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| <br><b>FLORIDA<br/>ATLANTIC<br/>UNIVERSITY</b>   | <b>COURSE CHANGE REQUEST</b><br><b>Graduate Programs</b> |   | UGPC Approval _____<br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner Posted _____<br>Catalog _____ |
|   | Department Counselor Education<br>College Education      |   |  |
| <b>Current Course Prefix and Number</b> MHS 5428  |  | <b>Current Course Title</b><br>Counseling Special Needs Populations                                   |  |
| <i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>  |  |   |  |
| <b>Change title to:</b><br>Multicultural Counseling for Diverse Populations   |  | <b>Change description to:</b>   |  |
| <b>Change prefix</b><br>From:                      To:  |  | <b>Change prerequisites/minimum grades to:</b>  |  |
| <b>Change course number</b><br>From:                      To:   |  | <b>Change corequisites to:</b>  |  |
| <b>Change credits*</b><br>From:                      To:  |  | <b>Change registration controls to:</b>   |  |
| <b>Change grading</b><br>From:                      To:   |  | Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.   |  |
| *Review <a href="#">Provost Memorandum</a>  |  |   |  |
| <b>Effective Date</b><br><small>(TERM &amp; YEAR)</small> Fall 2018   |  | <b>Terminate course</b><br><b>List final active term</b>  |  |
| <b>Faculty Contact/Email/Phone</b>  |  |   |  |
| <b>Approved by</b><br>Department Chair <u>Paul R. Lutz</u><br>College Curriculum Chair <u>Paul R. Lutz</u><br>College Dean <u>Walter J. Bruston</u><br>UGPC Chair _____<br>UGC Chair _____<br>Graduate College Dean _____<br>UFS President _____<br>Provost _____ |  | <b>Date</b><br><u>3/14/18</u><br><u>3/14/18</u><br><u>3/14/18</u><br>_____<br>_____<br>_____<br>_____ |  |

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.





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MEMO

TO: COE Graduate Programs Curriculum Committee  
FROM: Paul R. Peluso, Ph.D., Professor and Chair  
DATE: March 14, 2018  
RE: MHS 5428 Name Change

To the Members of the Committee:

In order to align better with the changing standards of our accrediting body, CACREP, and to better reflect the content and nature of the course, we wish to change the name of course number MHS 5428: Counseling Special Needs Populations to Multicultural Counseling for Diverse Populations. Nothing else in the catalog description or course objectives will be changing.

Thank you for your consideration.

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**Florida Atlantic University  
Department of Counselor Education  
College of Education**

**Counseling Special Needs Populations MHS 5428.001/37470  
Spring 2018  
3 Credit Hours**

**Instructor:** Dr. Carman Gill

**Office Location:** College of Education ED-47 Room 459

**Office Hours:** Monday 2-4; Wednesday 12-4

**Contact Phone Number:** 561-297-1002

**Email:** [gillc@fau.edu](mailto:gillc@fau.edu)

**Course Prerequisites:** N/A

**Course Co-requisites:** N/A

### **Time Commitment per Credit Hour**

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which may be offered over a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

### **Course Description/Introduction**

This course examines special issues and methods involved in counseling minority, bilingual, disabled, low SES, and other special population groups. It emphasizes the competencies of cultural sensitivity, cultural formulation and culturally sensitive interventions in counseling clients. Culture encompasses ethnicity, disability, religion, gender orientation, age, and social class, and other special needs designations. In the past, this course emphasized cultural knowledge and cultural awareness, but because counselors are increasingly expected to demonstrate cultural competence, this course now emphasizes cultural sensitivity and cultural action, whether the counselor is practicing in a school, clinical, or rehabilitation setting. Other courses in the program build on these two basic competencies. Accordingly, students will engage both of these competencies in the activities and assignments in this course whether the focus is acculturative stress, a specific disability, or other special need.

### **Course Objectives**

Upon successful completion of this course, learners will be able to achieve the following:

#### **A. Goals**

1. Demonstrate a sufficient knowledge and understanding of the issues, concerns and perspectives of special needs populations, while developing both preventive and remedial counseling interventions to better serve special needs populations.

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2. Demonstrate ethical and cultural competency in counseling populations with special needs.

#### **B. CACREP General & Mental Health**

1. Demonstrate and identify issues for special needs populations and identify issues related to counseling services in a multicultural, pluralistic society for special needs populations [2.F.2.a].
2. Critically assess appropriateness and effectiveness of interventions with high-risk populations and develop knowledge of legislation affecting special needs student populations [2.F.1.e].
3. Demonstrate the ability to apply effective strategies to promote client understanding of and access to a variety of community resources in counseling special needs populations while promoting optimal human development and wellness [D3, D4].
4. The advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients [IIG1i].
5. Demonstrate beliefs, attitudes, understandings and acculturative experiences to foster self-awareness and to understand culturally diverse clients [IIG2b].
6. Demonstrate the knowledge of multicultural counseling, identity development and social justice [D.2; IIG2c].
7. Demonstrate the knowledge of individual, couple, family, group and community strategies for working with and advocating for diverse populations including multicultural competencies, particularly multicultural case conceptualization [D2; IIG2d].
8. Demonstrate counselors' roles in eliminating biases, prejudices and processes for intentional and unintentional oppression and discrimination while developing cultural self-awareness and promoting cultural social justice, advocacy and conflict resolution and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind or body [IIG2f, IIG2e].
9. Demonstrate a general framework for understanding exceptional abilities and strategies for differentiated interventions [IIG3e].

#### **C. Competencies**

1. Demonstrate cultural competencies of cultural sensitivity and cultural formulations for special needs populations [vi1].
2. Demonstrate the capacity to decide whether cultural interventions are indicated in specific cases [vi2].

#### **Course Delivery Mode**

This is a fully online course accessible only through FAU's learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password contact [Office of Information Technology Help](#).

The course is organized into modules with dates provided for each module. Dates and durations for each module may vary so please pay close attention to start and due dates. The



course begins with the **Welcome Page** and **Start Here Module**, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent module.

### **Required Text and Materials**

- Orozco, G. L. Lee, W. M., Blando, J. A. & Shooshani, B. (2014). *Introduction to Multicultural Counseling for Helping Professionals*. Third edition. New York: Routledge. [ISBN-13: 978-0415540223] [ISBN-10: 0415540224]
- Paniagua, F. (2014). *Assessing and treating culturally diverse clients: A practical guide*. Fourth edition. Thousand Oaks, CA: Sage. [ISBN-13: 978-1412999779] [ISBN-10: 1412999774]
- Sperry, L. (2009). *Highly effective therapy. Developing essential clinical competencies in counseling and psychotherapy*. New York, NY: Routledge. [ISBN-13: 978-0415802772] [ISBN-10: 0415802776]

**Suggested/Optional Text(s) and/or Materials:** Links to additional resources are provided in the Canvas course. See also Resources at the end of this Syllabus.

### **Required Resources: LiveText**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements.

Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding LiveText account activation is provided on the College of Education website: <http://coe.fau.edu/livetext>.

### **Methods of Instruction**

Instructional methods including discussion, lecture, multimedia, and experiential learning opportunities will be utilized to assist students to develop the appropriate course competencies.

### **Technology and Computer Requirements**

#### **Minimum Technology Requirements for This Course**

In this course, you will need the following technology and computer requirements:

#### **Hardware**

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

## **Software**

- Download Microsoft 365 Suite
- Reliable web browser (recommended Chrome or Firefox)
- Download Java and/or Verify Java on your computer
- Download Adobe Flash Player
- Mobile App: Instructions on how to download the Canvas App on an iOS device or an Android device

## **Internet Connection**

- Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Check your Internet speed.

## **Minimum Technical Skills Requirements**

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Canvas (including taking tests, attaching documents, etc.).
3. Using email with attachments.
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.
6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Posting and commenting in an online discussion.
9. Searching the FAU library and websites.

## **Computer Requirements**

Basic computer specifications for Canvas

### **Operating System**

- A computer that can run Mac OSX or Win 7.0 or higher.

### **Peripherals**

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

### **Software**

- Once logged in to Canvas make sure your Internet browser is compatible
- Other software may be required for specific learning modules. If so, the necessary links

to download and install will be provided within the applicable module.

## **Technical Support**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

**\*\*Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar. \*\***

**By clicking the “Help” tab you will be able to:**

- Call or chat with a professional Canvas agent, available 24/7 for all FAU students and staff.
- Search [Canvas Guides](#)
- Report a problem

## **Additional Technical Support**

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Print Screen Instructions](#).
3. Complete an [FAU Help Desk Ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. If you do not hear back from the Help Desk within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.
5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (3b-d above). Keep your instructor informed of the status.

## **Course Assignments, Grading Policy, and Course Policies**

### **Assessments for this Course Include:**

Learner Introduction, Syllabus Quiz, Discussions, Quizzes, Membership has its Privileges Assignment, Case Example Assignment, Multicultural Experience Reflections, Individual Research Project, and Group Workshop Presentation & Peer Review

## **Learner Introductions and Syllabus Quiz**

**(No points, but required to access Module 1 content)**

You will post an introduction in the Start Here module and take a Syllabus Quiz. The syllabus quiz can be taken as many times as necessary to achieve 100%. After you have submitted your Learner Introduction, and earned 100% on the Syllabus Quiz, Module 1 content will unlock.

## **Discussions**

**(12 x 100 points each; Discussions category = 20% total course grade)**

As part of the course assignments, you will be asked to post an original submission to each module discussion and reply to at least 2 other learners' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of Netiquette must be followed. Full sentences, proper spelling, proper source citations, etc., are expected.

Ensure that postings contain detailed responses to each question, and course / module content is applied in your discussion responses. For example, consider taking a new approach in presenting chapter content; cite new examples, present external research. (Be sure to paraphrase, avoid unnecessary and/or lengthy quotations; do not plagiarize, do cite references). For maximum points, please reference external research or examples as well as the discussion rubrics.

Add your initial post early in the week, in order to make significant contributions to the discussion. All posts are due at 11:59 pm, Boca Raton time on Sunday for each discussion assignment. Access to each Discussion will close at the deadline; no late submissions will be possible.

## **Quizzes**

**(11 x 100 points each; Quizzes category = 10% total course grade)**

The course contains 11 module quizzes, based on Orozco text chapters. Quiz instructions will tell you the number of questions and the time allotted in which to complete each quiz.

Each quiz will open on Monday 12:00 am Boca Raton time, in the respective module, and will close the following Monday at 1:00 am. Each learner will have one attempt per quiz. Questions and answers are scrambled, so that no two quizzes will be the same.

## **Membership has its Privileges Assignment**

**A. Parts 1 & 2: Reflection = 100 points; Assignments category = 30% total course grade**

**B. Part 3: Discussion = 100 points; Assignments category = 30% total course grade**

**C. Part 4: Reflection = 100 points; Major Projects category = 40% total course grade**

Rubrics are attached to each Part of the MhiP assignment in the Canvas course.



In this four-part activity, students are first asked to name specific cultural groups with which they identify and to list privileges associated with that group. Then, they are asked to generate examples of how the privileges that they experience affect others who do not belong to this same group.

After participants spend time listing and personally reflecting up on the cultural groups with which they share membership and the accompanying privileges they receive, facilitators hold a group discussion regarding how this activity fosters students' understanding of self and culturally diverse clients in addition to what role students play as future counselors in eliminating biases, prejudices and processes of intentional and unintentional oppression and discrimination on the basis of these privileges.

After completion of the discussion, students are asked to reflect on the activity in a three-page reflection paper in which they name specific cultural groups with which they identify, list privileges associated with each group and reflect on the following prompts:

- How might the privileges I experience affect others who do not belong to this same group?
- How does membership in a privileged group affect my work with clients who do not share the same privilege(s)?
- What role does privilege and power play in the counseling setting?

The student will also submit this three-page reflection paper via LiveText in Module 14. LiveText assignment submissions are scored with an FAU College of Education rubric, worth up to 12 points. This score will be used for reporting purposes only; it will not affect your final grade.

### **Case Example Assignment**

**(100 points; Assignments category = 30% total course grade)**

*(No rubric is provided for this assignment; scoring is according to your instructor's judgement.)*

In this assignment, you will practice case evaluation. You will answer specific questions from the textbook, and submit them to your instructor. Subsequent case vignettes will take the form of discussions.

### **Multicultural Experiences Reflection**

**(3 x 100 points each; Assignments category = 30% total course grade)**

The counselor candidate will attend at least three (3) activities or events involving two (2) different minority/cultural groups or organizations and one (1) different religious or spiritual event or activity (cultural groups other than your own).

For each experience, the student will prepare a reflection paper describing what they learned, in terms of personal growth from the experience, and identify at least three (3) ways by which you might apply the new knowledge to improving your counseling practice.

Learners are invited to collaborate on this task, by posting events to the *MHS5428 Gill Water Cooler*, a Discussion forum for general course comments and suggestions.

Be sure to save your Multicultural Experiences Reflection papers. You will combine all three (3) Reflections and submit them as one assignment via LiveText in Module 14. LiveText assignment submissions are scored with a College of Education rubric, worth up to 12 points. This score will be used for reporting purposes only; it will not affect your final grade.

### **Individual Research Project (Tri-fold Brochure)**

- A. Individual Research Project Proposal  
(100 points; Assignments category = 30% total course grade)**
- B. Individual Research Project Literature Review  
(100 points; Assignments category = 30% of total course grade)**
- C. Individual Research Project: Tri-fold Brochure  
(100 points; Major Projects category = 40% total course grade)**

The counselor candidate will identify a specific issue related to working with special needs populations.

The student will review six (6) empirical research articles and submit a summary and critique based on the literature reviewed and infusion with the multicultural counseling competencies. The student will identify more than two (2) different theories of multicultural counseling, identity development, and social justice, which apply to the population and the issue.

The student will create a tri-fold brochure highlighting "What Every Counselor Should Know" regarding similar topics. This brochure will include three (3) or more specific needs of the diverse population and five (5) or more strategies for advocating for this population.

Be sure also to submit this assignment via LiveText in Module 14. LiveText assignment submissions are scored with a College of Education rubric, worth up to 12 points. This score will be used for reporting purposes only; it will not affect your final grade.

### **Group Workshop Presentation & Peer Review**

- A. Submit a proposal  
(100 points; Assignments category = 30% total course grade)**
- B. Group Literature Review  
(100 points; Assignments category = 30% total course grade)**
- C. Group Workshop Presentation and Peer Review  
(100 points; Major Projects category = 40% of total course grade)**

Working in pairs, you will develop an in-service workshop. The workshop will include a PowerPoint presentation, a workshop outline/handout, an activity, and any materials and resources necessary to conduct a 45-minute presentation.

Your topic will depend upon the group that you have chosen - either:

- Assistance/ services available for students/clients with disabilities, or
- Working with students/clients from culturally and linguistically diverse backgrounds (focusing specifically on your group's population.)

**The program will include:**

1. A review of unique characteristics related your group's special needs population,
2. Identification of help-seeking behaviors related to that population, and
3. A general framework for understanding differing abilities and strategies for differentiated interventions.

**The target audience for your workshop is up to you: parents, teachers, or counselors.**

### **Procedures / Timeline**

1. In Module 3, you will join a Workshop Presentations Group, choosing a special needs population that interests you:
  - a. African Americans
  - b. Asian & Pacific Islanders
  - c. Bicultural/Biracial
  - d. Disabled Persons
  - e. Latinos/Latinas
  - f. Lesbian, Gay, Bisexual, and Transgendered People
  - g. Middle Eastern Americans

Groups are limited to two (2) members. Once your group is established, contact your partner, and begin researching a topic.

2. In Module 4, you will submit a proposal, stating your idea for a Group Workshop Presentation.
3. Research your topic.
4. A Literature Review is due in Module 6.
5. Develop your workshop presentation, including PowerPoint presentation, a workshop outline/handout, an activity, and any materials and resources necessary to conduct a 45-minute presentation.
6. One member of your group will submit your presentation including all elements, via Canvas in Module 11.
7. Each student will provide feedback for at least two Group Workshop Presentations via Peer Review by the end of Module 13. (Peer Review instructions are provided in the Canvas course.)
8. Also, each individual student in the group must submit their own Group Workshop Presentation via LiveText in Module 14. LiveText assignment submissions are scored with a College of Education Rubric, worth up to 12 points. This score will be used for reporting purposes only; it will not affect your final grade.

### **Synchronous Chats with Dr. Gill via WebEx**

**(Not required, not graded - helpful for success in Group and Individual Projects)**

Dr. Gill will announce the dates and times of synchronous chats via WebEx, which will take place during Modules 5 & 10. All students are encouraged, but not required to attend. These sessions will provide opportunities to discuss the progress of your Group and Individual Research Projects.

Links to the chat recordings will be available after each synchronous chat. If you are unable to attend the sessions, you are encouraged to view the recordings. Instructions for attending a WebEx Chat and for viewing a WebEx Chat recording are provided in Modules 5 & 10.

*Note: The synchronous chat sessions will be recorded and shared to students in this course, for the sole purpose of facilitating valuable learner-to-learner and learner-to-instructor interaction. Neither students nor instructor have permission to share or publish recorded chat sessions. WebEx recorded sessions will automatically expire three months after they are created.*

**Your final grade will be based on the following weighted distribution:**

| <b>Weighted Assignment Category &amp; Assignments</b>   | <b>Category %</b> |
|---|-------------------|
| <b>Course Orientation Category:</b> <ul style="list-style-type: none"> <li>• Syllabus Quiz (Required, but no point value)</li> <li>• Learner Introduction (Required, but no point value)</li> </ul>   | 0%                |
| <b>Discussions Category: (12 x 100 points each)</b>   | 20%               |
| <b>Quizzes Category: (11 x 100 points each)</b>   | 10%               |
| <b>Assignments Category:</b> <ul style="list-style-type: none"> <li>• Reflection: Mhip Assignment Parts 1 &amp; 2</li> <li>• Discussion: MhiP Assignment Part 3</li> <li>• Case Example Assignment</li> <li>• Group Workshop Project Proposal</li> <li>• Individual Research Project Proposal</li> <li>• Group Literature Review (Discussion format)</li> <li>• Individual Research Project Literature Review (Discussion format)</li> <li>• 3 Multicultural Experience Reflections</li> </ul> (10 x 100 points each) | 30%               |
| <b>Major Projects Category:</b> <ul style="list-style-type: none"> <li>• Reflection: MhiP Assignment Part 4</li> <li>• Group Workshop Presentation and Peer Review</li> <li>• Individual Research Project (Tri-fold brochure)</li> </ul> (3 x 100 points each)  | 40%               |
| <b>LiveText Submissions Category</b> <ul style="list-style-type: none"> <li>• LiveText Membership has its Privileges (MhiP) Assignment Part 4</li> <li>• LiveText Individual Research Project (Tri-fold brochure)</li> <li>• LiveText Multicultural Experiences Reflections</li> <li>• LiveText Group Workshop Presentation</li> </ul> (4 x 12 points each. Points are for reporting purposes, and do not count toward final grade. Completion required.)   | 0%                |
| <b>Total</b>  | <b>100%</b>       |

## Grade Scale

|              |        |       |       |       |       |       |       |       |       |       |       |     |
|--------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|
| Total Points | 100-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | <60 |
| Grade        | A      | A-    | B+    | B     | B-    | C+    | C     | C-    | D+    | D     | D-    | F   |

## Late Assignments Policy

In most cases, access to assignments will close at the due date; late submissions will not be possible. If you foresee that extenuating circumstances will hinder your ability to meet a due date, please reach out to your instructor ahead of time, to find a reasonable solution.

## Make-up Policy for Quizzes and Assignments:

Quizzes are intended to serve as a self-check for students who have diligently read the course content. The due dates of these low-stakes quizzes are clearly posted, and correspond with the module content; as such, they are not flexible.

The assignments in this course are rigorous, demanding, and time-driven. If extenuating circumstances hinder your successful completion of the assignments, please contact your instructor as soon as possible.

This is particularly true of group assignments. If your partner is non-communicative or if you are unable to complete tasks on time, contact your instructor for assistance right away.

## Incomplete Grade Policy

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

## University Honor Code

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.

- (c) Other activities that interfere with the educational mission of the university. For full details of the FAU Honor Code, see [University Regulation 4.001](#).

**Plagiarism** is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion posts and other written and oral presentation assignments. If in doubt, cite your source!

### **Online Attendance Policy**

Since the course is delivered online, you are expected to access the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussions, group projects, etc.

University-based professional programs are charged with the responsibility of preparing students for certification and/or licensure. Therefore, course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, if you are experiencing major illness, absences due to University duties, or other large-scale issues, Counselor Education students are expected to notify the University Professor/Instructor immediately to formulate a resolution.

## **Netiquette and Classroom Etiquette Policy**

### **Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

For more in-depth information, please see the [FAU statement on Netiquette](#).

### **Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.



For more information, please see the FAU Office of Student Conduct [Student Conduct Policy](#)

## **Communication Policy**

### **Expectations for Learners**

- **Announcements:** You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
- **Email:** You are responsible for reading all of your course email and responding in a timely manner.
- **Course-Related Questions:** Post course-related questions to the MHS5428\_GIII Water Cooler, a Discussion forum for general course comments, questions, and suggestions. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; the instructor may already have answered this question in previous posts.

### **Instructor's Plan for Course Response Time & Feedback**

- **Email Policy:** Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the Water Cooler discussion forum within the course.
- **Assignment Feedback Policy:** Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.
- **Course-Related Questions:** Except Saturdays, Sundays, and holidays, questions will generally be answered by instructor within 48 hours.

### **Support Services and Online Resources**

- [Office of Information Technology Online Help Desk](#)
- [FAU Libraries](#)
- [Center for Learning and Student Success](#)
- [University Center for Excellence in Writing](#)
- [Student Accessibility Services](#)
- [Office of International Programs and Study Abroad](#)

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions, which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each class.

- To refer disciplinary action to those students whose behavior may be judged disruptive under the *Student Code of Conduct*.

Instructor reserves the right to adjust this syllabus as necessary.

## **Selected University and College Policies**

### **Accessibility Policy Statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) - Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) and follow all SAS procedures.

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services.

### **Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- Procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

### **Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see Academic Policies and Regulations.

### **University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the instructor at least one week prior to missing any course assignment.

### **Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please access the FAU Registrar Office website for more information on dropping and/or withdrawing from a course.

## References

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