

Freyca Calderon-Berumen, M.Ed.
f.calderonberumen@tcu.edu

Tuesday 11:45 to 2:25
Palko 225
Office Hours: by Appointment

<http://www.coe.tcu.edu> <http://sites.google.com/site/curriculumstudiesattcu/>

As professionals and active citizens in our community, we strive to create a humane and just society in which all individuals can develop their full potential.
– from TCU College of Education Mission

We are committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity. We strive to conduct ourselves in such a way that each person is free from discrimination in all its forms. We acknowledge the power of language to create as well as describe ideas and attitudes, and recognize the role of language in perpetuating discrimination. We urge the responsible use of inclusive language. –
Curriculum Studies Faculty

Course Description

This semester, we will explore the influence of the foundations of pedagogical thought on educational practice and policy. Our study will focus on philosophers who have shaped education with their ideas. We will not be able to study all philosophers of education, but will study select ones within major schools of educational thought such as idealism, realism, pragmatism, existentialism, critical pedagogy, postmodernism, and non-Western philosophies. (One of our tasks this semester will be to learn the language of educational philosophy, so you will understand that last sentence by the end of the semester.) We will be learning through lectures, Text Sets, Study Groups, class discussions, Challenge Teams, and Unit Challenges.

Our first text set will focus on philosophers who think philosophy should be part of the curriculum beginning with the earliest grades, and not reserved for college. We will also study ethics, which is one of the major branches of philosophy. The branches of philosophy are metaphysics (ontology and cosmology), epistemology, and axiology (aesthetics, as well as ethics)—but we'll get to that soon. We will consider ethics, professionalism, and legal issues in education.

This course meets requirements for:

Writing Emphasis: We will be writing frequently and the quality of the writing will be considered in grading.

Citizenship and Social Values: the Heritage, Mission, Vision, and Values Curriculum of the TCU core.

Women's Studies undergraduate minor: consult <http://www.womenstudies.tcu.edu>.

Readings

I hope you find the readings for this class intriguing and enjoyable, even though you may find them challenging. I have selected texts with substance and depth that are also readable, although not easy. I suggest you read each assignment at least two times and make notes about your questions, reactions, and ideas. We will work with the readings in class lectures and discussions, study groups, roundtables, and challenges. Your writing projects will also connect to the readings. Much of our work this semester will be around making sense of philosophical texts and making use of the ideas in our pedagogical work. In preparation for our reading, I offer an excerpt from Paulo Freire's (1998) *Teachers as Cultural Workers: Letters to Those Who Dare Teach* (see text box below).

Required Texts: Additional Readings available on eCollege

Johnson, Tony W. & Reed, Ronald, F. (2008). *Philosophical Documents in Education* (4th ed). New York: Pearson.

Spring, Joel. (2001). *Globalization and Educational Rights: An Intercivilization Analysis*. Mahway, NJ: Lawrence Erlbaum.

Dictionary and Philosophical Dictionary of your choice (Many good versions are available online.)

Recommended texts are graphic texts that offers basic context for concepts in drawings and words:

Introducing Philosophy (Totem Books); Introducing Ethics (Totem Books)

Philosophy for Beginners (Writers and Readers Publishing).

From Teachers as Cultural Workers: Letters to Those Who Dare Teach (Paulo Freire):

No one who reads has the right to abandon the reading of a text because it is difficult, because he or she does not understand the meaning, for example of a word such as epistemology.

Just as bricklayers require a collection of tools and instruments, without which they cannot build up a wall, student-readers also require fundamental instruments, without which they cannot read or write effectively. They require dictionaries, including etymological dictionaries, dictionaries focusing on verbs and those looking at nouns and adjectives, philosophical dictionaries, thesauruses, and encyclopedias. They need comparative readings of texts, readings by different authors who deal with the same topic but with varying degrees of language complexity.

Using these tools is not, as many may think, a waste of time....

When we read, we do not have the right to expect, let alone demand, that writers will perform their task, that of writing, and also ours, that of comprehending the text, by explaining every step of the way, though footnotes, what they meant by this or that statement....

A reader does not suddenly comprehend what is being read or studied, in a snap, miraculously. Comprehension needs to be worked, forged, by those who read and study; as subjects of the action, they must seek to employ appropriate instruments in order to carry out the task. For this very reason, reading and studying form a challenging task, one requiring patience and perseverance. It is not a task for those who, excessively hurried or lacking humbleness, transfer their weakness to the author, whom they then blame for being impossible to study.

It is important to make clear, also, that there is necessarily a relationship between the level of content in a book and the reader's actual level of development. These levels depend on the intellectual experience of both reader and author. The comprehension of what is read is tied to this relationship. When those levels are too far apart, when one has nothing to do with the other, all efforts toward comprehension are fruitless. In such cases, there is not consonance between the author's view of the necessary treatment of the topic and the reader's ability to apprehend the language required for that treatment of the topic. That is why studying is a preparation for knowing; it is a patient and impatient exercise on the part of someone whose intent is not to know it all at once, but to struggle to meet the timing of knowledge.

eCollege & Schoology

TCU requires that we use eCollege for course management, which I define as grading. Consequently, your final grades will be recorded on eCollege.

Schoology is a free program that many schools use because of its user-friendly, facebook-like interface. We will use Schoology for all other learning management this semester. Please visit the Schoology page often. **You will be able to use Schoology to access the course materials (syllabus, readings, handouts, et cetera) and to upload assignments in electronic form.**

You will need to create an account on Schoology.com and use the access code you have been given to join the course. Please plan to check frequently and participate in online discussions and postings. ACCESS CODE: **6F3GQ-4BGNN**

PLEASE NOTE: I accept assignments submitted on Schoology. I do NOT accept e-mailed assignments.

Course Requirements & Assignments

CLASS PREPARATION & PARTICIPATION: You are expected to carefully and thoughtfully read assignments, dialogue, question, and listen throughout the semester. The course assignments require active class participation, engaged team work, and focused independent work. On the first day of class, you will select your Challenge Team. You will meet and work with your Challenge Team regularly throughout the semester. As a team, you will divide the reading assignments and teach each other about the philosophers in **your** Challenge Team. Don't worry; you will also have opportunities to interact with people outside of your team during the Study Groups and other class activities. I encourage you to form a group that will be intellectually challenging, will offer diversity in terms of background and life experiences, and will be able to work well together under most circumstances.

During the semester, we will explore the philosophical traditions and positions of Idealism/Realism, Pragmatism/Existentialism, Critical Pedagogy/Postmodernism, and Post-colonial/Non-western philosophies. Our work on each of the philosophical traditions will include:

1. Selecting and assigning a reading in the **Text Set** to each **Challenge Team** member.
2. Participating in a class lecture, discussion, and other activities on each of the philosophical traditions.
3. Carefully reading and re-reading assigned reading **independently** as homework at least 2 to 3 times.
4. Working to understand your selected reading with classmates who read the same text in **Study Groups**.
5. Working with your **Challenge Team** to teach each other all of the readings in each **Text Set/Units**.
6. Considering pedagogical assumptions and applications of the philosophical tradition as a **Challenge Team** (in class and homework), and completing a written **Challenge** as homework.

STUDY GROUPS

On the days of the study group, you will meet with members of other teams who selected and read same text as you. In the study group, you will work to make sense of the text. You will also determine, as a study group, which aspects of the reading are important to share with your Challenge Team. You should talk about how you think your philosopher might answer educational questions. Take notes during this meeting. Assistants and I will be in class listening to the study group discussions and at times contributing questions or additional information about your philosopher.

Work and play with the texts and the philosopher's ideas; don't just read, remember, and regurgitate the texts in the study groups. I'd like to see you do what I call serious playing with the ideas of the philosophers. When children play, for example, they engage fully with the information they have available, even when they role-play. I hope you can play with your philosophers in a similar way. Start with them

where you are, and then use them to further your thinking about education. Pretend, imagine, propose what-ifs, etcetera. BUT always stay close to the text, return to the text, and refer to the text to support and challenge the ideas in your discussion.

Each study group will write a statement on the collective understanding of the key ideas of your reading, and submit this document at the end of class. You will have them back with feedback for your use as you teach your Challenge Team.

Your grade will be determined by your (1) attendance and participation, (2) peer assessments, (3) written statement, and (4) observation of your engagement with the text and discussion of your study group as you work to make sense of the writings. (It is possible to lose points if you are unable to engage with your study group, for example, if you did not read the text, and if you are absent or tardy for the study group.)

CHALLENGE TEAMS

The class day following the study group, you will meet with your Challenge Team for a discussion about the philosophers and the educational ideas presented in the text set. **Remember you are not presenting your ideas; you are presenting the ideas of the authors, even if you disagree with them.** This is not only your opportunity to share your philosopher; it is your chance to learn about the other philosophers. If you are reading Lipman, for example, you may notice that he thinks philosophy should be part of the curriculum for children in all school grades. When you hear that Matthews believes some children can think like philosophers but that it should not be forced on children, you should try and understand how his ideas are different from Lipman's and what Matthews might propose pedagogically. We will float around the room to listen to your conversations. We will also contribute, pose questions, and address your questions, although we may do so with more questions. We will pay attention to the ways you contribute and participate.

Your grade will be determined by your (1) participation and attendance, (2) peer assessments, and (3) observation of your engagement of the philosophers' ideas through the roundtable discussions. (It is possible to lose points if you are unable to engage with your philosophy team, and if you are absent or tardy for the roundtable.)

CHALLENGES

The response to the philosophy challenges will be the culminating team project for each school of thought studied through the Text Sets. There will be 4-5 challenges during the semester (depending on your team's size). On the day of your Challenge Team discussion, your team's challenge will arrive in class. All of the challenges will require writing, and you may choose to write in a variety of styles (prose, academic, narrative, dialogue, letter, journal, poetry, play, etcetera) as long as you meet the requirements of the challenge. (I do suggest that you avoid power point presentations because the format tends to over simplify thinking instead of expanding it.) In the past, students have written newspapers, letters, scripts, philosophical arguments, as well as produced video productions of their scripts. You have creative license in your response to the challenges. Each member of your team will participate in the challenge, but your roles will vary over the semester as described below.

Intellectual Contributions: For each challenge, every team member will intellectually contribute information on the philosophers and texts in the reading set, this will be the content for the challenge. Additionally, each team member will participate in planning the team's response to the challenge. Each team member will receive a content grade for the challenge response, and I will provide feedback on the challenge response to the team. The content grade will be based on (1) completion of the challenge, and (2) your ability to draw upon your knowledge (as a team) of the philosophers' work to respond to the challenge. Refer to the rubric I've provided on Schoology for more specific questions.

Writer: For each challenge, 1 team member will be the writer, and will pull together the intellectual and planning contributions of the team into the final response to the challenge in a well-crafted written product of **2,500 words to 3,000 words**. The writer will also work with TCU's Center for Writing. Each team member will be the writer for only 1 challenge. The writer will be responsible for submitting the team's response to the challenge by the due date, will receive an additional grade for writing the challenge response, and will be graded on the quality of the written work. In order to receive a grade, the writer must show evidence of work with the Writing Associate (signed draft paper) or Writing Center (stamped draft paper). I encourage the writer to use Turnitin, a plagiarism prevention system. **All meetings with the Writing Center must be conducted in person.**

Editor: For each challenge, 1 team member will be the editor, and will carefully review and edit the writer's work for accuracy of the written form and integrity to the team's planning. Each team member will be the editor for 1 challenge. The editor will receive an additional grade for work on the challenge response, and will be graded on the quality of the written work.

Writing Associates: This semester, our class benefits by having a Writing Associate (WA) from the Center for Writing to help you with the various writing. Our WA will read, critique, and meet one-on-one with you during the brainstorming and drafting stages of your papers. WAs will not grade your papers (please do not ask them what they think your grade might be) nor will they write your papers. Our WA serves as a writing tutor or coach, and your paper (and, ultimately, your grade) is your responsibility.

I strongly encourage you to take advantage of our Writing Associates, emailing your drafts to him/her two weeks before the final paper due date. You must give our WA plenty of time to read, critique, and meet with you before the paper is due. You will meet one-on-one with our WA as that represents the best way for him/her to work with you on suggestions for improvement. Meeting "virtually" to discuss your paper is not an option. Do not wait until the last moment to meet with them as they have been instructed not to set

meetings with students right before a paper is due. Also, when you meet with them come prepared to discuss your paper in detail and take extensive notes. Do not cancel the meeting at the last minute. Think of their time as an extension of my time and be respectful.

OUR WRITING ASSOCIATES IS ADAM KNORR.

CONTACT INFO: adam.knorr@tcu.edu

PHILOSOPHICAL REFLECTIONS

You will have opportunities to reflect upon your own philosophical and pedagogical assumptions. During class, you will be given specific instructions for an individual reflection at the beginning of the semester, and graduate students will complete an additional individual toward the end of the semester. Your grade will be based on the quality of your writing and engagement at the beginning of the semester. The graduate student's final reflection grades will reflect the quality of the writing and the development of thought since the first reflection.

ETHICS CHALLENGE

Ethics, as an important branch of philosophy, will be a part of all of our class activities, but not always explicitly. Toward the end of the semester, each Challenge Team will participate in an Ethics Fishbowl. A fishbowl is an activity in which a small group of the class holds a conversation on a specified topic while the remainder of the class observes the conversation. For the ethics fishbowl, each team will have some time "in the fishbowl" having a conversation about an educational situation that requires ethical thought. (Of course, one may argue that all educational situations require ethical thought, whether we engage such thought is another matter.) In these conversations, you will discuss the situation by drawing upon your work through the course readings, study groups, roundtables, challenges, and class activities focusing on ethics more specifically. After the team has had time (about 10-15 minutes) for their conversation, the "audience" will pose questions to the team. The team's grade will be based on (1) completion of the fishbowl, (2) peer assessment, (3) ability to draw upon your knowledge from the semester, (3) ability of team members to hold a thoughtful conversation with shared speaking and listening time, and (4) the quality of questions posed to other teams.

GRADING CRITERIA

I hold high expectations for you and hope that you do as well. Grades will be assigned in compliance with TCU grading policies found in the TCU graduate catalog. Your work will be graded as indicated above with each assignment, and will focus on the quality of the work primarily. Cuteness, the amount of time, or money spent on an assignment is not considered in grading.

Course Assignments	%	Course Grades			
			Undergraduate	Graduate	
Written Reflection	10%	A	4.00	94-100%	95-100%
Study Group: Notes	10%	A-	3.67	90-93%	92-94%
		B+	3.33	87-89%	89-91%
Challenge: Content	25%	B	3.00	84-86%	85-88%
Challenge: Editor	15%	B-	2.67	80-83%	82-84%
Challenge: Writer	20%	C+	2.33	77-79%	79-81%
		C	2.00	74-76%	75-78%
Final: Ethics Fishbowl	10%	C-	1.67	70-73%	72-74%
Participation: Discussion	10%	D+	1.33	67-69%	
		D+	1.00	64-66%	
		D-	0.67	60-63%	
		F	0.00	0-59%	0-71%

TCU Grading		Quality of Work	Expression
A	Excellent work	The assignment demonstrates a command of the material with an ability to engage the material critically beyond statements drawn from lectures and readings.	Shows clarity of thought and expression without errors in expression (e.g. spelling, grammar, mathematical), and no passive voice or vague language.
I reserve 5% of the course grade for exceptional notices that may be distributed across the assignments in addition to the maximum points for an assignment. You can earn enough points to result in an A for the course if the quality of your work is truly excellent. I reserve these points for the students who do earn them.			
B	Good work	The assignment demonstrates a command of the material with thorough knowledge of ideas and critiques presented in lectures and readings.	Well presented assignments with few (no more than 3) errors in expression (e.g. spelling, grammar, mathematical); no passive voice or vague language.

I would prefer for no one to fall into the lower grade ranges. If you are having difficulties in the course, please see me.			
C	Marginal work	The assignment shows unfamiliarity with the material.	Decently presented assignments with some (4 to 6) errors in expression (e.g. spelling, grammar, mathematical).
D	Un-satisfactory work	The assignment d shows Little engagement with the course material.	Makes many (6 to 10) errors in expression (e.g. spelling, grammar, mathematical).
F	Failing work	The assignment shows little engagement with the material.	Makes many (more than 10) errors in expression (e.g. spelling, grammar, mathematical).

*** All assignments are due on the assigned date by midnight on Schoology. I delete emailed assignments. Late work will be accepted, and the grade will be reduced by 5% for each day past due date. No assignment will be accepted after 5:00 on the last TCU designated Study Day (Friday) before finals week.

I encourage you to not miss any class periods. I will extend to you the courtesy of **ONE** unquestioned absence. Additional absences will result in a loss of 5% from your final grade for each missed day. **Please remember that if you miss class, you are still responsible for everything that occurred in class.**

Occasionally, unfortunate and unplanned events happen. Serious and unavoidable events will be addressed case-by-case. It is your responsibility (or in extreme circumstances your representative) to bring any such circumstances to my attention. If you find that a situation or event impacts your academic work, contact Campus Life <http://www.campuslife.tcu.edu/index.asp>.

Academic misconduct will also adversely impact course grades. Plagiarism, cheating, multiple submissions, collusion, and the like (see course policies below) will result in a failing grade. Actions of academic misconduct will be reported to the Office of Campus Life per TCU policy.

Course Policies

Email Notification: Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Attendance Policy: The university attendance policy states that regular and punctual class attendance is essential and that no assigned work is excused because of absence, no matter what the cause. Attendance and participation is essential for success in this course. If for some reason you are unable to attend a class, you will be missed. You are responsible for all classes and assignments even if you are absent. You can talk with classmates about what we discussed and what was presented during class. If unforeseen circumstances arise, please e-mail, call, or come talk to us.

Netiquette & Communication Courtesy Code: All members of the class are expected to follow rules of common courtesy in all online communications, email messages, threaded discussions and chats. I trust and expect that this will not be a problem. However, if I deem any communications to be inappropriate or offensive, I will take appropriate action, which will include removing the message, meeting with you, and possibly forwarding the message to the Chair of the department and the online administrators. Appropriate action may also include a reduction in your grade or expulsion from the course.

Disabilities Statement

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services, located in Sadler Hall, 111. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at 817-257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Standards Covered

State Board for Educator Certification: Pedagogy And Professional Responsibilities (EC-4) Standards

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec4ppr.pdf>

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

Continuing Professional Development: Teacher Knowledge: What Teachers Know; The beginning teacher knows and understands:

4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;

4.10k the importance of documenting self-assessments;

4.11k characteristics, goals, and procedures associated with teacher appraisal; and

4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

Application: What Teachers Can Do; The beginning teacher is able to:

- 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);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

Legal and Ethical Requirements and the Structure of Education in Texas: Teacher Knowledge: What Teachers Know; The beginning teacher knows and understands:

- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
- 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- 4.16k procedures and requirements for maintaining accurate student records;
- 4.17k the importance of adhering to required procedures for administering state and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

Application: What Teachers Can Do; The beginning teacher is able to:

- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education related situations;
- 4.17s serve as an advocate for students and the profession;
- 4.18s maintain accurate records; and
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Academic Misconduct

Sec. 3.4 and 5.2 from the Student Handbook <http://www.studentaffairs.tcu.edu/handbook/code.htm#section34>

3.4 Academic misconduct: Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

3.4.1 Cheating

- a. Copying from another student's test paper, laboratory report, other report, or computer files and listings;
- b. using, during any academic exercise, material and/or devices not authorized by the person in charge of the test;
- c. collaborating with or seeking aid from another student during a test or laboratory without permission;
- d. knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release;
- e. substituting for another student or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation.

3.4.2 Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own submitted for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

3.4.3 Collusion: The unauthorized collaboration with another in preparing work offered for credit.

3.4.4 Abuse of resource materials: Mutilating, destroying, concealing, or stealing such material.

3.4.5 Computer misuse: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

3.4.6 Fabrication and falsification: Unauthorized alteration or invention of any information or citation in an academic exercise.

- a. Falsification involves altering information for use in any academic exercise.
- b. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

3.4.7 Multiple submission: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

3.4.8 Complicity in academic misconduct: Helping another to commit an act of academic misconduct.

3.4.9 Bearing False Witness: Knowingly and falsely accusing another student of academic misconduct.

5.2. Sanctions

5.2.3 Warning: Warning is written notice that the student was found to be in violation of Code and that further violation of the Code may result in more severe disciplinary sanctions. The existence of a prior Warning may be used to influence future sanction decisions for only one calendar year from the date of the issuance of the Warning.

5.2.4 Disciplinary Probation: Disciplinary probation is a sanction given for a specified period of time and serves as the most severe written sanction. During the period of Disciplinary Probation, the student is no longer considered in good standing with the University and may have some student privileges revoked. Should a student be found in violation of the Code during the probation period, a more severe disciplinary sanction is likely. This includes, but is not limited to, residence hall eviction, suspension, or expulsion.

5.2.5 Suspension: Suspension is a sanction by which a student is involuntarily separated from the University for a period of one semester to four academic years. At the end of the sanction term, the student is eligible for re-enrollment pending the submission of appropriate paperwork and completion of any other sanction terms.

5.2.6 Suspension in abeyance: Suspension in abeyance is a sanction by which a student is involuntarily separated from the University for a period of one semester to four academic years. However, the student is permitted to remain in classes during the period of the suspension unless he or she is found in violation of another Code section during the period of the suspension. Should this happen, the suspension shall be activated immediately and

remain in place for whatever amount of time remains on the original sanction. The student will additionally face new sanctions associated with the immediate university violation.

5.2.7 Expulsion: Expulsion is a sanction by which a student is involuntarily separated from the University permanently.

5.2.8 Restitution: Restitution is a sanction that requires the student to make monetary reimbursement for damages to, destruction of, or misappropriation of University property or services, or the property of any person.

5.2.10 Other Sanctions: Hearing officers and discipline panels may also issue sanctions designed to enhance the educational impact of the process on the accused student. Sanctions such as community service, letters of apology, assessment by mental health professionals, restriction or revocation of privileges, and educational assignments, like writing a paper are appropriate.

5.2.11 More than one sanction may be imposed for any single violation.