



CM550
Diversity & Multiculturalism
3 Credit Hours
Spring 2020

Course Introduction	
Instructor:	Theresa Moore, Ed.D., LCPC, BC-TMH
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Course Section #	CM 550A
Course Meeting Day/Time	Mondays 9am-11:50am
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Official Course Description

This course is designed to provide a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course will cover theories, research, and practices associated with multicultural competence with emphases on both between-group and within-group differences and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students will be introduced to topics including oppression and privilege, racism, discrimination, sexism, power, ageism.

Institutional Learning Outcome Addressed

Institutional Learning Outcomes

The institutional learning outcomes for students completing degree programs are:

Scholarship: Graduates will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined.

Diversity: Graduates will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.

Professional Behavior: Graduates will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.

Professional Practice: Graduates will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology/counseling.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

1. Diversity and Advocacy: demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.
2. Foundations: show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
3. Counseling, Prevention, and Intervention: demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.
4. Assessment: demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology.

5. Diagnosis: demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.

Scholarship

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

- Graduates will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined.
 - Research and Evaluation: competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

By the end of this course, students will be able to...

1. Demonstrate multicultural counseling competencies and use of strategies with reference to public policies and resource systems in advocating for diverse individuals, families and communities.
2. Develop an awareness of optimal wellness and growth of human spirit, mind, and body through different cultural behaviors and practices.

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- Graduates will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.
 - Graduates will demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.

By the end of this course, students will be able to...

1. Explain multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups.
2. Evaluate their personal and learning experiences to facilitate their understanding (attitudes and beliefs) of self and culturally diverse clients.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- Graduates will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.

By the end of this course, students will be able to...

1. Conceptualize how living in a multicultural society affects his/herself and clients who are seeking clinical mental health services, including the effects of racism, discrimination, sexism, power, privileges, and oppression.
2. Articulate and apply multicultural counseling theories, models of identity development, and social justice principles for counselors.

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- Graduates will demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.

By the end of this course, students will be able to...

1. Develop a framework for understanding individuals with exceptional abilities and disabilities and for formulating differentiated intervention and treatment strategies.
2. Develop an awareness of one's cultural self in relation to their role in promoting cultural social justice, advocacy, and conflict resolution.
3. Develop an identity as agents of social change, an awareness of the cultural self, and their role in eliminating biases, prejudices, and processes of oppression and discrimination.

Required and Optional Texts and Electronic Reserves

Required Texts

Title (APA Format)	ISBN-13	Publisher's Price
1. Allport, G. W., & Mazal Holocaust Collection. (1954). The nature of prejudice. Cambridge, MA: Addison-Wesley Publishing Company.	ISBN is for 25th edition version: 0201001799	
2. Rosenblum, K. E., & Travis, T.-M. (2012). The meaning of difference: American constructions of race, sex and gender, social class, sexual orientation, and disability : a text/reader. New York: McGraw-Hill.	0078111641	

Required Readings on either eReserve or Canvas

Check the files area in Canvas first before going to eReserves.

Optional but Recommended Texts and Readings

Sue, D. W., & Sue, D. (2016). Counseling the culturally diverse: Theory and practice. Hoboken, NJ. Wiley. ISBN: 9781119084372

McIntosh, P. (1988). White Privilege: Unpacking the invisible knapsack. Race, class and gender in the United States: An integrated study, 4, 165-169

Mollen, D., Ridley, C & Hill, C (2003). Models of multicultural counseling competence: a critical evaluation. In D. Pope- Davis H. Coleman & W. Liu. Handbook of Multicultural

competencies in counseling and psychopathology (pp.21-37. Thousand Oaks, CA: SAGE Publications Ltd. Doi:10.4135/9781452231693.n2

Course Rubric

Learning Outcomes Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
Explain multicultural and pluralistic trends, including	Not able to explain multicultural and pluralistic trends,	Basic ability to explain multicultural and pluralistic trends	Intermediate understanding of multicultural and pluralistic trends	Advanced understanding of multicultural and pluralistic trends

characteristics and concerns between and within diverse groups (CACREP II.F.2.a.)				
Conceptualize how living in a multicultural society affects his/herself and clients who are seeking clinical mental health services, including the effects of racism, discrimination, sexism, power, privileges, and oppression (CACREP II.F.2.b.).	No understanding of Multicultural effects	Basic understanding of Multicultural effects	Intermediate understanding of Multicultural effects	Advanced understanding of Multicultural effects
Evaluate their personal and learning experiences to facilitate their understanding (attitudes and beliefs) of self and culturally diverse clients (CACREP II.F.2.b.).	No capacity to Assess or facilitate understanding	Basic capacity to Assess or facilitate understanding	Intermediate capacity to Assess or facilitate understanding	Advanced capacity to Assess or facilitate understanding
Articulate and apply multicultural counseling theories, models of identity development, and social justice principles for counselors (CACREP II.F.2.c.)	No capacity to apply multicultural counseling theories	Basic capacity to apply multicultural counseling theories	Intermediate capacity to apply multicultural counseling theories	Advanced capacity to apply multicultural counseling theories
Demonstrate multicultural counseling competencies and use of strategies with reference to public policies and resource systems in advocating for diverse individuals, families and communities (CAREP II.F.2.d.).	No ability to demonstrate multicultural counseling competencies	Basic ability to demonstrate multicultural counseling competencies	Intermediate ability to demonstrate multicultural counseling competencies	Advanced ability to demonstrate multicultural counseling competencies
Develop a framework for understanding individuals with exceptional abilities	Lacks the ability to apply intervention and treatment strategies	Basic ability to apply intervention and treatment strategies	Intermediate ability to apply intervention and	Advanced ability to apply intervention and

and disabilities and for formulating differentiated intervention and treatment strategies (CACREP II.F.3.e.).			treatment strategies	treatment strategies
Develop an awareness of one's cultural self in relation to their role in promoting cultural social justice, advocacy, and conflict resolution (CACREP II.F.2.e.).	No understanding or awareness of one's cultural self	Basic understanding or awareness of one's cultural self	Intermediate understanding or awareness of one's cultural self	Advanced understanding or awareness of one's cultural self
Develop an awareness of optimal wellness and growth of human spirit, mind, and body through different cultural behaviors and practices (CACREP II.F.2.e.).	No understanding the function of clinical mental health counselors	Basic understanding the function of clinical mental health counselors	Intermediate understanding the function of clinical mental health counselors	Advanced understanding the function of clinical mental health counselors
Develop an identity as agents of social change, an awareness of the cultural self, and their role in eliminating biases, prejudices, and processes of oppression and discrimination (CACREP II.F.2.f; II.F.2.h..).	No understanding or awareness of one's cultural self	Basic understanding or awareness of one's cultural self	Intermediate understanding or awareness of one's cultural self	Advanced understanding or awareness of one's cultural self

Class Schedule, Assignments, and Grading

- Attendance/participation (8 points per class → 120 total points)**

Active participation is a key to the learning process. Students will be challenged and encouraged to examine issues from a variety of perspectives. Students will only get out of the class what they put into it. This class is designed to develop critical thinking, self-reflection, and cultural respect in accordance to counseling competencies and application. This class will take a collaborative approach to learning –will expose diverse perspectives from peers, the instructor, and other course strategies. Class participation is key! Even if students attend all classes but choose not to contribute to in-class discussions, class participation points will be deducted. Students must demonstrate active discussion and engagement in class discussions, role-plays, and exercises. Class participation points are based on engagement with colleagues and instructor throughout the semester and demonstrate graduate level analysis of course content. Please keep in mind that absences/tardiness can affect the class participation grade.

Due Date: Ongoing

- **Journal Reflection (15 points per entry → 60 total points)**

Students will create journal entries to CANVAS based on questions posted by the instructor/ TAs for the corresponding week. Following this answer, students are allowed to write a general reflection on significant moments of discussion experienced from the previous class. Journals will be 450-700 words typed in APA (no cover page) with support from notes and/or readings.

Due Dates: 1/11, 1/25, 2/8, 2/22, 3/7, 3/21

- **Your Worldview Paper: 50 Points**

Drawing from the readings, knowledge about yourself and experiences in our multicultural society, you are to describe your cultural identity from a developmental perspective. This paper will be an exploration into the nature of your own personal values, cultural identity, family history and current lifestyle. It is to be a cultural autobiography that address the constructs that are most salient to your self-definition/identity (i.e. ethnicity, race, culture, spirituality, class, gender identity, sexual orientation, ability, etc.). The narrative is to be written from a multigenerational perspective and should address how your familial, ethnic, and cultural influences and life experiences have led to your current sense of self, your work as a counselor and your ability to work with different group in counseling. When writing the narrative, please see below for the guide:

1. *Describe yourself in terms of basic demographics (e.g. age, gender, race, ethnicity, sexual orientation, level of ability, birth order, etc.).*
2. *Describe your earliest recollection of learning your race or ethnicity.*
 - a. *When do you recall learning that you were male or female? How did you learn this?*
 - b. *When do you remember learning what your sexual orientation is and how did you learn this?*
 - c. *When did you find out what religion your family practiced?*
 - d. *How did your family feel about people who had a different religion? Did you have similar feelings?*
 - e. *How often did your family talk about your ethnic heritage and in what context?*
3. *What does it mean to be a racial/ cultural being?*
 - a. *Discuss what messages (verbal and nonverbal) you received about your cultural or ethnic background and what childhood experiences reinforced them. What message did you receive about other cultural or ethnic groups?*
 - b. *How did you first come to understand that racism existed? What did you learn from this experience?*
4. *What is your perception of cultural diversity?*
 - a. *How do you define differences?*
5. *What are your known stereotypes and biases about individuals from other (different from your own) groups?*
 - a. *What are your known stereotypes and biases about individual from your own cultural group?*
 - b. *What cultural values do you currently hold? Are they similar to or different than those of your family?*
 - c. *How do you plan to manage value conflicts with your client?*
 - d. *What groups do you think that you will have the most difficulty working with? Which group that will be the least difficulty? Why?*

This paper should be about 8-10 pages, double-spaced, complete with references and must include at least peer reviewed works.

Due Date: 2/15/20

- **Examining Media: 50 Points**

You will be divided into groups of 3 and will chose a form of media to examine over the course of the next several weeks. Talk media, movies and TV, commercials, educational periodicals/journals, newspapers and popular magazines, as well as The Internet may be used. Your team will select one form of media, with only one team per media. Prepare an approximate 30 minute presentation

for the class including an overview of the process employed and your findings including complete demographic information about each site. Be alert to bias (or not) which you may discover in the materials you survey.

Submit one executive summary, with presentation of media work. Your summary and presentation will focus on the following questions or points:

1. *How are multicultural perspectives introduced with regard to ethnicity, race, age, sexual orientation, socioeconomics, class and religion?*
2. *What covert and overt messages are heard through your form of media?*
3. *Does your group observe any particular patterns of how certain groups of people are portrayed? If yes, what concerns might you have?*
4. *Describe how this feedback can impact a client and counselor's worldview.*
5. *Recommend multicultural competencies for the media.*
6. *Identification of the minority characters/Individuals.*
7. *Are there any clashing cultural values or communication styles between the identify person(s) and the various associated group?*
8. *Is there a pathology within the communication styles?*
9. *Are there any portrayed stereotypes, or systematic oppression?*
10. *Does/Can this impact the overall society perception?*

Due Date: 3/16/20

- **Personal Multicultural Experience** (110 points)

You will choose a cultural group, explore its meaning, reflect on practices and prepare a 15 minute presentation during the last weeks of class. After selecting a culture of choice, you will immerse yourself in that culture (as an individual) to understand and discuss the specific perspective of that individual. You will also demonstrate an awareness to integrate the group norms and practices into clinical meaning that creates a greater cultural awareness.

The Interview: The purpose of the interview is to explore the cultural norms of the identified group to discuss counseling strategies and special interest that a counselor may face when serving this population. (10 Points)

- Be mindful that there may be some anxiety during the interview process. This anxiety manifest in resistance talking about certain issues (experiences of discrimination, etc). use your basic counseling skills to build rapport and authenticity. (YOU ARE NOT THERAPIST OR LICENSED COUNSELORS...NO THERAPY PLEASE)
- Provide the person with a copy of the interview questions so they may become familiar with them. The group as a whole will determine what questions will be asked of each representative. The information gathered from this interview should be combined into a format that will be presented to the class as a whole.
 - o No: interrogation, rather have a conversation
 - o Do: engage in social talk to help the rep relax and slowly move towards purpose of interview
 - o Do: take notes, asking permission first (as this may increase anxiety and fear within the rep).

Field Work: Students are expected to complete (10-15) hours of field experience as part of this course. The field work experience should be noted on the traditional log of hours and documented in your journal experience. The following items should be focused on:

- **A summary** of Experiences (limited details of the event, site, and client-based organization, the "what")
- **Patterns or dynamics I Noticed about My Reactions** (what happen to me during my experience)
- **What I learned about My Potential Effectiveness Working with a Diverse Population** (how was I triggered, what did I have to learn or unlearn, the "so what")
- **Applications** (How can I apply my learning now and in the future as a counselor the "now what." In your comments, be sure to include linkages to theory and issues discussed in class.
 - o Appropriate field experience may include many types of experiences in public or social settings. Please refrain from working with Children or Adolescents unless you receive

prior approval with consent from professor along with group member and guardian. The fieldwork experience should reflect the chosen cultural group you have selected. Possible activities may include observations, interviews or volunteering at the following: Meetings of advocacy and community activist, Meetings on race, ethnicity, cultural, gender, gay & lesbian issues, pregnancy, recovery, gangs, multicultural parenting, and Centers serving individuals with disabilities.

Cultural Support- Community: Visit a cultural Center of the designated cultural group.

Students will visit a cultural center or place of affirmation. Please focus on the following: 1) A summary of Experiences (limited details of the event, site, client-based organization, the “what”), 2) Patterns or dynamics I Noticed about My Reactions (what happen to me during my experience), and 3) What I learned about My Potential Effectiveness Working with a Diverse Population (how was I triggered, what did I have to learn or unlearn, the “so what”). If admission fees are a consideration for you, please speak to the professor to brainstorm alternatives. Below are some cultural centers that you may consider.

1. DuSable Museum of African American History
 - a. 740 East 56th Place
 - b. Admission: 7\$ with Student ID
2. Puerto Rican Cultural Center
 - a. 2739 W Division St
3. Mitchel Museum of the American Indian
 - a. 3001 Central Street, Evanston, IL , 847-475-1030
 - b. Hours: Tuesday- Sat 10-5p, Thursday 10-8pm, Sunday 12-4pm
 - c. \$3.00 admission with student ID
4. American Indian Center
 - a. 1630 W. Wilson, Chicago, IL 60640, 773-275-5874
 - b. Hours, rate: varies (depends on event)
5. National Museum of Mexican Art
 - a. 1852 W. 19th St, Chicago, IL 60608, 312-738-1503
 - b. Hours: 10-5 (closed Monday)
 - c. \$ Free (donations (TO THE MUSEUM) are greatly appreciated!!!!)
6. Japanese American Service Committee
 - a. 4427 N. Clark Street, Chicago IL 60640, 773-275-0097
 - b. Hours, rate: based on event
7. Chicago Chinese Cultural Institute
 - a. (PO BOX 5505, Chicago, IL 60680), 312842-1988
 - b. Email info@chicagocci.com
8. Center on Halsted (LGBTQ Center)

3656 N. Halsted Street
9. Chicago Cultural Center
 - a. Address: 78 E. Washington, Chicago, IL 60602
 - b. Admission: Free

Throughout your academic program, students will be creating a digital portfolio, demonstrating your knowledge acquisition and competency in the eight core CACREP competencies:

- Professional Counseling Orientation and Ethical Practice
- **Social and Cultural Diversity**
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group work
- Assessment and Testing
- Research and Program Evaluation

Portfolios will be digitally developed using a portfolio-related software application of the student's choice –

e.g. WordPress, Weebly, Tripod, etc. Students will select Artifacts and reflective papers from your various classes that will be tangible examples of student attainment of the above identified competency areas. Artifacts competencies and will be taken from courses in which the student has been enrolled as part of their Clinical Mental Health Counseling program, as well as selected from other indicators of a student's other skills, knowledge, and achievements. Artifacts that are not available in digital form, are to be scanned and placed in the student's electronic portfolio. A sample Mental Health Counseling Digital Portfolio from Bridgewater State University can be found at the link below: <http://krondeau3.wixsite.com/portfoliokr>

There is one component in developing your Capstone Portfolio that will be completed in this class: 1) Worldview Paper: Drawing from the readings, knowledge about yourself and experiences in our multicultural society, you are to describe your cultural identity development. This paper will be an exploration into the nature of your own personal values, cultural identity, family history and current lifestyle. It is to be a cultural autobiography that address the constructs that are most salient to your self-definition/identity (i.e. ethnicity, race, culture, spirituality, class, gender identity, sexual orientation, ability, etc.).

Week	Topic/ Goal	Assignments	Assessment Method / Tool
1. 1-6	<ul style="list-style-type: none"> Introduction to course Assignments and requirements Multicultural journey 	Rosenblum/ Travis: 1- Race Journal 1 Due: 1-11-20	
2 1-13	<ul style="list-style-type: none"> Multicultural Counseling Competence Justice and Oppression 	AMCD competencies	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
3 1-20	<ul style="list-style-type: none"> Justice in counseling and systemic oppression 	MLK Day – NO CLASS Allport: 3- Nature of In Groups Journal 2 Due: 1-25-20	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
4 1-26	<ul style="list-style-type: none"> Barriers to counseling Identity and Privilege (“A White Perspective”) 	Unpacking the Knapsack reading: Canvas Rosenblum/ Travis: 7	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
5 2-3	<ul style="list-style-type: none"> Microaggressions Culturally Competent Assessments (A Discussion) 	Rosenblum/ Travis: 2-3 Allport: 8- Visiblity and Strangers Journal 3 Due: 2-8-20	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
6 2-10	<ul style="list-style-type: none"> Practices methods of support and healing 	Rosenblum/ Travis: 4-5 Worldview paper Due 2-15-20	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
7 2-17	<ul style="list-style-type: none"> What are you saying 	Rosenblum/ Travis: 6, 8 Allport: 11- Linguistic Journal 4 Due: 2-22-20	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
8 2-24	<ul style="list-style-type: none"> You don’t have to say it out loud 	Rosenblum/ Travis: 11- Delusions of Gender Allport: 12- Stereotype	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
9 3-2	<ul style="list-style-type: none"> School is in session? Class and inequity 	Rosenblum/ Travis: 12-13 Journal 5 Due: 3-7-20	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
10. 3-9	<ul style="list-style-type: none"> Disability and Inability to change that 	Rosenblum/ Travis: 18-19 Allport: 20- Inner Conflict Media Due: 3-16-20	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
11. 3-16	<ul style="list-style-type: none"> Exploring Difference 	Rosenblum/ Travis: 23- Everybody’s Ethnic Allport: Anxiety, Sex, Guilt Journal 6 Due: 3-21-20	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
12. 3-23	<ul style="list-style-type: none"> Where is the Power 	Allport: 25- The Prejudiced Personality Personal Multi. Exp.: Due- 4-1-2020	95% of students will achieve a grade of B or higher on their

			overall assignments and class participation (at course rubric levels 3 and 4).
13. 3-30	<ul style="list-style-type: none"> Change 	Allport: 29- Ought there be a law <u>Presentations begin</u>	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).
14. 4-6	<ul style="list-style-type: none"> Presentation Day 2 	Complete Presentations	95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).

Grade Point Classification

<http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Grade Point Classification>

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student’s transcript. Instructors award one of the following grades:

Grade	Percentages	Points	Description
A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Excellent
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Below Expectations
F	69 and below	0.00	Unacceptable
P	80 – 100%	0.00	Pass (not calculated into GPA)
NP	79 and below	0.00	No Pass (not calculated into GPA)
CR	Meets course requirements	0.00	Credit
NC	Does not meet course requirements	0.00	No Credit
IP	N/A	0.00	In Progress (temporary grade)
W*	N/A	0.00	Withdrawal (up to 67% of course completed)
AU	N/A	0.00	Audit
I	N/A	0.00	Incomplete

* The W grade may be assigned by administrative staff in accordance with the drop/withdrawal schedule.

Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.



Policy effective Spring 2017

The primary purpose of the use of technology during class is to support learning. It is the responsibility of your instructor to decide if and when electronic devices can be used in class. The training of counselors necessitates students to demonstrate the capacity to offer undivided and sustained attention. The Counselor Education Department Faculty recognize the benefits of technology and social media; they can increase access to information, increase efficiency, and connect people across distances. They also have the potential to erode interpersonal encounters. They can divide our attention, increase time off task, shorten attention span, and even diminish retention of information.

Your instructors may or may not allow the use of electronic devices in class. When they do, it will be solely for accessing relevant electronic textbooks, taking notes, or engaging in focused, internet searches related to class activities. Electronic devices are never to be used during class time to work on assignments for other classes, to explore unrelated internet sites, to engage in social media with family or friends, to check email or schedule appointments, or other personal activities.

Such personal usage is prohibited during class time and will be addressed in a manner similar to non-adherence to attendance, class participation, and policies impacting professionalism and classroom respect. Students are encouraged to consider the impact of inappropriate use of technology on their – as well as their fellow students learning experience. Students are reminded to use their professional judgement to assess the ethical, scholarly, and professional implications of the misuse of technology over the course of their academic tenure. Students' misuse/abuse of technology during class time may impact their class participation grade or other department assessment.

Accessibility Accommodations

In pursuit of its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), The Chicago School of Professional Psychology is committed to providing all students with equal access to academic courses, programs, and school activities.

A student seeking accommodation for a disability should contact their ADA Liaison at their home campus upon enrollment. The student must provide materials from a healthcare provider who has the credentials to diagnose and treat the condition explaining and documenting the disability, the prognosis, the barriers the student faces given the disability, and suggestions for accommodations that are designed to overcome the barriers without imposing an undue burden on the school and/or fundamentally altering the nature of the service, program, or activity at issue. In accordance with the ADA, TCSPP will facilitate reasonable accommodations for a student with impairments that either substantially affect a major life function and/or are expected to last six or more months. Temporary impairments with an expected duration of fewer than six months will be reasonably accommodated if they impact a major life activity.

Accommodations will be granted on the basis of reasonableness and may not necessarily be the preferred accommodation expressed by the student. The reasonableness of an accommodation is dependent upon the objective reasonableness of the request under the circumstances and should meet the needs of the student to the extent that they are able to perform the essential portions of their classwork with the accommodation. Accommodations that create an undue hardship for the

program or the student, or which fundamentally alter the nature of the program, are not considered reasonable.

Ultimately, the decision as to what accommodations, if any, will be provided lies with TCSPP. Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Accommodations are not retroactive and will be acted upon at the time the student presents said information to the institution.

Instructional Technology Accessibility

TCSPP is committed to providing information technology (“IT”), including but not limited to digital academic resources, distance learning systems, and digital library materials, that has been designed, developed, or procured to be accessible to people with disabilities, including those who use assistive technologies. TCSPP strives to ensure that people with disabilities have access to the same services and content available to people without disabilities. An accessible IT environment generally enhances usability for everyone. This policy is a living document that will change over time as IT changes. It will be reviewed on a regular basis. Whenever this policy is updated or amended, TCSPP will communicate those changes and amendments to the TCSPP community. To implement this policy, TCSPP will offer training and resources to faculty, subject matter experts and all others in the TCSPP community who design courses for TCSPP students to provide guidance in how to make IT accessible. In addition, TCSPP will consider accessibility issues and functionality in its procurement of new IT that will be used by students, faculty and others.

Definition:

Accessible: means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability.

Service Animals

The Chicago School of Professional Psychology allows service animals on its campuses as a reasonable accommodation for students with disabilities. The student must be able to articulate whether the animal is a service animal and what function it serves in accommodating the disability. Although not required, TCSPP recommends that the student take the following steps when bringing a service animal on campus, so that the members of the Facilities Department can best support and accommodate them: 1) register the service animal and/or provide signage to designate its status, and 2) connect with Student Support Counseling Manager on the home campus in advance to discuss accommodation needs. The service animal must be continuously accompanied by the student and must not present a threat to other members of the TCSPP community. A student with an emotional support animal, which is not considered a service animal, should go through the accessibility accommodations request process outlined above.

POLICY

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

INTRODUCTION
<ul style="list-style-type: none"> • COMMITMENT TO DIVERSITY
ACADEMIC POLICIES AND PROCEDURES
<ul style="list-style-type: none"> • CLASS CANCELLATION • CREDIT HOUR • GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE • LEAVE OF ABSENCE <ul style="list-style-type: none"> ○ MILITARY LEAVE OF ABSENCE
FINANCIAL AID AND STUDENT ACCOUNT POLICIES
STUDENT RIGHTS AND RESPONSIBILITIES
<ul style="list-style-type: none"> • ACCESSIBILITY ACCOMMODATIONS • STUDENT CONDUCT <ul style="list-style-type: none"> ○ ACADEMIC INTEGRITY ○ PROFESSIONAL COMPORTMENT • RELIGIOUS ACCOMMODATIONS • TECHNOLOGY <ul style="list-style-type: none"> ○ ELECTRONIC COMMUNICATION ETIQUETTE ○ USE OF COMPUTING RESOURCES
STUDENT SERVICES, HEALTH, AND SAFETY
Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm

Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm
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If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)

A. Academic Success Programs – Master’s and pre-dissertating student support

Contact: writing@thechicagoschool.edu

- Onboarding and Orientation
- Writing Assessment Process and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting

B. Dissertation Writing Experts (DWEs) and Methodology Experts (MEs) - Dissertating Student Support

Contact: ncade@thechicagoschool.edu

- Writing
- APA
- Methodology
- One-on-one writing consultations (on-the-ground and online)
- Editorial and methodological support with the IRB application prior to submission to IRB
- Manuscript Preparation (formerly copyediting)
- Writing, methodological and professional development webinars