



Semester: Fall 2018
Course: EDTE 300P/500P (3 units)
Course Title: Diversity, Inclusion, and Schooling

Sections: 1 and 2 Time: 1:00 to 4:00 PM Location: MRH 127	Sections: 3 and 4 Time: 4:40 to 7:30 Location: MRH 135
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Instructors:

James Fabionar, Ph.D. Email: jfabionar@san Diego.edu Office: MRH 235 Office hours: Tuesdays from 3:00-5:00 or by appointment	Suzanne Stolz, Ed.D. E-mail: sstolz@san Diego.edu Office: MRH 253 Office hours: Thursdays from 2:00-5:00 or by appointment Invitation: Join my Facebook group: Teachers for Inclusion Learning about Disability Culture
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Conceptual Framework

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

Mission

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

Vision

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

Core Values

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

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

- Excellence in scholarship

Department of Learning and Teaching Meta-Values



Diversity & Inclusion: *By the end of the program, students will:*

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

2. Changemaking for a more just world: *By the end of the program, students will:*

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

3. Critical Inquiry: *By the end of the program all students will:*

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

4. Internationalization & Global Citizenship: *By the end of the program all students will:*

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

Course Description

This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

Course Objectives

I. Diversity & Inclusion

<i>Course Objectives/Student Learning Outcomes</i> <i>Candidates will have:</i>	<i>Evidence: Assignments/Activities</i>
Reconstructed the history of multicultural education, including social movements, foundational philosophical traditions, and significant themes and principles that comprise the field. (Universal TPE 1.1,	Final Exam: The in-class exam will assess learning about course readings and lectures.

2.1, 2.2, SpEd TPE 6.3, InTASC 9, 10, NBPTS 1, 4)	
Explored issues of difference and experience in their practicum settings with regard to intersections of race and ethnicity, gender, sexual orientation, socioeconomic status, immigration status, language background, and disability. Universal TPE 1.1, 2.2, 2.3, SpEd TPE 2.8, 6.3, InTASC 2, 3, 9, 10, NBPTS 1, 3, 4)	Reflective Commentaries: Semi-structured reflective writing assignments in which you make 3-4 statements about elements of your cultural autobiography and substantiate these claims with course materials and other forms of evidence.

II. Changemaking for a more just world

<i>Course Objectives/Student Learning Outcomes</i>	<i>Assignments/Activities</i>
Developed an understanding of the historical legacy of deficit models, the opposing “resistance to the cultural denial of competence,” and evident impact on students. (Universal TPE 1.1, 2.1, 2.5, SpEd TPE 2.8, 6.3, InTASC 1, 2, 9, NBPTS 1, 3, 4)	Final Exam: The in-class exam will assess learning about course readings and lectures.
Analyzed how teachers and schools (and sometimes the media) contribute to and perpetuate stereotyping and discrimination related to race, ethnicity, language, gender, sexual orientation, socioeconomic status, exceptionality, privilege, religion, and ability and how these affect learning. (Universal TPE 1.1, 2.2, 2.3, SpEd TPE 2.8, 6.3, InTASC 1, 2, 3, 9, NBPTS 1, 3, 4)	Reflective Commentaries

III. Critical Inquiry:

<i>Course Objectives/Student Learning Outcomes</i>	<i>Assignments/Activities</i>
Situated the schooling experiences of marginalized racial, ethnic, and national origin groups within the history of U.S. nation building and global expansion. (Universal TPE 1.1, 2.1, 2.5, 6.7, InTASC 9, NBPTS 4)	Final Exam: The in-class exam will assess learning about course readings and lectures.
Examined the philosophical and political perspectives that created fundamental issues, theories, and trends in the educational practices for children locally	Final Exam: The in-class exam will assess learning about course readings and lectures.

and globally. (Universal TPE 1.1, 2.3, 2.5, SpEd TPE 6.3, InTASC 9, NBPTS 1, 4, 5)	
Reflected on classroom observations within a variety of settings and analyze the engagement and support of learners; the physical, sensory, and socio-emotional environment; and the use of individualized supports. (Universal TPE 2.1, 2.2, 2.3, 2.5, SpEd TPE 2.8, 6.3, InTASC 1, 3, 9, NBPTS 1, 3, 4)	Site Visit Observations Thorough reflections that marry course concepts and site observations.
Examined and articulated their own cultural experience and identity formation, with regard to language, values, rituals, places, associations, and traditions. They will theorize how their background influences their perspective on schooling, teaching, and diverse learner populations. (Universal TPE 1.1, 2.2, 2.3, 6.2, 6.7, InTASC 1, 2, 9, 10, NBPTS 4, 5)	Cultural Autobiography Projects

IV. Internationalization & Global Citizenship

<i>Course Objectives/Student Learning Outcomes</i>	<i>Assignments/Activities</i>
Developed a greater appreciation and respect for cultural variations as well as group and individual differences. (Universal TPE 1.1, 2.1, 2.2, 2.3, 6.2, SpEd TPE 6.3, InTASC 2, 9, 10, NBPTS 1, 4, 5)	Reflective Commentaries and Final Exam: The take-home portion will focus on personal development and individual reflection on course content.
Understood the socio-historical and legal origins of migration and immigration patterns as they relate to assimilation, accommodation, acculturation, pluralism and intergroup differences. Universal TPE 1.1, 2.1, 2.2, 2.5, 6.7, InTASC 9, NBPTS 1, 4	Reflective Commentaries and Final Exam: The take-home portion will focus on personal development and individual reflection on course content.

Course TPEs and Evidence

<i>Full List of Teaching Performance Expectations</i>	<i>Evidence</i>
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<p>GenEd TPE 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (I)</p>	<p>Cultural Autobiography Projects</p>
<p>Universal TPE 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (I)</p>	<p>Cultural Autobiography Projects</p>
<p>Universal TPE 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (I)</p>	<p>Site Visit Observations</p>
<p>Universal TPE 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (I)</p>	<p>Site Visit Observations</p>
<p>Universal TPE 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (I)</p>	<p>Site Visit Observations</p>
<p>Universal TPE 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (I, P, A)</p>	<p>Cultural Autobiography Projects</p>

Universal TPE 6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. (I, P, A)	Reflective Commentaries
SpEd TPE 2.8 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. (I)	Site Visit Observations
SpEd TPE 6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. (I, P, A)	Final Exam

Dispositions

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

Qualities Important to Future Teachers and Educational Professionals

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

Textbooks

There are three required texts for this course. All other resources can be found on the course Blackboard site.

- Nieto & Bode (2017). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. ISBN: 9780131367340 [This text will also be used in EDTE 511.]
- Stratton (2016). *Education for Empire: American Schools, Race, and Paths of Good Citizenship*. ISBN: 9780520285675
- Kwok, J. (2010). *Girl in Translation*. ISBN: 9781594485152

Readings/Videos

- Analysis of Baldwin-Buckley Debate
- Wells, *The Country of the Blind*
- James Banks (recommended)
- Baglieri and Shapiro (2017)
 - Ch. 1, “What is Inclusive Education?”
 - Ch. 2, “Perspectives on Disability”
 - Ch. 3, “Cultures of Exclusion”
 - Ch. 4, “Moving Toward Cultures of Inclusion”
- DisCrit, Ch. 8, “The Overrepresentation of Students of Color with Learning Disabilities”
- Linton, *Claiming Disability*, Ch. 2, “Reassigning Meaning” (to Disability)
- Riley, “Adventures of an Indian Princess”
- Tan, A. “Mother Tongue”
- Van der Klift, E. & Kunc, N., “Hell-bent on Helping: Benevolence, Friendship, and the Politics of Help
- Lydia Brown Blog, www.autistichoya.com (identifies as Autistic, queer, East Asian person of color)

Course Requirements/Assignments/Grading
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Component	Due Date	% of Grade	Description
Engagement <ul style="list-style-type: none"> ● Attendance ● Preparation ● Participation 	Ongoing	15%	Active, consistent, and collegial involvement in the course is essential to success.
Site Visit Observations (3)	10/10 11/7 11/28	15%	Thorough reflections that marry course concepts and site observations. [See Site Visit Reflection Guide.]

Cultural Autobiography Projects <ul style="list-style-type: none"> ● Cultural poem ● Identity journey ● Language inventory 	9/26 or 10/3 10/17 10/31	30%	Creative and reflective assignments to link personal experience, practicum observations, and course readings and ideas.
Reflective Commentaries <ul style="list-style-type: none"> ● In-class response writing ● Take-home response writing 	10/10 11/14	20%	Semi-structured reflective writing assignments in which you make 3-4 statements about elements of your cultural autobiography and substantiate these claims with course materials and other forms of evidence.
Final Exam <ul style="list-style-type: none"> ● In-class oral portion ● Take-home written portion 	12/5 or 12/12 12/12 or 12/14	20%	The in-class exam will assess learning about course readings and lectures. The take-home portion (due electronically) will focus on personal development and individual reflection on course content.

1. Field Experience Requirement (Site Visits)

As you prepare to teach a wide diversity of students, you will have opportunity to learn about different types of classroom placements currently used in schools by completing 3 different observations at sites or settings within a school or organization serving a culturally and linguistically diverse population of students. Observe **different instructional delivery settings** within the continuum of services for students with a variety of learning needs. Some examples of this include:

- Inclusion classroom where at least 10% of the students have an IEP (Individualized Education Program). This could be a Dual Immersion Program.
- Resource room
- Special day class
- Special school
- Transition program for young adults between 18 to 22 years of age, such as TRACE.

Use the Site Visit Reflection Guide for each of the 3 observations.

2. Cultural Autobiography Projects: Creative and reflective assignments to link personal experience, practicum observations, and course readings and ideas.

- Cultural poem
- Identity journey
- Language inventory

3. Reflective Commentaries: Semi-structured reflective writing assignments in which you make 3-4 statements about elements of your cultural autobiography and substantiate these claims with course materials and other forms of evidence.

4. Final Exam: The in-class exam will assess learning about course readings and lectures. The take-home portion (due electronically) will focus on personal development and individual reflection on course content.

Class Schedule

Session / Date	Topic	To Prepare or Turn In
Week 1 9/5	Course overview and introductions.	No readings assigned Initial Reflection and survey
Week 2 9/12	Philosophical origins of social justice education / SJE key concepts and definitions	Materials to Prepare: (1) Analysis of Baldwin-Buckley Debate (2) Wells, The Country of the Blind (3) James Banks (recommended)
Week 3 9/19	Disability history and the impact on schooling	Readings to Prepare: (1) Baglieri and Shapiro, Ch. 1 and 2 (2) Baglieri and Shapiro, individual sections to be assigned to partners in class (3) Nieto & Bode, Ch. 1
Week 4 9/26	Schooling, citizenship, and difference/Wave of newcomers: Part 1	Readings to Prepare: (1) Stratton, Introduction and Ch. 1 (2) Group A: Stratton, Ch. 2 or Group B: Stratton, Ch. 3 (3) Nieto & Bode, Ch. 2 Assignments Due: Cultural poem 1:00 class - Group A 4:40 class - Group B
Week 5 10/3	Schooling, citizenship, and difference/Wave of newcomers: Part 2	Readings to Prepare: (1) Group A: Stratton, Ch. 4 or Group B: Stratton, Ch. 5 (1) Nieto & Bode, Ch. 3 Assignments Due:

		Cultural poem 1:00 class - Group B 4:40 class - Group A
Week 6 10/10	Culture, identity, and learning (Part I)	Readings to Prepare: (1) DisCrit, Ch. 8 (2) Stratton, Ch. 6 and Epilogue Assignments Due: Site Visit Reflection #1 Reflective Commentary 1 (written in class)
Week 7 10/17	Culture, identity, and learning (Part 2)	Readings to Prepare (1) Linton, Ch. 2 (2) Nieto & Bode, Ch. 4
Week 8 10/24	Online class	Assignments Due: Feedback and Survey and Identity Journey
Week 9 10/31	Linguistic diversity in today's classrooms	Readings to Prepare (1) Tan, A. "Mother Tongue" (2) Nieto & Bode, Ch. 6
Week 10 11/7	Cultural competence, relevance, responsiveness, and humility: Social reproduction and hidden curriculum	Readings to Prepare: (1) Van der Klift, E. & Kunc, N. (2) Lydia Brown, www.autistichoya.com (3) 1) Kwok, Prologue and Ch. 1-2 Assignments Due: Site Visit Reflection #2 Assignments Due: Language Inventory
Week 12 11/14	Disability Cultural Event (Guest Speaker)	Readings to Prepare: (1) Kwok, Ch. 3-7 Assignments Due: Reflective Commentary 2 (Take-home writing activity)
11/21	Holiday	

Week 13 11/28	Exam preparation	Readings to Prepare: (1) Kwok, Ch. 8-12 Assignment Due: Site Visit Reflection #3
Week 14 12/5	In-class Final	Readings to Prepare (1) Kwok, Ch. 13-14
Week 15 12/12	In-class Final	Readings to Prepare: N/A

Bibliography

- Nieto & Bode (2017). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*.
- Stratton (2016). *Education for Empire: American Schools, Race, and Paths of Good Citizenship*.
- Kwok, J. (2010). *Girl in Translation*.
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Course Policies

Attendance

Students are expected to be in class, on-time for every session. However, we recognize that unexpected challenges arise. If you need to miss class (partial or entire), please

inform an instructor via email as soon as possible. Attendance will be taken each session and will be reflected in your engagement grade.

Assessment and Grading

Rubrics for each assignment will be provided in advance. Grades will be calculated according to the following scale: A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59). Students will have opportunities to revise and resubmit projects to improve scores.

Technology Use

Please do not use laptops, cell phones, and tablets for non-class use during our classes. You are supposed to focus on participating in class discussions, not on your screen or multi-tasking, during the class.

Sustainability

Every effort will be made to develop activities that are environmentally friendly. Copies of documents will be provided electronically. It is advised that students bring a laptop or other device to access electronic materials posted to the course Blackboard site.

Email and Internet use

We will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, you can set it up so that you receive these emails. Please respect your classmates' space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your textbook and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access the course content materials we will refer to in class.

Guidelines for All Written Assignments

Please submit assignments by the assigned date and time. Upload assignments to Blackboard unless otherwise stated. If you cannot meet the expectation, please inform your professor of the situation that prevented you from completing the assignment on time and remember that grading will likely be delayed.

As researchers, you will need to become familiar with using APA style in your writing, particularly with regard to references, headings and subheadings. You will use APA style for assignments in this class.

This course will introduce you to [People First Language](#), which asserts that people with disabilities are people first and that disability is only one aspect of who we are. This course will also introduce you to [Identity-First Language](#), which asserts that disability is an inherent part of one's identity. We would like you to be thoughtful of the language you use in your assignments. As you get familiar with the concepts, you will learn to notice usage and we hope that you will help others understand why language is important.

Important Resources

Academic Writing Support

For academic writing support, please use the following link for online writing support and on-site in-person tutoring specialized to meet your individual academic writing needs - sandiego.edu/soles/current/writing-center.php

Academic Research Support

For academic research/library support, please contact our SOLES librarian, Vanjuri “V” Dozier at (619) 260-4695 or vdozier@sandiego.edu

Requests for Accommodation

Please let us know if you need reasonable accommodations in accordance with the *Americans with Disabilities Act*, such as specific instructional and testing modifications. The University of San Diego Disability Services Office (phone: 619.260.4655; 3rd floor, Serra Hall) asks that you identify yourself to them before the beginning of the course and so they can give you the documentation you need to receive these accommodations. We will expect you to maintain performance standards for the course. Do contact us if – and as soon as you realize -- you need help with this and together we can work through it.

Grade of Incomplete

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES Online Course Evaluation

Student evaluations in SOLES are collected via an online system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:

http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b)

suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

BASIC NEEDS ACKNOWLEDGEMENT

Any student who faces challenges securing food or reliable housing, which may affect their academic performance in this course, is urged to contact the instructor and/or the Student Affairs Office (UC 232). If you find yourself in this situation, please reach out so that you can gain access to the [USD Food Pantry](#), Torero Closet, or other resources on or off campus.