

**LIN 203- Introduction to the Deaf World**  
Mondays 5-7:30 (see below for Zoom class times)

Linguistics Dept.  
phone: 207-740-4582

Instructor: Dr. Sandra K. Wood Dept.  
Student Zoom Pop-In Hours: Tuesdays 1:30-2:30  
or by appointment

E-mail: [sandra.wood@maine.edu](mailto:sandra.wood@maine.edu)

*\*I am usually quite prompt in responding to your email, except on weekends. Expect a possible delay if you send me email during the weekend. However, If you do not receive a reply within 72 hours during the weekday, please contact Dr. Dana McDaniel at [dana.mcdaniel@maine.edu](mailto:dana.mcdaniel@maine.edu) for any questions you may need assistance with.*

Pronouns I go by: she/her/hers and they/their/theirs

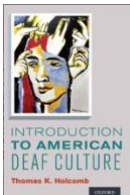
In this classroom, we will respect and refer to people using the names and personal pronouns that they share with us, i.e. in written/spoken English, as pronouns are gender-neutral in ASL.

**Course Description:** A Deaf instructor presents the culture and history of Deaf communities from a national and international perspective. Deaf communities are examined as cultural and linguistic minorities, with all the tensions and conflicts that arise within such minority groups and with the stresses that arise when outsiders interact with such minority groups. Some exposure to ASL is recommended, but not required.

This course is defined as an online synchronous class (listed in the catalog as meeting from 5-7:30 p.m.) in which we will meet on Zoom from 5-6 p.m. on Mondays. We will meet on the first day with the full class. Since we will have an ASL interpreter present on Zoom with us, we will determine during the first week whether it works better to have all of us present from 5-6 p.m. or to split the class into two meetings, i.e. from 5-6 and then from 6:30-7:30. Please reserve Mondays 5-7:30 p.m. for this class as your enrollment in this course indicates that you are available at this time for the class.

Use the same Zoom ID and passcode to sign into the meeting each week. Please do not share these with those who are not in the class. Zoom ID Passcode:

**Required readings and videos:**



**Textbook:** Holcomb, Thomas K. *Introduction to American Deaf Culture*, New York, NY: University Press, 2013.

Assigned book (see below)- you will need to purchase this book for the book review. You can find any of these on [amazon.com](https://www.amazon.com). Some may be cheaper to purchase from Kindle or as an eBook.

**Additional readings and videos:** These will be available online within the modules for the relevant week (via Content) on Brightspace (BSP). You are required to read and/or view the assigned readings/videos for each week and be ready to discuss them in depth.

**Course Learning Outcomes:**

Upon completion of the course, the student should be able to:

- 1.) Provide general characteristics and examples of Deaf American culture and community

- 2.) Explain and identify certain linguistic aspects of American Sign Language (ASL)
- 3.) Discuss three examples of how Deaf Americans experience cultural and linguistic oppression
- 4.) Read and discuss critically different issues that arise in the Deaf community within mainstream society

**Course grade based on:**

<b>Zoom engagement</b>	<b>5%</b>
<b>Discussions</b>	<b>15%</b>
<b>Facebook Deaf Community</b>	<b>10%</b>
<b>Guest Speakers</b>	<b>10%</b>
<b>Book Review</b>	<b>25%</b>
<b>Final Presentation</b>	<b>25%</b>
<b>Reflection Essay</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>

**Schedule:** *\*\*Subject to change, students will be notified of any changes via BSP and class\*\**

**Week 1 (8/31): Who am I? Introduction, Ch. 1; Assignment #1a- Due 9/4** Write about an experience in which you felt marginalized or “handicapped”. **Assignment #1b-** Watch this video and think about how it fits with discussion in chapter and formulate a question or comment in the Discussion thread based on this <http://www.youtube.com/watch?v=70XV-209MJM>

**Week 2 (9/7): No Class, Labor Day, Read Ch. 2, Deaf Culture. Assignment 2: Due 9/11** Watch this video and think about how it fits with the discussion in Ch. 2 and formulate a question or comment in the Discussion thread based on this <https://www.youtube.com/watch?v=U1xQaRbWHus&t=95s>

**Week 3 (9/14): Read Ch. 3, Who are Deaf People? Assignment 3a:** Watch this video and think about how it fits with the discussion in Ch. 3 and formulate a question or comment in the Discussion thread based on this <https://www.youtube.com/watch?v=Xt1jMeEaGOM> **Assignment 3b:** Are you surprised to find out that Deaf people think there’s a “hearing culture”? What does this mean for you?

**Week 4 (9/21): Read Ch. 4, Deafhood. Assignment 4a:** Watch this video and think about how it fits with the discussion in Ch. 4 and formulate a question or comment in the Discussion thread based on this [https://www.youtube.com/watch?v=ggKKL\\_4FCks](https://www.youtube.com/watch?v=ggKKL_4FCks) **Assignment 4b:** Rikki Poynter is a Deaf Youtube vlogger who has been very open about her journey of ‘Deafhood’ without actually mentioning the word. She grew up oral and learned ASL in her mid-20’s. Watch this video and talk about what you see in there that relates to Deafhood. <https://www.youtube.com/watch?v=E9kpRL8nb2Q>

**Week 5 (9/28): Read Ch. 5, Early Definitions of Deaf Culture. Assignment 5:** Watch this video and think about how it fits with the discussion in Ch. 5 and formulate a question or comment in the Discussion thread based on this <https://www.youtube.com/watch?v=io7z5PftOU4&t=91s> Where do you think Rikki Poynter would fit in the three stages of enculturation (p. 88)?

**Week 6 (10/5): Read Ch. 6, Deaf Culture Re-defined. Assignment 6:** Watch this video and think about how it fits with the discussion in Ch. 6 and formulate a question or comment in the Discussion thread based on this <https://www.youtube.com/watch?v=W-ZAWXQbqek> Discuss the poem on pg 111 in connection with the chapter and the video.

**Week 7 (10/12): No Class, Oct. Break 10/13-USM Convocation: Read Ch. 7, American Sign Language: The Language of the Deaf Community. Assignment 7:** Watch these four videos and think about how similar and different the signs are. Which languages do you think are related to ASL or not

related? Why or why not? Formulate a question or comment in the Discussion thread based on Ch. 7 and/or the videos. <https://www.youtube.com/watch?v=3PB2ur6uENg> Maltese Sign Language vs. ASL  
<https://www.youtube.com/watch?v=XX3Z2xoHmq4> Libras vs ASL  
<https://www.youtube.com/watch?v=id7QxQYUO3U> Irish Sign Language (this is for those who know ASL)  
<https://www.youtube.com/watch?v=EMAchBepzYw> Swiss-German SL vs. ASL

**Week 8 (10/19): Read Ch. 8, Deaf Lit. Assignment 8:** Is Deaf Lit the same as ASL Lit? Discuss and give examples. Watch these two videos and discuss whether they are an example of ASL Lit or Deaf Lit and why? Formulate a question or comment in the Discussion thread based on Ch. 8 and/or the videos.  
<https://www.youtube.com/watch?v=L-3Gxazflw8>  
<https://youtu.be/Xh1uxz7CNeE>

**Week 9 (10/26): Read Ch. 9, Deaf Art. Assignment 9:** Find two examples of DeVIA online that particularly resonate within you and show a copy of the artwork in the Discussion thread. Explain one of them in the Discussion thread and talk about why it 'speaks' to you. Formulate a question or comment in the Discussion thread based on Ch. 9 and/or the artwork.

**Week 10 (11/2): Read Ch. 10, Rules of Social Interaction. Assignment 10: Book Review on Discussion thread due today.** You have until Nov. 6 to formulate a question or comment as instructed in your Book Review assignment.

**Week 11 (11/9): Deaf Gain- what is this? Read the following chapters. Assignment 11:** Formulate a question or comment in the Discussion thread based on these papers and think about how Deaf Gain also makes your life easier/better.

**Week 12 (11/16): Hearing Privilege and Intersectionality. Read the chapter posted below and watch the videos. Assignment 12:** Formulate a question or comment in the Discussion thread based on these papers and think about the implications of hearing privilege for you and how intersectionality impacts Deaf people with multiple identities/experiences of oppression.

<https://www.youtube.com/watch?v=yCuNYGk3oj8>  
<https://www.youtube.com/watch?v=po8AvBSaD1A>  
<https://www.youtube.com/watch?v=JcTYXpofAI0>

**Week 13 (11/23): Read Ch. 12, The Collision between Culture and Disability. Assignment 13:** Watch the videos below and formulate a question or comment in the Discussion thread based on the reading and videos.

**Thanksgiving Break begins on 11/25**

**Week 14 (11/30): Read Ch. 13, Diversity in the Deaf Community. Assignment 14:** Watch the videos below and formulate a question or comment in the Discussion thread based on the reading and videos.

**Week 15 (12/7): Read Ch. 15, The Future of the Deaf Community. No more assignments! Prepare for your final project presentation next week! 😊**

**Final Exam Week: Final Project Presentations, Dec. 14, 5-7 p.m.**

#### **Requirements and Assignments:**

**(1) Zoom engagement-** Participation is crucial in this course. The quality of the class depends on your active participation in the discussion. You should come prepared to talk about the readings/video assigned for each week and participate in activities while on Zoom. **(5% of the grade)**

**(2) Discussion:** You must post a comment or a question based on the assigned reading/video each week on Discussions. **(15% of the grade)**

### **(3) Engaging in the online Deaf Community through Facebook**

We have our own USM Deaf Culture Class FB page at <https://www.facebook.com/groups/375178506364262/>. Please send me your email address for Facebook so I can add you to the 'closed group' for our FB page. I will post many different news, events, commentaries by others, etc. for you to read. You have to post at least 4 questions AND 4 thoughtful/reflective comments on our FB page (which will end up with at least 6 questions/comments total for the semester). **(total of 8 questions and/or comments, 10% of grade)**

### **(4) Guest Speaker questions and response paper**

We will have at least three (maybe more) guest speakers this semester. Please welcome them and participate in discussions with them, asking them thoughtful, reflective questions based on what you've learned so far in class. A response paper after each presentation is required. The dates of the speakers will be announced as soon as they are confirmed with the instructor.

In preparation for the speaker's talk, you should have 2 questions based on what we've learned in class or from the books. Indicate your name and which book/chapter(s) your questions are based on the card. Be prepared to ask the speaker these questions. Keep a copy of these questions for yourself when you write your response paper. Your response paper will reflect on what the speaker shared with us, your observations, what you learned, and **how their talk connected with something discussed in class or in the book**. The paper will be due the following week after the speaker's talk. A rubric will be provided on BSP. **(10% of the grade)**

**(6) Book Review:** You will be assigned to a group in which you all will read one book about or written by a Deaf woman from the list below and discuss together. Your group will write a review of the book using the prompts (which will be posted on Brightspace) and discuss your book with others in Discussion on Brightspace (read <https://www.jstor-org.wv-o-ursus-proxy01.ursus.maine.edu/stable/pdf/25486187.pdf> before reviewing the book). **The review should include an analysis of that person's life using concepts and information discussed so far in the Holcomb book**. Please order your book during the first week of class so you'll have enough time to read before the review is due on Oct 26, 11:30 p.m. on BSP.

Your review should consist of 2-3 paragraphs and be posted in the Discussion thread by the due date. Each one of you should have at least one comment on someone else's review and at least one question on someone else's review, which will count towards your Discussion grade. Be prepared to answer questions and respond to the comments posed by your classmates. The grade for your review will include assessment of the review itself, verification of the comment/question on other reviews, and your discussion in the thread. **(25% of the grade, rubric posted on BSP)**

#### **List of books (all by Deaf authors):**

El Deafo- Cece Bell (memoir)  
The Deaf Heart- Willy Conley (novel)  
The Silence Between Us- Alison Gervais (novel)  
The Deaf House- Joanne Weber (memoir)  
Chattering- Louise Stern (short stories)

#### **Assigned to:**

(Asher, Riley, Maia, Amira)  
(Allie, Daniel, Harrison, Kendall)  
(Isabelle L., Lita, Isabella N., Melissa)  
(Grace, Rylee, Tasha, Raegan)  
(Madelynn, Donald, Belle, Alexis)

### **(7) Final Presentation**

Each student will create a 5-minute presentation in a format of their choosing, i.e. artwork, powerpoint presentation, poster, skit, etc... based on their topic. We will do this via Zoom during the Final Exam week. Everyone has to present and attend at least one other presentation by

another classmate. You are expected to fill out a summary/comment form on the presentation that you attend and post on BSP within 20-30 minutes following that presentation. Late summaries/ comment forms will *\*not\** be accepted. For your presentation, you will turn in a handout with a brief summary and 3-4 bullet points that highlight your presentation. A rubric will be posted on BSP and more details on this and the topics will be discussed in class. **(25% of the grade)**

### **(8) Reflective Essay**

Students will write a 2.5-3 page (single-spaced, 11 or 12 Times New Roman font, 1 in. margin) essay at the end of the semester reflecting on this course. Alternatively, you may choose to present your essay in ASL in a video.

The goals of this reflective essay are twofold:

(1) it should demonstrate how this course has changed the way students think about Deaf people, discussing the following points:

- *(Re)define your status quo and examine how your definition of this has changed (or not) since the beginning of the semester.*
- *Explain plans for applying the knowledge gained from this course.*
- *Describe the most worthwhile part of the class.*
- *Reference the book and other articles that support your self-reflection (with at least three citations).*

and (2) students are to explore their personal definition of allyship, by answering the following questions:

- *Explain what being an ally means to you.*
- *What does it mean to be an effective ally?*
- *Why is being an ally particularly important within society?*
- *How do you plan on being an engaged ally to the Deaf community after completion of this course?*

A rubric for the essay will be posted on BSP. If you choose to present your reflection in a video, please let me know and I will post a video rubric. The video must conform to video guidelines posted on BSP and will be graded according to a video rubric which will include grading on ASL 'signancy'. **(10% of the grade)**

### **Snow-day assignments**

We may have a day or two where the campus is closed due to inclement weather. However, we will do a snow-day assignment that can help supplement what we missed in class. I will assign a video for you to watch and each person will post a question and a response to another student's question or comment on Discussion (BSP). The question/comment must be posted on the BSP Discussion thread within one week of the snow day. **2 points for each snow day assignment given.**

\*\*The percentage for the final project grade will be adjusted depending on how many snow-days we get. For example, if we have 2 snow-days, the Final project will be worth 31%.

### **Extra credit**

I am willing to discuss the possibility of an extra credit assignment. I will allow up to two extra credit assignments. We can discuss what kind of assignment would be the best fit but I am very enthusiastic about any extra credit assignments involving a Deaf or ASL event.

## **Communication and cultural guidelines:**

### **Intercultural Communication**

The ability to communicate in ASL and/or spoken English is viewed as an important intercultural communication skill, and one that supports the need for a signing community in any setting. Since this course will be interpreted either in ASL or spoken English, the following guidelines, which are not meant to be all-inclusive, indicate expectations for each class session:

- a. The sole purpose of interpreters in the classroom is to facilitate the flow of intercultural communication between those who use ASL and those who use Spoken English.
- b. The role of interpreters is to effectively convey classroom information quickly and accurately between the professor and students in either spoken English or ASL. The task is complex and dynamic because of the cognitive demands of the interpretation process. Interpreters must wait until they have heard a sufficient portion of the information before they can convey the information. This period of time is known as 'interpreters' lag time.'
- c. Research shows that even the best interpreters cannot convey 100% of all classroom communication. There may be obstacles that can get in the way of effective communication that happens in class. As a result of these obstacles, an interpreted learning experience is simply not the same for those who can hear. In other words, learning through an interpreter is different and may be difficult for some students.
- d. In question-and-answer periods, the students will raise their hand, be recognized, and ask the question to the professor. The interpreter will sign the question to the professor, and then voice the response back to the students.
- e. If students have difficulty understanding the interpreters, they should interrupt the professor at any time for clarification or repetition.
- f. Should students want to communicate in ASL, they must use sign-order rather than word order. However, depending on the level/proficiency of ASL, the professor may ask students to refrain from using ASL and to use interpreters.
- g. Students will try not to sign and speak at the same time. This is called simultaneous communication or its term variants (SimCom and/or sign-supported speech). This marginalizes both languages and information will be lost in one or both languages, leading to an unequal exchange of communication.
- h. Students will remember that carrying on a conversation in only spoken English when in the presence of a Deaf person is considered culturally rude and offensive.
- i. Electronic use in classroom- Please refrain from using any electronic devices such as smartphone, iPads/tablets, or laptops. It is considered culturally rude in the Deaf culture and is visual noise for the instructor (and quite possibly, audio noise for others in the class). If you require the use of a laptop for accommodations, please let the instructor know beforehand.

## **Course policies:**

### **Attendance and participation**



You are expected to be on time and prepared for each class meeting. Participation in discussions and activities is a critical part of this course. Quality participation includes both (a) preparation for class through assigned readings, viewings, and practice activities, and (b) active contributions to in-class discussions and activities.

It is your responsibility to communicate with me **ahead of time** (via email is fine) if you have a planned absence, or to provide **documentation** (doctor's note, etc) for an unplanned absence due to an emergency. If you do not make arrangements ahead of time, and you also do not have **documentation** for an emergency, the absence will be **unexcused**. If you show up for class late 30 minutes or more late, or leave class early at any point during class, you will be marked as **absent** from class.

**Only three (3) absences are allowed without penalty.** For each class missed after the first absence, the student in question will lose ten percent from her/his cumulative earned grade. If you encounter a problem that forces you to have more than 4 absences, it is time to consider dropping the course or petitioning the Dean for permission to withdraw. Such permission is given only in the rarest of circumstances. If other sections of the same class are available at USM, a student may attend these classes to make up for the missed classes, but only with the permission of his/her instructor and these arrangements will need to be made in advance. Students who arrive at class after attendance has been taken are responsible for reporting their presence to the instructor.

You are responsible for material covered during missed classes and for any assignments due, regardless of the reason for the absence. Points missed due to unexcused absences cannot be made up.

\*\*\*For high school students only- if scheduled breaks and holiday observances for your school conflict with those for USM, the USM schedule takes precedence. If you choose to be absent from the class during your high school breaks, the absence will be **unexcused**.

**Absence for Religious Holy Days:** The University of Southern Maine respects the religious beliefs of all members of the community, affirms their rights to observe significant religious holy days, and will make reasonable accommodations, upon request, for such observances. If a student's religious observance is in conflict with the academic experience, they should inform their instructor(s) of the class or other school functions that will be affected. It is the student's responsibility to make the necessary arrangements mutually agreed upon with the instructor(s).

**Class cancellation:** If the instructor cancels the class due to illness or inclement weather (not formalized by the University), you will be notified via email. If any homework is due on GoReact when this happens, it still needs to be submitted. If any homework is due in class when the instructor cancels class, the homework should be submitted in class the next time it is held with the instructor. The instructor will make every effort to bring in a substitute teacher to avoid canceling class and will let you know in advance via email.

**Inclement Weather:** From time to time USM will close the University due to inclement weather. When the cancellation is for an entire day, the class content will be made up at another time or through additional, outside of class, assignments.

When the school opens late or closes early, and the time selected is during the middle of class, we will still hold the class unless you are otherwise notified by me. Two examples:

- Class starts at 5:00 pm, but the University is closing at 5:30 pm, we will still have class unless you hear from me.
- Class starts at 5:00 pm, but the University is opening at 5:30 pm, we will still have class unless you hear from me.

### **Use of technology/electronics during class**

We will use our laptops for our Zoom meetings, but there are other electronic distractions that need to be considered. Please do not look at other websites, Facebook, talk with other people while using your laptop during the Zoom meeting. Use of cell telephones, pagers, text-messaging devices, iPads, and laptops is a

visual (and quite possibly an audio) distraction and diverts one's attention away from what is being taught, possibly causing one to miss an important aspect of ASL grammar or function.

It's also considered rude in Deaf culture not to watch the person signing. For that reason, it is expected that you refrain from using these while on Zoom at all times. Students using a cell phone or texting will be requested to turn off their cellphones. If there is an emergency situation where you are expecting a text or call, please notify the instructor upon entering the class and ask permission to leave the class when the message comes through. We appreciate your consideration and thoughtfulness in this regard. If a student continues to use their cellphone during class, the instructor may ask you to leave the Zoom meeting for that day.

### **Academic Honesty**

All of your work is expected to be your own. You are expected to adhere to the University of Southern Maine honor code. Any violation of the Honor Code as outlined in the Student Handbook will be reported and be grounds for disciplinary action. Prohibited behavior includes but is not limited to:

- a.) copying from others;
- b.) using notes or whispering during quizzes and exams;
- c.) fabrication of information; submission of work prepared for other classes;
- d.) permitting other candidates to copy from or otherwise use your work;
- e.) copying/pasting from the internet for homework or papers, among others not mentioned here.
- f.) watching the video while doing your re-tell of the same video

Plagiarism is a serious issue and we take it very seriously here at University of Southern Maine. If any of your written work is found to contain instance(s) of plagiarism, the assignment will be given a '0' and may be reported to the Dean of Students.

Please check with me if you have any doubts about whether you've cited a work correctly in your paper BEFORE it is due! You may also go to the Tutoring Center, Portland Learning Commons (2<sup>nd</sup> Floor, Glickman Library), (207) 780-4228 or Gorham Learning Commons (1<sup>st</sup> Floor, Bailey Hall Library, (207) 780-5345 (<http://usm.maine.libguides.com/writing>) for assistance in writing your paper and checking your citations.

Plagiarism and cheating will result in the one or more of the following consequences, at the instructor's discretion:

- Grade of "0" for the assigned work
- Reduction of final grade by one letter grade

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the office of Community Standards and Mediation online at [usm.maine.edu/community-standards-mediation/academic-integrity](http://usm.maine.edu/community-standards-mediation/academic-integrity) or by calling and requesting a copy at (207) 780-5242.

### **Non-Discrimination Policy**

The University of Southern Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Amie Parker, Interim Director of Equal Opportunity, The Farmhouse, University of Maine Augusta, Augusta, ME 04333, 207.581.1226, TTY 711 (Maine Relay System). Incidents of discrimination or bias at USM should be reported to Associate Vice President for Student Affairs David Roussel at 207-780-5242.

**Disability Accommodations:** The university is committed to providing students with documented disabilities equal access to all university programs and services. If you think you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. The Disability Services Center can be reached by calling 207-780-4706 or by



email at [dsc-usm@maine.edu](mailto:dsc-usm@maine.edu). If you have already received a faculty accommodation letter from the Disability Services Center, please provide us with that information as soon as possible. Please make a private appointment so that we can review your accommodations, even if you have had the same instructor in a previous course.

**Counseling:** Counseling is available at USM. The best way to schedule an appointment is to email [usm.health@maine.edu](mailto:usm.health@maine.edu). More information is available at <https://usm.maine.edu/uhcs>.

### **RECOVERY ORIENTED CAMPUS CENTER (ROCC)**

A peer support community for students in recovery from substance abuse and other mental health conditions is available at USM. More information may be found online at <https://usm.maine.edu/recovery> or by contacting ROCC at 207-228-8141.

### **Gender-Based Discrimination, Harassment, or Violence (Title IX):**

The University of Southern Maine is committed to making our campuses safer places for students. Because of this commitment, and our federal obligations, faculty and other employees are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating or domestic violence, and stalking). Disclosures of interpersonal violence must be passed along to the University's Deputy Title IX Coordinator who can help provide support and academic remedies for students who have been impacted. More information can be found online at <http://usm.maine.edu/campus-safety-project> or by contacting Sarah E. Holmes at [usm.TitleIX@maine.edu](mailto:usm.TitleIX@maine.edu) or 207-780-5767. If students want to speak with someone confidentially, the following resources are available on and off campus: University Counseling Services (207-780-4050); 24 Hour Sexual Assault Hotline (1-800-871-7741); 24 Hour Domestic Violence Hotline (1-866-834-4357).

### **POLICY ON ACCEPTABLE CONDUCT IN CLASS SETTINGS**

If a student substantially disrupts a class, the professor may ask the student to align with this policy on conduct in a class setting. If the student refuses, the professor may, at their discretion, ask the student to leave. If the professor takes this step, they must attempt to communicate with the student and provide informal counsel and advice. The professor may elect to notify their dean of the situation as well. If the student disrupts the class again, the professor may, at their discretion, provide a written notification to the student, describe the offending behavior, and refer the student's case to the appropriate academic dean and notify the dean of students that an official student conduct code violation has occurred [<https://usm.maine.edu/community-standards-mediation/conduct-process>].