPA)	5%
Total	100%

Critical Analysis of Readings: 15%

Each week the student must submit a critical analysis of the respective readings according to the order indicated in the syllabus. This should have two parts:

- **Summary of the text:** in the first half of the analysis, a summary will be prepared with the main conclusions of the text, as well as the context aspects that sustain it. Therefore, this summary does not allow any textual quote or reference to the text index.
- **Critical Analysis:** afterwards, in the second part of the analysis, the students should make a critical assessment of the text, responding, with a solid and well-founded argument based on valid referents, among others, questions like the following: what is the direct relation of the text with the topic of the week? Are the stages and historical events it talks about relevant and are they related with the general situation of the region currently? What is the usefulness of the text in order to understand the current situation of the world and our region? What is the explanatory usefulness of the reading to project the future of the region?

Both sections should be no more than one-page long each one. The critical analyses that go beyond these limits will not earn any points. Each critical analysis will be no more than twopages long (one sheet), written in font number 12, one-spaced. In the title of the critical analysis, the student should indicate the topic and the readings of the week, as well as the name of the student. The following rubric will be used for the assessment:

Rubric for the critical analysis of readings

	Criteria	1	2	3	4	5
1	The document complies with the requirements of form (extension, structure and format)					
2	The summary includes the main argument of the author and the premises that support it.					
3	The critical analysis assesses the usefulness of the text in order to understand the historical					

COURSE SYLLABUS

	evolution of the region and its relation with the present based on arguments and evidence.					
4	The drafting of the document follows the norms and grammatical structures of the English language.					
5	The document is aligned with the style prescribed by the APA manual.					
Total		The score is calculated on 25 points. No paper will receive a passing grade with valuations of 1 in any of the criteria.				

Reflection Log: 15%

Each student will keep a log of the conclusions of each one of the topics discussed weekly throughout the course, with emphasis on his/her individual assessment of the different analyses and discussions developed. For this, he/she will keep a detailed record of the topic that corresponds to each week, reflecting on the relevance and meaning of those conclusions in terms of learning and the development of the competences anticipated for the course. This will be evaluated with the following rubric:

Rubric for the reflections log

	Criteria	1	2	3	4	5
1	Critically assessed the substance of the corresponding topic.					
2	Critically assessed the relation established between the topic and the discipline.					
3	Critically assessed the implications of the topic for the professional development of the discipline.					
4	Offered alternative critical approaches with regard to the topic.					
5	Made a synthesis when incorporating into his/her assessments not only the presentation by the professor and classmates, but from the interventions of others in class.					
6	Delimitated his/her interventions to the range established of 250-300 words.					

7	Writes correctly, according to the norms of the language.					
8	Applies the publications manual of APA in the formal aspects of writing.					
9	Uses the English language and its grammatical structures correctly.					
Total		The score is calculated on 45 points. No log will receive a passing grade with valuations of 1 in any of the criteria.				

Research Work: 25%

The students must submit in collaborative teams a research report on the future scenarios of western civilization. During the second week of the course, the focus of the research of each group will be defined jointly, and it will be on one of the following contexts: economic with regard to free trade, political with regard to democracy, social with regard to poverty and welfare, environmental with regard to sustainability and cultural with regard to democratic coexistence.

The objective of the research consists in that the students must analyze in depth the most relevant developments anticipated for future scenarios of western civilization with regard to the aforementioned contexts, assessing their impact whether it is determined positive or negative.

In addition, they will make a final consideration on the specific implications that this future evolution would have for our region. The report must have a maximum extension of 15 pages, without including the list of references, which should be correctly indicated using the publications style of APA.

The document must have a minimum of 20 bibliographic references, duly referred to in the document.

The contents of the report should comply with the following elements: introduction, conceptual framework, analytical development of the topic, conclusion on how western civilization could be transformed, references and annexes (only if they are strictly necessary).

This will be evaluated with the following rubric:

Rubric of the research work

	Criteria	1	2	3	4	5
1	The problem selected is directly related with the topic of the course.					

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2	The research was oriented by a clearly formulated research question.					
3	The writing of the report is clear and correct in terms of the use of the English language.					
4	The report is structured and ordered logically and clearly, according to that requested.					
5	The report is sufficiently supported on the documentary level.					
6	The report includes two interviews with experts.					
7	The report sets out conclusions on the possible transformations logically and directly derived from the findings, and are relevant for the topic of the course.					
8	The report uses correctly the APA style manual.					
9	The report includes an extensive section of bibliographic sources as requested.					
10	The delivery of the final report and the advances took place on the dates assigned.					
Total		The score is calculated on 50 points. No work will pass with valuations of 1 in any of the criteria.				

Article for Moxie: 20%

As of 2020, ULACIT has its own Web channel, called Moxie, produced by the students, in alliance with the journalistic medium Delfino.cr, in order to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide. It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publication, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the written and audiovisual content of the Moxie Canal, through the publication of a 550-word article, about problems or dilemmas defined by the professor in the courses previously selected by the academic direction.

The project consists of three products, namely: article text, allusive image, audio-visual in-depth content; The three components constitute the contribution, so only those contributions that are complete can be qualified.

With the aim of obtaining the best production of the articles as a sample of competence on the part of the students, a Guide for teachers and students has been elaborated: Elaboration of MOXIE based on the institutional rubric”.

The students' production must be delivered in the courses for week 10 of the semester (November 9 to 13). The products selected by the professor must be delivered to the academic direction in week 12 (November 23-27).

Without exception, the article for MOXIE must be evaluated based on the following rubric and assigned score of the final average in the course:

EVALUATION RUBRIC FOR MOXIE PROJECT 20%

Criteria	Description of Criteria	1 Meets	0.5 Incomplete	0 Fails
A. Extension and Writing	1. The article has an extension of 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	2. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3.The author draws the reader's attention by using one of the following resources: tell an anecdote, presents a fact, make a metaphor, a provocative question, evokes a famous image, scene or phrase	1	0,50	0
	4. Locate in the geographic, political or social context the subject that it addresses.	1	0,50	0
	5. Let the reader know: Why it is important to address the problem or the dilemma.	1	0,50	0

	<p>The originality of the perspective with which it deals.</p> <p>It says explicitly, clearly and forcefully what your position is about it.</p>			
D. Development of authors position (paragraph 2 and 3)	<p>In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that support his position and makes it clear why it is adequate to respond to the problem or dilemma and should be accepted by the reader.</p>	1	0,50	0
	<p>In the second paragraph of the development, the author anticipates the questions that readers could ask about your position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.</p>	1	0,50	0
E. Conclusion (Paragraph 4)	<p>8.The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.</p>	1	0,50	0
	<p>9. It suggest that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or</p>	1	0,50	0

	suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.			
F. The development meets criteria of style and form.	10.The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,5	0
	11.The author gives reason for the origin of outside ideas and data based on which he supports his position, following the APA standards (references in the text and list of references) and criteria from the VERAS rubric.	1	0,50	0
	12.The source of the data you use is solid and primary when available.	1	0,5	0
	13.Uses professional vocabulary, not colloquial.	1	0,50	0
	14.Reflects linguistic economics, expressing what is necessary to say with the least number of words.	1	0,50	0
	15.The writing has no spelling or grammar mistakes (disagreements between person, gender and number)	1	0,50	0
G. Image	The image is a photograph or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high-resolution file in PNG or JPG format at 72 dpi.	1	0,50	0
	The image has characteristics of composition, depth of field and	1	0,50	0

	lighting, which facilitate its visualization and interpretation.			
H. Audiovisual	19.The audiovisual is a video, audiopodcast, or a slidedeck between 4 and 8 minutes with clarity in sound and image (in the case of a video) oriented towards going deeper in the content of the article.	1	0.50	0
	The format of the video and audio files is MP4, uncompressed, of 16-32 bits, with a resolution of 1.920 X 1.080 pixels HD (using compressor H264 o H265). WAV files are recommended, when possible.	1	0.50	0
Total	This performance has three components: the opinion piece, the image and the video. The absence of one of the three, excludes the MOXIE contribution from being evaluated, and leads to the complete loss of the score.			

Essay: 5%

The students will individually prepare an essay. For this, the professor will provide a question which should be answered by each one of the students, and which will be related with the evolution of the western civilization, the present and the trends outlined for the western world, emphasizing their reading of the impact on our region.

The essay should be 5 pages long, written according to the APA parameters. For its development, the students should evidence an ample and well-founded mastery of the course contents, specifically the most representative stages and situations of our civilization, having to relate them directly with the current challenges that Latin America faces.

The essay should evidence not only a solid internal coherence, but also a clear argumentation and rationale based on the contents, as well as an extensive knowledge of the current world and regional context and its implications for international relations, stability and world peace. It will be assessed based on the following rubric:

Rubric for the essay

	Criteria	1	2	3	4	5
1	The essay complies requirements of with the form.					
2	The essay is written clearly, orderly and logically. In addition, it evidences the adequate and correct use of the English language.					
3	The essay responds directly to the question and is argued logically and supported on concepts taking into account the international present.					
4	The essay offers a clear and critical approach of the possible great transformations of western civilization.					
Total		The score is calculated on 20 points. No essay will receive a passing grade with valuations of 1 in any of the criteria.				

LinkedIn Course and Learning Journal: 5%

As part of the educational resources for this course, students have access to the LinkedIn Learning platform. The LinkedIn Learning platform offers free access to more than 15,000 virtual courses, which not only allow the course content to be supplemented, but also offers the possibility that once the courses on the platform are completed, the student's profile is automatically updated on the platform.

For this course, students must complete a LinkedIn Learning course, which is aimed at developing the skills and competencies necessary to excel in today's job market. In addition, a learning journal should be prepared where they make a synopsis of what they have learned and a reflection on how they think they can benefit from this knowledge and skills in their professional career.

The course chosen for this semester is: "Skills for inclusive conversations"

You can access it through the following link:

https://www.linkedin.com/learning/skills-for-inclusive-conversations?trk=learning-serp_learning_search-card&upsellOrderOrigin=homepage-learning_learning-search-bar_search-submit

CEPA: 5%

As an integral activity of the course, the student will have the opportunity of assessing it with regard to its different components: the didactic competences of the professor, the quality of the materials, the educational environment, the competences of the ULACIT graduate, the

evaluation system, and the level of challenge and demand. In addition, as a central element of Teaching for Understanding (TfU), the educational model privileged by ULACIT, the student will have a space in the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to carry out actions to continuously improve his/her processes of building knowledge. When evaluating his/her peers, the student assumes an active role as a member of learning community, engaged with the educational task. Because it is about a self-reflection space within the course and because of the value it has for academic decision-making, it is awarded a value of 5% within the final grade of the course. In order to earn this assessment heading, it is expected that the student will take his/her time, will responsibly analyze each question and answer the full questionnaire.

COLLABORATIVE PROJECT CONTRACT

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission.

As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic.

Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

No evaluable collaborative project can be started until all the members of the group have signed the work contract. On the BLACKBOARD platform students can find a guide to formulate their own contract.

INSTITUTIONAL POLICIES

Academic Honesty Policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course

immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

Creating a culture of respect

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

Attention to diversity

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Claims

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account @ulacit.ed.cr the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.