

# CHICAGO STATE UNIVERSITY

## **I. Multicultural Issues in Counseling (3 credits)** *PSYCH 5710, Section 61 (Fall 2009)*

**II. Instructor** Paula M. Chrishon, Ph.D.  
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**Office Phone** (773) 995 – 2117  
**Office Hours/Location** **Monday: 3:30 – 5:00; Tuesday: 4:00 – 5:00;**  
**Wednesday: 3:30 – 5:00/HWH 220**  
**Course Time/Location** Monday, 5:00 – 7:50 p.m.

## **III. Attendance Policy:**

*Two excused absences* are allowed with *prior notification*. *More than two* unexcused absences will result in a grade reduction and possibly administrative withdrawal from the course per Chicago State University attendance guidelines. In addition, I will consider attendance in the calculation of borderline final grades.

## **IV. ADA Policy:**

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

**V. Course Prerequisite:** PSYC 5600/406 or 5611/411 or concurrent enrollment. Admission into the master's degree program.

## **VI. Conceptual Framework:**

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

## **Department Mission**

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

## **VII. Course Description:**

This course is designed to develop expertise in counseling individuals from diverse backgrounds, including, but not limited to individuals of African American, Hispanic, Asian and American heritage. It includes a study of change, ethnicity, changing roles of women, and sexism, urban and rural societies, changing populations, cultural mores, and differing life patterns.

## **VIII. Method of Instruction:**

This course is designed to examine the impact of privilege on students' perception of culture, diversity and identity. The goal is to promote a broader and in-depth understanding of self, especially in relationship to issues of multiculturalism and diversity. The ultimate goal is to enhance the overall competencies of the counselor-in-training so that counseling services may be rendered more effectively within the context of the culture and life expectancies of the client. Students will explore their own culture and reactions to and perceptions of persons who are different. The course specifically examines class, ableness, gender, socioeconomic status (SES), ethnicity and sexual orientation, and the interaction between those statuses and clinical issues. This course will provide diverse learning opportunities through didactic instruction and shared experience and introspection. To facilitate students' growth and development in this area, this course will include a combination of lecture, case studies, group activities, videos, media analysis, student presentations, and interactive exercises including role-plays, and examinations and written assignments.

## **Use of Technology:**

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at [www.csu.edu](http://www.csu.edu)), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

#### **IX. Program Objectives met in this Course (*italicized*):**

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. *Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.*
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

#### **X. Course Objectives Assessments/Student Outcome Measures**

##### **Assessments/Student Outcome Measures**

	<b>Course Objectives: At the conclusion of this course, students will be able to:</b>	<b>Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs</b>	<b>Assessments/Outcome Measures</b>
<b>1</b>	Understand multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups, nationally, and internationally	CACREP = 2a	Discussion, Exams. Written Assignments, Experiential Exercises
<b>2</b>	Develop increased self-understanding and understanding of social/cultural/racial/ethnic identity, beliefs, understandings, attitudes, and acculturative experiences in self as well as in others	CACREP = 2b, 7g CMH = E2	Discussion, Exams. Written Assignments, Experiential Exercises
<b>3</b>	Know the theories of multicultural counseling, identity development, and social justice	CACREP = 2c ISBE = 11	Discussion, Exams. Written Assignments, Experiential Exercises
<b>4</b>	Demonstrate an increased awareness of personal assumptions, biases and world views that contribute to interpersonal relationships with individuals who are diverse and how they impact counselor approaches and conceptualization	CACREP = 1i, 2e, 7g	Discussion, Exams. Written Assignments, Experiential Exercises
<b>5</b>	Develop appreciation of the social/racial/ethnic/cultural and political issues implicit in counseling theory, diagnosis, research, counseling and psychotherapy, as well as the impact of differences in power and privilege, and other culturally supported behaviors detrimental to the growth of the human learning, spirit, mind, or body and help-seeking behaviors	CACREP = 1i, 2c, 2e CMH = E1 SC = E1	Discussion, Exams. Written Assignments, Experiential Exercises
<b>6</b>	Demonstrate increased knowledge of multicultural and pluralistic trends and determine the quality of life of the groups covered in this course.	CACREP = 2a	Discussion, Exams. Written Assignments, Experiential Exercises
<b>7</b>	Demonstrate an understanding and ability to apply	CACREP = 2b, 2c,	Discussion, Exams.

	theories of multicultural counseling, theories of identity development, and multicultural competencies in case conceptualization, diagnosis, treatment, referral, and prevention	CMH = D2, K4	Written Assignments, Experiential Exercises
8	Demonstrate minimal proficiency in applying individual, couple, family, group, and community strategies (for initiating, maintaining, and terminating) working with diverse populations.	CACREP = 2d CMH = D5, E3 SC = E4, F1	Discussion, Exams. Written Assignments, Experiential Exercises
9	Demonstrate an understanding of the primary ethical and legal considerations impacting counselors working in this area.	CACREP= 8f	Discussion, Exams. Written Assignments, Experiential Exercises
10	Understand the advocacy processes, conflict resolution, and cultural self-awareness and social justice (and the counselor's role in these) needed to address institutional and social barriers that impede client access, equity, and success	CACREP = 1i, 2e CMH = E4, F2 SC = E2	Discussion, Exams. Written Assignments, Experiential Exercises
11	Understand the application of prevention, intervention, consultation, education, and advocacy to promote mental health in a multicultural society	CMH = C4	Discussion, Exams. Written Assignments, Experiential Exercises
12	Identify the role of counselors in eliminating biases, prejudices, and processes of intentional and nonintentional oppression and discrimination	CACREP = 2f CMH = E5	Discussion, Exams. Written Assignments, Experiential Exercises

### Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards <<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

### XI. Grading Policy and Evaluation Criteria

Exam	30%	A	90%-100%
Journals	15%	B	80%-89%
Group Project	15%	C	70%-79%
Final Project/Paper	30%	D	60%-69%
Attendance/Participation	10%	F	Below 60%

### Personal Note from Instructor

In addition to providing you with a broad overview of theoretical precepts, this course is designed to help you to continue to develop critical thinking skills. There are often differences of opinion and new research sometimes contradicts longstanding psychological theories. As your critical thinking skills continue to develop, you will be better able to analyze information and justify what you believe to be truth and what you believe to be fiction ... both within and outside of the field of counseling.

### Developing a Safe Environment and Maintaining Confidentiality

The responsibility for developing and providing a growth-promoting experience lies with all of us. Class discussions can become very passionate and experiential activities can be very powerful. Your experiences in this class may be positive, challenging and painful. Because very strong personal feelings may arise, I will make a concerted effort to create a safe environment in which you will be able to engage in the personal exploration necessary to address issues of cultural diversity honestly and openly. I ask that you too take responsibility for maintaining such an environment. ***Another reminder ... Information shared in the course should be considered confidential.*** I expect you to maintain other class members' confidentiality and respect their right to share personal information as they choose. It is my expectation that you will discuss your own personal reactions and thoughts with one another in a respectful way. Please note that learning in experiential classes, such as this one, involves open self-expression, conversation and listening. If I feel that your values, beliefs or behavior warrant concern, I will approach you directly before I share information with faculty outside of the course.

### Course Requirements and Evaluation

#### ❖ Technology

Students are expected to be able to use a computer, access the internet, send and retrieve email, open attachments, and conduct a library search online. I will rely *heavily* on blackboard to make announcements, post lecture notes and assignments (copies are a luxury), and I will frequently send email messages to the class as a whole and to individual students. As such, *it is your responsibility* to ensure that you have *access to blackboard* and *your email account* as email messages will **ONLY** be sent to the account on file with the university. "I can't access my account," "I don't use my CSU account," "I don't know how to access my account," and other excuses are **NOT** adequate justifications. If you do not utilize your university email account, contact IT for assistance with having your CSU email messages forwarded to the address of your preference.

**VIRTUAL CLASS TIME:** From time to time, we will continue our class discussion in the "virtual world." There also may instances in which I may come across an article (i.e., newspaper, etc.) that I believe the class would benefit greatly from discussing the event as it is happening. In those instances, I will hold a discussion forum relating to the topic in blackboard.

1. **Please remain engaged in the discussion forums throughout the time allotted for the discussion – Do not make all posts in response to the topic and/or your scholarly peers ON ONE DAY ... THE POINT IS FOR YOU TO REMAIN INVOLVED ...** Two **substantive** (explained below) postings are expected for EACH discussion forum ... you are encouraged to be involved more ... but this is the minimum.

As stated above, participation is to be **substantive and will be graded accordingly**. In other words, posting comments like "I agree," "That's great. I wish I would have thought of that," or "What do you mean?" *are not considered substantive*. A **substantive posting** is defined as "participation that is rich, deep and probing. It sometimes piggybacks on someone else's comment, challenging or adding more. Sometimes it is a new idea or question. Substantive input adds depth to a discussion and carries its own weight. It demonstrates that you are using your critical thinking skills and values the advancement of knowledge for yourself and others."

A checklist for **substantive postings** includes these questions:

- Does the response add a new insight to ideas already offered?
- Does it challenge previous ideas and add appropriate counter-thought?
- Does it give a sense of the "ah-ha," and encourage deeper thought?
- Does it take enough time to "wallow" in an idea and ask probing questions?
- Does it demonstrate that you have done appropriate reading on the topic?

#### ❖ Attendance/Participation

##### Attendance

In this class, we will engage in a variety of experiences of which cannot be duplicated by borrowing a classmate's notes. As such, class *attendance is mandatory*. It is *your responsibility* to inform me *before* the class meeting time if:

1. you are unable to attend class
2. must arrive late
3. must depart early due to special circumstances (i.e., schedule your absence or tardiness due to your child's report card pickup day ahead of time).

Assignments are **due on time** at the **start of class**. *Points will be deducted for late work*. If you are late to class, your assignment is late and points will be deducted. **5%** of your grade will be taken off each day that the assignment is late (*showing up late for class means 5% deduction*).

I *will not accept assignments via email* (printer cartridges are a luxury) with the exception of the research paper, which in addition to a hard copy to be turned in at the appropriate class time, you are to submit this assignment in **turnitin** on the specified date **by 5 pm**.

If you are absent, schedule a way to have the assignment delivered to my office in Harold Washington Hall, Room 220 (under the door is fine).

##### Participation

I expect you to take an active role in your own learning as well as the learning of your peers by completing and thinking carefully and critically about your scheduled readings and assignments and arriving to class prepared to ask questions and share your thoughts, observations, and reactions. Class participation includes physical attendance (*do you show up? you must be present to participate*),

psychological attendance (*does your mind show up? can you show evidence of thinking during class?*), and interpersonal attendance (*do you hear and incorporate what others are communicating?*).

Poor participation will be addressed on a case-by-case basis and if continued after it has been brought to your attention, *points will be deducted*.

### ***Participation Evaluation***

- Evidence of reading assignment completion
  - Did not read assignment
  - Read part of assigned readings
  - Read all of assigned readings
- Engagement with classmates
  - no engagement, sitting mute
  - some dialogue and discussion taking place during class periods
  - dialogue that builds upon and continues discussion taking place
- Regularity of participation
  - Never or very rarely offers comments, ideas or questions
  - Offers comments, ideas or questions at least once a class period
  - Offers comments, ideas or questions more than once a class period
- Respect for other class members
  - Shows disrespect for others
  - Allows others to complete their ideas and displays courtesy even when disagreeing with others
  - Allows others to complete their ideas and displays courtesy even when disagreeing with others and additionally encourages and builds up other speakers
- Integration of participation into other course work
  - No integration demonstrated
  - Some integration demonstrated
  - Consistent integration, that is oral and written assignments reflect careful and thoughtful attention given to the ideas and insights others have offered in class

### ❖ **Journals**

Completion of a semester long, class journal is required. You should purchase a notebook, binder or bound journal of some kind in which to record your reactions to course material, experiential exercises, multicultural interactions outside of class and general reactions to exploring course issues. Entries should be at least twice a week (one paragraph or longer), with more frequent entries encouraged. Entries should begin on the week of the first class and continue until the final class meeting of the semester. Class journals will be collected and reviewed on specific dates specified in the class schedule. I will make written comments concerning journal entries to clarify a point or provide additional resources or ideas.

### ***Journal Guidelines***

Think of your daily experiences, class time and the readings in your class. When you focus on an experience, ask yourself:

- a. What was significant in your experience? Describe the situation, your thoughts, feelings, etc.,
- b. Observe what surprised you. What was new? Observe your “blind spots” and comment on them.
- c. What questions were raised as you observed yourself, your thoughts, feelings and “blind spots”?
- d. If you could would you change this experience?
- e. What else would you like to say? In this section, you may respond in writing, art, poetry or other creative art forms.

### ❖ **Examination**

There will be **one** examination, which will consist of multiple choice and short-answer questions.

### ❖ **Group Project – Class Presentation**

Each student will work in groups of three or four, to present a 40 – 50 minute oral presentation to the entire class. This presentation will focus on a topic chosen by the group members, related to the text used in the course. Additional materials (e.g., journal articles) must supplement the textual material. Each member is expected to contribute to the overall oral presentation. **THE PRESENTATIONS MUST BE EXTEMPORANEOUS.** PowerPoint is required for all presentations. Each group should conduct an in-depth review of the topic and be able to conduct a discussion after the presentation.

The 40 – 50 minute group presentation will include:

- a) An introduction with a rationale for selecting the particular topic for your presentation

- b) Your objectives, the statement of the purpose or the issues to be addressed in your presentation and target audience
- c) Materials supported by research findings or information gathered from other sources to accomplish your objectives or to address your issues
- d) Body of presentation must include ideas presented clearly and present a smooth transition into the next point ... **MUST BE EXTEMPORANEOUS**
- e) Presenter must engage the audience through eye contact, monitor voice tone and gain rapport with the audience
- f) Presenters must include a 1 – 2 page handout separate from the PowerPoint slides - handout must include references and an overall summary
- g) Conclusion (which will include your discussion) will include a brief summary of your thesis and implications for counseling practitioners and learners
- h) Attendance during other presentations and attentiveness to others is required

**Presentations will be evaluated as follows:**

- a) Clarity and organization of the presentation (introduction, rationale, objectives, logical development of the thesis, and conclusion)
- b) The quality of material presented. Did the material sufficiently cover the topic supported by research findings, information from other sources and/or activities
- c) Was the material presented interesting, relevant, practicable and useful
- d) Use of PowerPoint, other supporting materials (i.e., handouts), activities, and discussion

❖ **Final Project/Paper**

**Paper:** In your final paper you are to identify an incident or individual, institutional or cultural discrimination in which you have somehow been involved in your everyday life (bystander, victim, participant, etc.). You should examine your experience and the experience of others involved based on social identity, values, beliefs, etc. Examine the impact of your response and consider alternative responses. Develop an action plan for future similar situations. Finally, explore the professional implications of what you have learned about yourself and others.

Your paper should be 8 to 10 pages and should be typed, double-spaced and in APA style, with references. I will grade based on the clarity, thoroughness and thoughtfulness of your paper as well as on grammar and spelling. In addition, each of the following areas should be addressed:

- I. Identify features of the individual, institutional or cultural discrimination in your everyday life.
  - Background information: Location, time, social group membership of all involved, other relevant information
  - Actions: actions, attitudes, beliefs values of self and others (What did you actually do? What other options occurred to you at the time?)
  - Reflections of self: thoughts and feelings; social group membership and other factors and their influences on your thoughts, feelings and behavior
  - Reflections of others: thoughts and feelings; social group membership and other factors and their influences on their thoughts feelings and behavior
  - Connection to class concepts and outside literature throughout the above discussion (VERY IMPORTANT).
- II. Examine the impact of your behavior (i.e. costs and benefits). Explore at least two possible alternative ways you could have acted. Examine the impact of these actions. Develop an action plan for similar situations in the future.
  - Impact of the incident. Costs and benefits of what you did and to all involved.
    - Possible response #1. What do you wish you had done? What alternatives occur to you now, upon reflection?
      - Costs and benefits: What obstacles or enablers make these alternatives seem either difficult or possible?
    - Possible response #2
      - Costs and benefits.
  - Action plan. In the future, how will you respond to a similar situation?
  - Connection to class concepts and outside literature throughout the above discussion (VERY IMPORTANT).
- III. **Implications for Professional Development.**
  - How do you think it will be for you to engage in professional and counseling relationships with members of group(s) different from you? And/Or how will it be for you, as a member of a stigmatized group, to function as a professional?
  - What strengths do you bring to the relationship? What challenges do you have to face?
  - How has this activity affected your development? How do you plan to continue this process of growth.

**XII. Required Texts:**

Sue, D. W. & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice, 5<sup>th</sup> Edition*. New York, NY: John Wiley and Sons.

**XIII. Required reading:** Selected readings from articles made available by the instructor**XIV. Bibliography:**

- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.
- Boyd-Franklin, N. (2003). Race, class, and poverty. In F. Walsh (Ed.), *Normal family process* (pp. 260 – 279). New York: Guilford Press.
- Brunsma, D. L., & Rockquemore, K. A. (2001). The new color complex: Appearances and biracial identity. *Identity: An international journal of theory and research*, 1, 225 – 246.
- Castillo, L. G., Brossart, D. F., Reyes, C. J., Conoley, C. W., & Phoummarath, M.J. (2007). The influence of multicultural training and perceived multicultural counseling competencies and implicit racial prejudice. *Journal of Multicultural Counseling and Development*, 35, 4, 243-254.
- Comas-Diaz, L., & Greene, B. (1994). *Women of color: Integrating ethnic & gender identities in psychotherapy*. Guilford Publications.
- Davis, L. (1998). *Working with African-American Males*. CA: Sage Publication.
- Fischer, A. R., & Holz, K. B. (2007). Perceived discrimination and women's psychological distress: The roles of collective and personal self-esteem. *Journal of Counseling Psychology*, 54, 154 – 164.
- Helms, J. E. (2007). Some better practices for measuring ethnic and racial identity constructs. *Journal of Counseling Psychology*, 54, 235 – 246.
- Liu, W. M., Pickett, T, Ivey, A. E. (2007). White middle-class privilege: Social class bias and implications for training and practice. *Journal of Multicultural Counseling and Development*, 35, (4), 194 – 206.
- Malott, K., M. (2009). Investigation of ethnic labeling in the latina population: Implications for counselors and counselor educators, *Journal of Counseling and Development*, 87, (2), 179 – 185.
- Nilsson, J. E., & Duan, C. (2007). Experiences of prejudice, role difficulties, and counseling self-efficacy among U.S. Racial and ethnic minority supervisees working with white supervisors. *Journal of Multicultural Counseling and Development*, 35, (4), 219 – 229.
- Ober, A. M., Granello, D. H., & Henfield, M. S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision*, 48, (3), 204 – 221.
- Suzuki-Crumly, J., & Hyers, L. L. (2004). The relationship among ethnic identity, psychological well-being, and intergroup competence: An investigation of two biracial groups. *Cultural Diversity and Ethnic Minority Psychology*, 10, 137 – 150.
- Utsey, S.O., Bolden, M.A., & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In Ponterotto, J.G., Casas, J.M. Suzuki, L.A., Alexander, C.M. (Eds.). *Handbook of multicultural counseling (2<sup>nd</sup>)*. (pp. 311-336). Thousand Oaks, CA: Sage.

**XV. Class Schedule**

This schedule is subject to change. Once changes are announced, each student is fully responsible for any necessary resultant adjustments.

Class	Date	Topics	Readings
1	8/24	Course Introduction – Discussion	
2	8/31	The Affective and Conceptual Dimensions of Multicultural Counseling and Therapy	Chapters 1 & 2
3	9/7	<b>NO CLASS – LABOR DAY</b>	
4	9/14	Politics of Counseling and Psychotherapy; Sociopolitical Considerations of Trust and Mistrust in Multicultural Counseling/Therapy <b>Journal Entries Due</b>	Chapters 3 & 4
5	9/21	Racial, Gender and Sexual Orientation Microaggressions: Implications for Counseling and Psychotherapy	Chapter 5
6	9/28	Barriers to Effective Multicultural Counseling/Therapy <b>Journal Entries Due</b>	Chapters 6

7	10/5	Culturally Appropriate Intervention Strategies; Multicultural	Chapter 7
8	10/12	Family Counseling and Therapy	Chapter 8
9	10/19	Racial/Cultural Identity Development: Therapeutic Implications	Chapters 10
10	10/26	White Racial Identity Development: Therapeutic Implications <b>Take Home Midterm Uploaded in Blackboard at 5 p.m. Journal Entries Due</b>	Chapter 11
11	11/2	Social Justice Dimensions in Counseling/Therapy; Minority Group Therapists: Working with Majority and Other Minority Clients <b>Take Home Midterm Due at 5 p.m.</b>	Chapters 12 & 13
12	11/9	Counseling Multiracial Descent Persons	Chapter 18
13	11/16	Counseling African Americans and American Indians and Alaskan Natives <b>Journal Entries Due</b>	Chapters 14 & 15
14	11/23	Counseling Asian Americans and Hispanic/Latino Americans	Chapters 16 & 17
15	11/30	Counseling Arab Americans and Jewish Americans	Chapters 18 & 19
16	12/7	Counseling Sexual Minorities and Older Adults <b>Journal Entries Due</b> <b>Final Project/Paper Due – bring hard copy to class and electronic version due in turnitin by 5 p.m.</b>	Chapters 23 & 24

**Disclaimer**

Information in this syllabus was, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of Chicago State University, to make any changes in course content or instructional techniques without notice or obligation.

**Electronic Device Notice**

*AS A MATTER OF COURTESY TO YOUR CLASSMATES AND MYSELF, IF YOU CARRY A PAPER AND/OR CELLULAR PHONE AND/OR ANY OTHER ELECTRONIC TOYS THAT MAKE NOISE, PLEASE PUT THESE DEVICES ON SILENT ALERT DURING CLASS TIME.*

**Unattended Children**

Unattended children are not allowed in Douglas Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x 2556) where they will be safe while you are in class.

**Plagiarism and Academic Misconduct**

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures," article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

**American Disabilities Act**

Students with diagnosed learning disabilities, or physical disabilities that interfere with learning, are strongly urged to register each semester with the CSU abilities office (SUB 190, x4410). Services may be requested at any time but are not retroactive.

**Maintaining confidentiality**

In order to protect the confidentiality of clients and class members, students will discuss sensitive information ONLY while in class. Any breach of confidentiality will be considered a serious ethical and academic violation.

**NOTE: FAILURE TO READ ANY PORTION OF THE SYLLABUS DOES NOT EXCUSE THE STUDENT FROM THE REQUIREMENTS HEREIN.**