



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 3320—Analyzing Issues of Diversity in Education
Department of Curriculum and Instruction

Instructor: M. Heather Herschell	A&M-San Antonio email: mhereschell@tamusa.edu
Office Hours and Location: Office location: PHEB 214B Office Hours: Mon. 2:00-4:00pm; online via Zoom Th. 11:00am – 1:00pm	Course Location & Time: Classroom Hall 305 Wednesday from 4:00pm-6:45pm

At times, content and course discussions will consider controversial subjects or topics that are deeply personal. While students are certainly not required to agree with the viewpoints shared by others, a demeanor of respect and academic investigation of perspectives is expected which might lead to an opportunity for learning and growth for all.

COURSE DESCRIPTION

This course embraces the issues of diversity in general education classrooms. Teacher candidates will learn how to critically analyze curriculum materials to ensure diverse representation. The course will also include instructional strategies to enable early childhood and elementary students to become critically conscious citizens in society.

Required Textbooks and Materials

- Nieto, S., & Bode, P. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Pearson, 7th edition. ISBN 978013404723

MAJOR COURSE COMPONENTS

- Individual and group research/presentation on topic of diversity
- Authentication of curriculum materials and text
- Diverse children's and young adult literature book share

LECTURE OR DISCUSSION TOPICS:

- Concepts of Diversity (race, class, gender, sexuality, ability)
- Systemic barriers (School to Prison Pipeline; redlining legacies)
- Community and school neighborhood demographics
- Family dynamics and communication
- Interrogating curriculum and texts for authenticity and bias

STANDARDS

LEARNING OBJECTIVES - THE STATE STANDARDS FOR TEACHERS:

TEXES PPR Standards

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

4.1 – 4.4 working with diverse students and families

4.5 – 4.8 collaborative and cooperative working relationships with colleagues

4.11 – 4.13 professional development responsibilities to support instructional practice

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.2s apply procedures for conducting effective parent-teacher conferences;

4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns;

4.4s engage families in their children's education and in various aspects of the instructional program

4.5s maintain supportive and cooperative relationships with colleagues;

- 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;
- 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;

- 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).
- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework).

GRADING POLICIES

MAJOR ASSIGNMENTS

1. DISCUSSION FORUM POSTS (WEEKLY)

Purpose: The discussion forum is intended to support your development as practitioners who can both reflect on, and successfully communicate with colleagues regarding beliefs, instructional decisions, and professional responsibilities related to diversity and equity.

Expectations:

- 1 original post and 2 responses to others' posts per week
- Written in professional, reflective tone (first person allowed)
- Must discuss/connect course readings, discussions, activities and TExES PPR Standard IV indicators (4.1–4.13)
- Must go beyond summary to include analysis, questioning, and application
- **Due: Sundays at 11:59 PM**

Required Components:

1. Direct references to course content (reading, activity, or discussion)

2. Critical reflection on beliefs, assumptions, or challenges
3. Explicit connection to classroom practice or professional responsibility

2. CURRICULUM AUTHENTICATION PROJECT

Purpose: This project is intended to prepare you to critically evaluate instructional materials used in public schools and take professional responsibility for ensuring equitable and authentic curriculum.

Expectations:

- Select an existing early childhood or elementary curriculum artifact (lesson plan, textbook chapter, unit, worksheet, or digital resource)
- Conduct a critical analysis using provided bias and authenticity frameworks
- Redesign selected components to improve representation, accuracy, and inclusivity
- **Part 1: Curriculum Selection & Initial Analysis Due: Sunday, March 22**
- **Final Project Due: Sunday, April 19**

*** It is 100% your responsibility to reach out to a school, a teacher, a principal, etc. and get your hands on an artifact from a real classroom.**

Required Components:

1. **Curriculum Description:** Context, grade level, subject area
2. **Critical Analysis:** Identification of bias, omissions, stereotypes, or problematic representations
3. **Redesign:** Revised lesson/materials demonstrating culturally responsive practices
4. **Professional Rationale:** Written justification aligned with research and PPR Standards 4.4, 4.11–4.13

3. DIVERSE CHILDREN'S AND YOUNG ADULT LITERATURE BOOK SHARE

Purpose: This assignment develops candidates' ability to select and use literature that reflects diverse identities and supports critical literacy.

Expectations:

- Select one children's or YA text written by or authentically representing a historically marginalized group
- Prepare a short written analysis and an in-class presentation

Required Components:

1. **Text Overview:** Author, illustrator (if applicable), target grade level
2. **Critical Analysis:** Authenticity, voice, representation, and potential stereotypes
3. **Instructional Use:** How the text supports inclusive instruction and discussion
4. **Family & Community Connection:** Strategies for sharing the text with families

4. GROUP DIVERSITY RESEARCH PRESENTATION

Purpose: This collaborative project builds research literacy, professional communication skills, and understanding of diversity-related issues in education.

Expectations:

- Groups of 3–4 candidates
- 20–25 minute professional presentation
- Use of peer-reviewed and credible sources
- **Topic Selection Due:** TBD (we will sign up for these in class!)
- **Annotated Bibliography / Outline Due:** TBD (we will sign up for these in class!)
- **Final Presentation:** TBD (we will sign up for these in class!)

Required Components:

1. **Overview of Diversity Dimension:** Definitions and key concepts
2. **Research Findings:** Impact on students, families, and schools
3. **Classroom Applications:** Instructional strategies and supports
4. **Family Engagement Strategies:** Communication and partnership approaches
5. **Legal/Ethical Considerations:** Connections to educator responsibilities and PPR standards

5. PROFESSIONAL PORTFOLIO

Purpose: The professional portfolio demonstrates candidates' growth, competence, and readiness to meet professional responsibilities related to diversity and equity.

Expectations:

- Submitted digitally at the end of the semester
- Organized, professional format suitable for program review
- **Due:** Sunday, May 3 (by 11:59 PM)

Required Components:

1. Selected reflective journal entries
2. Curriculum Authentication Project (final version)
3. Literature Book Share artifact
4. Group Research contribution summary
5. **Final Reflective Narrative (3–4 pages):** Addressing growth related to **PPR Standard IV**, collaboration, family engagement, and commitment to ongoing professional development

OVERALL COURSE EVALUATION

- Discussion Forum Posts and Responses: 20%
- Curriculum Authentication Project: 25%
- Diverse Literature Book Share: 15%
- Group Research Presentation: 20%
- Professional Portfolio Reflection: 10%
- Attendance 10%

<u>Letter Grade</u>	<u>Range</u>	<u>Grade Points</u>
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

ATTENDANCE AND ABCENSE POLICY

Attendance is expected and important in this course because learning occurs through discussion, collaboration, and shared inquiry. However, this policy recognizes that students bring varied life responsibilities and experiences that may affect attendance.

Class Attendance

- Students are expected to attend class regularly and arrive prepared to participate. Class attendance will be checked during every class session. It is the responsibility of

the student to ensure that his/her presence has been noted. Punctuality is expected as part of professional responsibility and courtesy. A recurring pattern of arriving late and/or leaving early in a class period is noticeable, distracting, and considered unprofessional. You are expected to show up to class on time, remain for the duration of the class period and, once in class, to conduct yourself in a professional manner.

- Because this course meets once per week, each class session is significant.
- More than two unexcused absences may impact the final course grade.

Excused Absences

- Please review the TAMUSA guidelines for [class attendance](#). In addition to absences allowable according to these policies, students will have one “discretionary” absence. I strongly suggest you save your absence in case of emergency or illness late in the semester. Documentation of illness is not necessary. It is still a good idea, however, to save medical documentation in case of a prolonged illness. You are strongly encouraged to save your absences for emergencies.
- I will probably not respond to emails regarding unexcused or unplanned absences- particularly if they include a request for information about missed content. It is your responsibility to review the weekly modules, reach out to classmates, etc. to gain an understanding of what was missed. If you have reviewed course materials and reached out to classmates for assistance, and you still have *specific* questions or concerns about missed material, we can discuss them in a scheduled meeting during office hours.

Making Up Missed Work

- Students are responsible for reviewing missed materials and contacting peers for notes.
- Reasonable opportunities will be provided to make up missed in-class work or participation when absences are excused.
- Extended or repeated absences may require a meeting with the instructor to create a success plan.

LATE WORK

This course values learning, growth, and accountability rather than punishment.

Assignment Deadlines

- Assignments are due on the dates listed in the syllabus or LMS.
- Due dates are designed to support reflection and learning progression.

Grace Period

- All major assignments include a 48-hour grace period beyond the listed due date.
- Work submitted within the grace period will be accepted without penalty.
- Students are encouraged to communicate if they anticipate needing this flexibility.

Late Submissions Beyond the Grace Period

- Assignments submitted after the grace period may be subject to a grade reduction commensurate with the late submission date.
- Work submitted more than one week late may not be accepted unless prior arrangements are made.

Extensions

- Extensions may be requested before the due date or during the grace period.
- Requests do not require disclosure of personal details.
- Extensions may be granted when requests are reasonable and communicated professionally.

End-of-Semester Policy

- No late work will be accepted after **November 15, 2026**, except in cases of documented emergencies or institutional obligations.
- Students experiencing significant barriers near the end of the semester are encouraged to communicate early.

Professional Responsibility & Equity Statement

As future educators, students in this course are expected to demonstrate professional responsibility, including communication, reflection, and respect for others' time and learning.

At the same time, this course is grounded in equity, care, and cultural responsiveness. Policies are designed to reduce unnecessary barriers while maintaining high expectations and mutual accountability.

Life circumstances vary, and this course recognizes that students may face challenges beyond the classroom. Please communicate early and often so that we can work together toward your success.

AI POLICY

EDCI 3320 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

TENTATIVE COURSE SCHEDULE

This course is designed to be responsive to the needs of this specific learning community. The course schedule is a living document and will be revised based on these needs during the semester. Please check the course schedule and Blackboard assignments often for the most up-to-date information on class content and assignment due dates.

WEEK	THEMES & ACTIVITIES	READINGS & ASSIGNMENTS
WEEK 1 AUGUST 26	<i>Course overview</i>	• Discussion & Response #1 ◦ Self-Introduction Assignment • Syllabus/Syllabus Acknowledgment
WEEK 2 SEPTEMBER 2	<i>Defining Multicultural Education</i>	• Discussion & Response #2 • Ch. 2 (Nieto & Bode) • Article: How San Antonio Segregated Its Schools
WEEK 3 SEPTEMBER 9	<i>Racism, Discrimination, and Expectations of Students' Achievement</i>	• Discussion & Response #3 • Ch. 2 The Dreamkeepers; pp. 3-10 • Article: Windows, Mirrors, Sliding Glass Doors • Book Share (approval)

WEEK	THEMES & ACTIVITIES	READINGS & ASSIGNMENTS
WEEK 4 SEPTEMBER 16	<i>Culture, Identity, and Learning</i>	• Discussion & Response #4 • The Danger of a Single Story • Social Class and the Hidden Curriculum of Work • Group Proj. (Topic Selection)
WEEK 5 SEPTEMBER 23	<i>Culture, Identity, and Learning</i>	• Discussion and Response #5 • Ch. 5 (Nieto & Bode)
WEEK 6 SEPTEMBER 30	<i>Structural and Organizational Issues in Classrooms and Schools</i>	• Discussion and Response #6 • Group Proj. (Bib./Outline) • Ch. 4 (Nieto & Bode)
WEEK 7 OCTOBER 7	<i>Linguistic Diversity in U.S. Classrooms</i> <i>Book Share Presentations</i>	• Discussion and Response #7 • Ch. 7 (Nieto & Bode)
WEEK 8 OCTOBER 14	<i>Understanding Student Learning and School Achievement</i>	• Discussion and Response #8 • Curr. Authentication Proj. (1) • Ch. 8 (Nieto & Bode)
WEEK 9 OCTOBER 21	<i>Learning from Students</i>	• Discussion and Response #9 • Ch. 9 (Nieto & Bode)
WEEK 10 OCTOBER 28	<i>Adapting Curriculum for Multicultural Classrooms</i>	• Discussion and Response #10 • Ch. 10 (Nieto & Bode) • Curr. Authentication Proj. (2)
WEEK 11 NOVEMBER 4	<i>Implications for Teachers, Schools, and Families</i> Group Research Presentations	• Discussion and Response #11 ◦ Research Presentation Response

WEEK	THEMES & ACTIVITIES	READINGS & ASSIGNMENTS
WEEK 12 NOVEMBER 11	<i>Implications for Teachers, Schools, and Families</i> Group Research Presentations	• Discussion and Response #12 ◦ Research Presentation Response
WEEK 13 NOVEMBER 18	<i>Implications of Diversity for Teaching and Learning</i> Group Research Presentations	• Discussion and Response #13 ◦ Research Presentation Response
WEEK 14 NOVEMBER 25	<i>Implications of Diversity for Teaching and Learning</i> Group Research Presentations	• Discussion and Response #14 ◦ Research Presentation Response
WEEK 15 DECEMBER 3	Group Research Presentations (As Needed) Final Portfolio Prep	• Discussion and Response #15 ◦ Research Presentation Response
WEEK 16 (Finals Week)		• Professional Reflection Portfolio Due 12/9

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us

at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodations with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

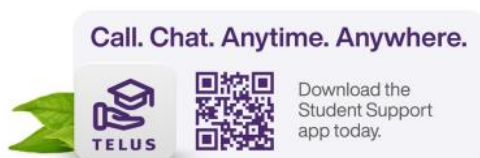
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are

registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an

opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of

illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [QSRR website](#)

Please see the [Current Semester Academic Calendar](#) for important Fall 2026 Dates.

The complete [academic calendar](#) is available online