I. Course Description:
This course is designed to provide a study of the factors and influences that affect the development of higher education curriculum. Students will be guided through the process of designing, implementing, and evaluating curricular while uncovering research supporting instruction and evaluation processes in higher education.

II. Rationale:
*Inspiring and Leading through Excellence in Education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice.

III. Textbook (required):
Text price: $55.00 This text can be purchased from Barnes and Noble at the University of South Dakota: call 605-677-6291 or email bn@usd.edu.

Text is available electronically through I.D. Weeks Library or may be purchased for approximately $50.00.
IV. Course Objectives, Graduate Standards, Assessment:

<table>
<thead>
<tr>
<th>After completing the course, participants will be able to . . .</th>
<th>School of Education Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the elements of curriculum planning to design or redesign a program at the college or university level.</td>
<td>SoE Advanced 1: Theoretical Foundations&lt;br&gt;SoE Advanced 2: Professional Studies and Research</td>
<td>Academic Plan&lt;br&gt;Discussions</td>
</tr>
<tr>
<td>2. Identify current research on best practices in higher education instruction, assessment and evaluation.</td>
<td>SoE Advanced 1: Theoretical Foundations&lt;br&gt;SoE Advanced 2: Professional Studies and Research</td>
<td>Academic Plan&lt;br&gt;Research Papers&lt;br&gt;Discussions</td>
</tr>
<tr>
<td>3. Describe evaluation and assessment strategies utilized in review of the curricula at the course, program and institutional levels</td>
<td>SoE Advanced 2: Professional Studies and Research</td>
<td>Academic Plan&lt;br&gt;Discussions</td>
</tr>
<tr>
<td>4. Recognize relevant current issues in U.S. higher education and the external and internal influences that impact curriculum development.</td>
<td>SoE Advanced 5: Professional Practice</td>
<td>Academic Plan&lt;br&gt;Discussions</td>
</tr>
<tr>
<td>5. Utilize academic writing knowledge and skills, APA formatting and library database searches.</td>
<td>SoE Advanced 2: Professional Studies and Research</td>
<td>Academic Plan&lt;br&gt;Research Papers&lt;br&gt;Discussions</td>
</tr>
</tbody>
</table>

V. Technology Requirements:

Desire to Learn (D2L) will be the course management system that is utilized during the semester. Students will need to have a user id and password from the University of South Dakota. If you do not have a user id or have any technology questions throughout the semester please contact the student help desk at (605) 658-6000 or e-mail helpdesk@usd.edu. Direct links to D2L (https://d2l.sdbor.edu) and the USD Portal (http://my.usd.edu)

Course Delivery via internet using Desire2Learn (D2L) In case the Desire2Learn (D2L) at The University of South Dakota should go down for any reason or you are having difficulty accessing Desire2Learn, please contact the Help Desk at USD (605) 658-6000. If for some reason Desire2Learn is unavailable, please contact me via USD email (kristine.reed@usd.edu) if necessary, to make alternative arrangements.

Online Student Handbook in the USD Getting Started widget (D2L) For information about the university’s technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook in the USD Getting Started widget. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies. Direct links to D2L (https://d2l.sdbor.edu) and the USD Portal (http://my.usd.edu)
VI. Instructional Methods and Activities

Traditional Experiences
1. Readings
2. Papers/Written Reflections

Clinical Experiences
1. Online group discussions

Online Participation. As a community of learners, your presence (virtual classroom discussions and timely submission of assignments), and input are most important to all. Your role in the course is critical, not only to your successful completion of this course, but your comments, ideas, and contributions are important to the academic achievement of your peers and the effectiveness of the instructional design. Should you have any special circumstance that keeps you from participating at particular times, please notify me in writing. Additionally, assigned readings are the responsibility of each participant in the course. I expect all students to have read assigned readings and prepared their own initial posts in the discussion board. Group participation is a part of the course and students are expected to fully participate by contributing to the discussion, taking leadership for summarizing group discussions and collaborating on group decisions.

Weekly Discussions and Activities. This course is an online graduate seminar. An effective seminar format requires every member to:

- Participate in academic discussions
- Question and challenge the perspectives and ideas encountered in course readings in a polite and professional manner
- Engage in academic scholarship (i.e., research, read, analyze and synthesize)
- Contribute to an environment which encourages critical thinking, open communication and cooperation

Library Resources: If you should need to use the I. D. Weeks Library on the USD campus and you need assistance please contact Steve Johnson, Distance Librarian at Stephen.Johnson@usd.edu or 1-800-299-5448.

APA Resource: APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. The use of APA formatting is required for course assignments. You may purchase the Publication Manual of The American Psychological Association/Edition 6 or refer to the OWL Purdue online resource (link below) which is made available and maintained by Purdue University. The OWL Purdue is revised according to the 6th edition, second printing of the APA manual and offers examples for the general format of APA research papers, in-text citations, abstracts, cover pages, page numbering, running heads, and citation guides for completing a reference page. https://owl.english.purdue.edu/owl/resource/560/06

I encourage use of the APA resources throughout the course to ensure APA formatting is correct.

VII. Course Requirements and Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Proposed Focus of Academic Plan (Module 1)</td>
<td>10</td>
</tr>
<tr>
<td>Professional Interview or Attendance/Participation in Curriculum Meeting in higher education institution –Description &amp; Reflection Paper</td>
<td>30</td>
</tr>
</tbody>
</table>
Online Discussions (8@15 pts) | 120  
Unit Assignments (2@25 pts) | 50  
Research Papers (2@60 pts) | 120  
Peer Reviews (2@30) | 60  
Academic Plan Self-Assessment | 10  
Academic Plan | 200  
| **Total Points** | **600**

**Course Grading Scale**

- 93 - 100% = A (556 – 600 pts)
- 84 - 92% = B (502 – 555 pts)
- 75 - 83% = C (448 – 501 pts)
- 66 - 74% = D (393 – 447 pts)
- 65%/below = F Objectives not met
- Incomplete= I by approval only

**Instructor Feedback**

Feedback for online discussions will be provided each week by Wednesday for the previous week and within 72 hours after the deadline for all written assignments uploaded to D2L Dropbox. If unforeseen circumstances should occur which prevent this, I will post a message on the D2L course Home Page or email you directly to notify you of the delay.

**Assignments:**

**Discussions - Online Participation:** This course requires students to complete reading assignments and engage in online discussions by bringing thoughts and ideas from the readings along with prior knowledge and experiences to share with classmates. All coursework is set up in modules with each week represented by a new module. A separate module overview provides direction for each week along with assignments, readings, and discussion questions. Each module for the week may be found in the Content section of the D2L course. Participation in the discussion board is required. The discussion board is be found within the Communications tab of the D2L course. Discussion modules align with weekly modules (e.g. Module 1 & Discussion Module 1).

Your discussion postings must be timely and focused on the content and relevant prior knowledge and experiences. **Post your response(s) to prompt(s) within the module before midnight CST each Thursday evening. Then respond to at least two classmates before midnight CST by Sunday (final day of the module).** Discussion posts or responses provided after the due date will not be evaluated and no points awarded. You are encouraged to read all responses. To do so, return often to the Discussion board to stay engaged in the discussions with the expectation that you will post a response to at least two of your classmates. Typically, discussion forums will end at midnight CST each Sunday evening with a new module starting Monday, 8:00AM. Discussion participation will be assessed using a 10 point rubric for discussion posts and 5 point rubric for responses to classmates. Total of 15 points possible per Discussion Module.

**Discussion Rubrics for Original Discussion Posts:** The rubrics provide expectations of discussion participation that will assist you in preparing your discussion posts and responses. The rubric will be used to assign points.
Discussion Rubric for Responses to Peers

<table>
<thead>
<tr>
<th>0-1</th>
<th>2</th>
<th>3-4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or no response to peers, does not make a consistent effort to participate in the online discussion within the current module. Response is minimal, merely agrees with what someone else has written or repeated someone's response.</td>
<td>Response is brief, offers little to further the discussion topic, provides only one response, and/or falls short of creating a sense of community.</td>
<td>Meaningful responses to peers at least two peers, response demonstrates knowledge of content, and a sense of community.</td>
<td>A minimum of two thoughtful and reflective responses that extend the quality of the discussion. Responses are relevant to creating extended inquiry and learning.</td>
</tr>
</tbody>
</table>

Professional Interview or Attendance/Participation in Curriculum Meeting in higher education institution – Description & Reflection Paper

Students may select to complete an interview with an academic department chair or dean about the curriculum process or attend/participate in a curriculum meeting at your higher education institution. Students will earn credit by providing a written summary with personal reflection of the interview or curriculum meeting. The written summary must include a personal reflection on what was learned from the experience and how you believe you will use the new understanding in the future. The Interview Summary with Reflection will be word-processed, double-spaced, 12 pt. font, 2-3 pages, give a title to the interview summary, and number pages. This may be completed at any time during the semester, due by April 22nd.

Evidenced-based Guide to College and University Teaching: Developing the Model Teacher

Discussions: Evidenced-based Guide to College and University Teaching: Developing the Model Teacher is a text made available electronically by I.D. Weeks Library for this course. Select chapters will be required reading followed by discussion participation on topics presented in the source. The electronic version is available to two to three readers at one time which presents some scheduling challenges. To meet this challenge, a forum is provided on the Discussion board to post the day/time you plan to use the online resource. If you are attempting to access the online textbook and experiencing difficulties, check the Discussion forum to first see if the electronic copies are in use before reaching out for assistance.

If this looks like a text that will serve you in the future, you are encouraged to buy the text. The authors are Aaron S. Richmond, Guy A. Boysen and Regan A. R. Gurung. Copies range from $33.81 to $44.96.
Chapters 5, 4, and 6 (in that order) will be required readings for this course. First discussion of Chapter 5 is well into the semester (see schedule below) allowing for all classmates to find time to read the chapter. To access *Evidenced-based Guide to College and University Teaching: Developing the Model Teacher* online resource, go to [http://www.usd.edu/library/](http://www.usd.edu/library/). Look for *Books & More* in the black menu across the middle of the webpage. Under the Search “Discovery”, copy/paste or type in the following number: **9781317283263** and then hit GO. You will see the text, click on the book and from there, you will be taken to a sign-on page. Enter your USD User ID (same USD Username/ID that you use to access USD email) and password which is also the same password as the one used for your USD email. Once you have typed in your USD User ID and password, wait a few seconds as it takes longer than one would anticipate for the text to be displayed. If you are experiencing difficulties accessing the resource, contact me [Kristine.Reed@usd.edu](mailto:Kristine.Reed@usd.edu) or [Stephen.Johnson@usd.edu](mailto:Stephen.Johnson@usd.edu) who is our School of Education librarian.

Three discussion posts (refer to schedule below for dates) will be devoted to the three chapters of *Evidenced-based Guide to College and University Teaching: Developing the Model Teacher*.

**Unit Assignments:** There are two unit assignments required in the course. The first (Unit Assignment #1) addresses the question, what are the external and internal factors influencing your selected and approved academic plan. The second (Unit Assignment #2) includes identifying the purpose, contents, and sequence for your selected and approved academic plan. Both Unit Assignments will be shared with classmates in the Discussion board and uploaded to D2L Assessment Dropbox.

Follow these guidelines for Unit Assignments: approximate length of 600 words, double spaced, and follow the sixth edition APA format for in-text citations and reference list. No page numbering or running head required. Abstract is **NOT** required. Use of 12 point font and Times New Roman is requested (standard for APA formatting).

**Rubric for Unit Assignment:** provides descriptions of expectations that will assist you in preparing your paper for submission and that will be used to assign points.

<table>
<thead>
<tr>
<th>Criteria Total Points</th>
<th>Achieves</th>
<th>Falls Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (50%)</td>
<td>Unit assignment includes external and internal influences that are clearly identified in the writing. Includes text, cites both text and additional sources. Information appears accurate.</td>
<td>Fall short of “achieves” in any respect.</td>
</tr>
<tr>
<td>Rationale (30%)</td>
<td>Rationale provided, reader is able to see the connection between the academic plan and the focus of the assignment.</td>
<td>Limited rationale with little evidence of connections between the academic plan and the focus of the assignment.</td>
</tr>
<tr>
<td>Grammar, Spelling, Writing Mechanics, sentence structure, word choice (10%)</td>
<td>A few grammatical errors; There are occasional errors, but they do not represent a major distraction. Sentences are correct with variety, word choice is generally good.</td>
<td>Several grammatical errors; The writing has many errors, and the reader is distracted by them. Some sentences awkwardly constructed. Word choice is adequate, at times poor.</td>
</tr>
<tr>
<td>APA Format (10%)</td>
<td>APA format is used with few if any errors. Limited formatting problems exist, or some components are missing. Reference list included and relatively free of errors.</td>
<td>There are several errors in APA format. References or works cited list are not cited in text or in text citations not included in reference list.</td>
</tr>
</tbody>
</table>
Research Papers: Each student will be expected to complete two research papers during the course. The topics of the research papers are as follows: (Research Paper #1) Research-based Instructional Methods and/or Strategies and (Research Paper #2) Research-based Assessment and/or Evaluation Strategies.

A research summary provides an overview of at least three articles in peer-reviewed (refereed journals) related to the research topic. The three peer-reviewed articles are the responsibility of the student to find, read, and evaluate in terms of each article’s application to your Academic Plan. For each of the summaries, three peer-reviewed sources beyond references to the textbooks must be included in each of Research Summary. Peer-reviewed journal articles are considered to be the most robust form of evidence in higher education and therefore, required for these assignments.

To seek out peer-reviewed sources, students are expected to utilize the Library Research Gateway provided by the USD I.D. Weeks Library. Access the Research Gateway through the following link: https://apps.usd.edu/campus/library/research/ USD user id and password required. Make this link a favorite for easy access to the Research Gateway. Once you have selected the three peer-reviewed sources for the research summary focus, analyze the articles and produce a research summary that informs the reader of the key points of the articles, the relationship of the articles to one another, and their fit to your academic plan. Each summary will contribute to your academic plan and therefore, the primary focus of your research summary efforts should always remain on your proposed academic plan.

The research papers will follow these guidelines: paper length of two to three pages, double spaced, and follow the sixth edition APA format. Title page, in-text citations, reference page, page numbering and running head are required. Abstract is NOT required for the research papers. Page margins of 1 inch, 12 point font, and use of Times New Roman is requested.

Research Papers Rubric provides descriptions of expectations that will assist you in preparing your papers for submission and that will be used to assign points. Papers will be graded within one week of submission—all grades and feedback will be conveyed to you through D2L.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Developing</th>
<th>Falls Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (60%)</td>
<td>Meets &quot;developing&quot; criteria and extends by using additional resources (beyond required texts) Literature is analyzed and synthesized.</td>
<td>Uses assigned readings including 3 peer-reviewed articles, text and figure/table of data is appropriate, each piece of literature is summarized, missing analysis and synthesis.</td>
<td>Fall short of &quot;developing&quot; in any respect.</td>
</tr>
<tr>
<td>Tone (10%)</td>
<td>Consistently professional and in an appropriate academic voice.</td>
<td>Generally professional and appropriate.</td>
<td>Not consistently professional or appropriate.</td>
</tr>
<tr>
<td>Grammar, Spelling, Writing Mechanics, sentence structure, word choice (10%)</td>
<td>Essentially free of grammatical errors; the writing is free or almost free of errors. Sentences well-phrased and varied Word choice is consistently precise and accurate.</td>
<td>A few grammatical errors; There are occasional errors, but do not represent a major distraction. Sentences are correct with minor variety, Word choice is generally good.</td>
<td>Several grammatical errors; The writing has many errors, and the reader is distracted by them. Some sentences awkwardly constructed. Word choice is adequate.</td>
</tr>
</tbody>
</table>
**Reference Quality (10%)**

| References are primarily peer reviewed professional journals or other approved sources; demonstrates extensive, in-depth research. | Although most of the references are professionally legitimate, a few are questionable (e.g., web sources, popular magazines) | Most of the references are from sources that are not peer reviewed and have uncertain reliability; some facts not referenced; displays minimal effort in selecting quality sources. |

**APA Format (10%)**

| APA format is used accurately and consistently in the paper and on the reference list. The references in the list match the in-text citations and all are properly encoded in APA. | APA format is used with minor errors. Some formatting problems exist, or some components are missing. | There are several errors in APA format. References or reference list citations were not cited in text or included on reference list. |

**Peer Reviews:** Students will participate in peer reviews by providing constructive feedback. Track Changes through Word will be used to provide specific editing comments and suggestions. Additional constructive feedback will be guided by a *Peer Feedback Rubric* that includes a framework to assist you in providing meaningful feedback intended to help the author strengthen the content and format of the assignment. The peer review modules (weeks) are listed in the Course Schedule below. The *Peer Feedback Rubric* will be used as the guide for preparing a feedback document that includes the results of the review. Each peer review is to be word processed, responses provided for all 10 questions on the *Peer Feedback Rubric* along with a rating of 0-3. Completed peer reviews will be returned to me and submitted in the D2L Dropbox. I will send a copy of the completed *Peer Feedback Rubric* to the author of the paper along with a copy of the paper that includes Track Changes editing suggestions and comments.

**Academic Plan:** Students will produce a written *Academic Plan* for the academic program of their choice with approval from the professor. A *Academic Plan* is a deliberate planning process that focuses attention on important educational considerations. These educational considerations make up the elements included in the *Academic Plan*. The elements of the *Academic Plan* include purposes, content, sequence, learners, instructional processes, instructional resources, evaluation and adjustment. According to the text, every curriculum addresses each of these elements either with conscious attention or not (Lattuca & Stark, 2009). For your plan, each element will be given in-depth study and careful consideration that will result in a complete *Academic Plan* at the completion of the course. A format and rubric for the *Academic Plan* is provided. Text readings, online discussions, research, and research papers, literature discussions and peer reviews will all contribute to the success of your plan which is due at the end of the semester.

Ideally, the *Academic Plan* will be an academic program that is in need of revision at your institution or is a new program that is being considered for the future in your school or division. As you consider the possibilities, I strongly encourage that you visit with your current supervisor or administrator to offer your work in this class to contribute to the growth of programs or the improvement of current programs. This will serve you well as learning embedded in actual application is meaningful and motivating and, you will completing assignments that extend far beyond the classroom! Also note, all ideas for Academic Plans will be presented to the professor during the first week of the course for approval. Ideas that may limit application of course content will be discussed before proceeding.
### Academic Plan Rubric: provides descriptions of expectations that will assist you in preparing a quality plan and that will be used to assign points. (200 pts)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> (level 2 heading - Left-aligned, Boldface, Uppercase and Lowercase Heading)</td>
<td>30</td>
</tr>
<tr>
<td>Identify what are the critical curriculum issues in the discipline or field you are developing the academic plan.</td>
<td></td>
</tr>
<tr>
<td>Analyze, synthesize, and evaluate the literature on the curriculum issue using the information in text Chapter 2 and three additional peer-reviewed journal articles.</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong> (level 2 heading) Identify the purpose for the academic plan including the knowledge, skills and attitudes to be learned. Identify any current or recurring curriculum debates in the academic field.</td>
<td>20</td>
</tr>
<tr>
<td><strong>Content and Sequence</strong> (level 2 heading) describe the subject matter that you will select in order to enable students to learn the necessary knowledge, skills and attitudes. Describe the sequence in which you will arrange the subject matter and experiences to lead to a specific learning outcomes.</td>
<td>20</td>
</tr>
<tr>
<td><strong>Learners</strong> (level 2 heading) describe how the plan will address a specific group of learners.</td>
<td>20</td>
</tr>
<tr>
<td><strong>Instructional Processes</strong> (level 2 heading) identify and describe a research-based method or strategy by which learning may be achieved. Provide a description of how you will include the research-based method or strategy in your academic plan.</td>
<td>30</td>
</tr>
<tr>
<td><strong>Resources</strong> (level 2 heading) identify the instructional resources that will be needed to support student learning in the academic plan.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Evaluations</strong> (level 2 heading) identify and describe two formative evaluations that you will use to inform critical decisions about course and program quality in your academic plan. Identify and describe two summative evaluations that you will use to inform critical decisions about course and program quality in your academic plan.</td>
<td>40</td>
</tr>
<tr>
<td><strong>Adjusting the Academic Plan</strong> (level 2 heading) describe how you will adjust the plan based on experience and evaluation.</td>
<td>20</td>
</tr>
<tr>
<td><strong>APA</strong> The Academic Plan was written according to the assignment and APA Formatting guidelines for style and references. Complete reference page included. The visual presentation of the analysis is professional.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total (200 pts.)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Complete the Academic Plan Self-Assessment before the close of the course</strong></td>
<td>10 pts.</td>
</tr>
</tbody>
</table>
VIII. Class Policies

It is very important that students read and are familiar with these policies.

1. **Academic Honesty**—Consistent with the rules and regulations of the University of South Dakota all written work by students should be the result of the individual student's research, thought, preparation, and writing efforts. Plagiarism and work that is prepared by others outside of the enrolled class and submitted as original work by the student is reason for punitive actions which may include dismissal and other serious actions by the University.

   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

2. **Turnaround time**—Students who email a problem to the instructor will be answered as soon as possible, usually within 48 hours. Please email within Desire2Learn whenever possible. If Desire2Learn is down, email to the instructor’s regular USD email account at kristine.reed@usd.edu

3. **Participation**—Students are expected to take part in critical reflection and discussion about course topics. The nature of the online environment enables students to address the course requirements in a way to mesh with their schedules. Still, it is realized that unexpected events take place in one's life that make addressing the weekly requirements difficult. Communicate in writing with the instructor about your needs when those situations arise. Please do so at the earliest possible time.

4. **Late Assignment Policy**—The expectation of this course is that each student will complete the work on the date specified. If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email. Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

   1. Late assignments submitted within one week of the due date will receive a 10% deduction.
   2. Assignments submitted more than one week late will receive a 20% deduction.
   3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
   4. Late discussions or replies will not be accepted. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by instructor on a case-by-case basis.

**Library Resources**: If you should need to use the I. D. Weeks Library on the USD campus and you need assistance please contact Steve Johnson, Distance Librarian at skjohnso@usd.edu or 1-800-299-5448.

**Freedom in learning**: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is
unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Disability Services:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services as early as possible in the semester.

Ernetta L. Fox, Director  
Disability Services  
Room 119 Service Center  
(605) 677-6389  
[http://www.usd.edu/academics/disability-services](http://www.usd.edu/academics/disability-services)

**Diversity and Inclusive Excellence:** The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](http://www.usd.edu/academics/disability-services).

**Bibliography:** The knowledge bases that support course content include:

**A. Contemporary References (1990-2015)**


B. Classic References


