

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name **Personal/Social Dev and Consult**

Course Number	SCED 505
Term	Spring 2015
Department	Educational Leadership—School Counseling
Faculty Name	Hadraba and Layton

Catalogue Description *(copy from current catalogue):*

SCED 505 Personal/Social Development and Consultation

Content: Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty. L SEP Prerequisites: SCED 500, SCED 501, SCED 502. L SEP Credits: 2 semester hours.

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:
(please fill in which class meeting or assignment addresses each principle or standard)

[TSPC OAR 584-018-0305: CACREP SCED Std. G3] HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 7 and class meetings</i>
[TSPC OAR 584-018-0305: CACREP SCED Std. G5] HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i>
[TSPC OAR 584-018-0305: CACREP SCED Std. G8] RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 6</i>
[TSPC OAR 584-018-0305 (1)] Foundations: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i>
[TSPC OAR 584-018-0305 (1)] Foundations: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i>
[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i>
[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i>

<p>[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy:(a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 7</i></p>
<p>[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i></p>
<p>[TSPC OAR 584-018-0305 (4)] Assessment: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 6</i></p>
<p>[TSPC OAR 584-018-0305 (4)] Assessment: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 5</i></p>
<p>[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 6</i></p>
<p>[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 6</i></p>
<p>[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i></p>
<p>[TSPC OAR 584-018-0305 (8)] Leadership: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i></p>
<p>[TSPC OAR 584-018-0305 (8)] Leadership: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i></p>
<p>[GSEC GP 1] Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i></p>
<p>[GSEC GP 2] Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 7</i></p>
<p>[GSEC GP 4] Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 4</i></p>
<p>[GSEC GP 5] Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 4, 5,6, and 7</i></p>
<p>[GSEC GP 6] Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 5 and 6</i></p>
<p>[GSEC GP 7] Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 1 and 6</i></p>
<p>[GSEC GP 8] Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings and Assignment 5</i></p>
<p>[GSEC GP 9] Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession[s]. <i>Class meeting(s) or assignment(s) addressing this standard: Class meetings</i></p>

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 6 of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 505: Personal/Social Development and Consultation
SCED 506: Personal/Social Internship
Spring 2015

William Layton MS : 503-768-6147; layton@lclark.edu
Heather Hadraba PhD : 503-768-6138; hadraba@lclark.edu

The goal of this course is to provide skill development in micro-skills and application of the cognitive and behavioral and solution-focused counseling theories in the personal/social development of students. Developmental Assets as identified by the Search Institute will be addressed throughout the course. Consultation skills with students, families and faculty will be emphasized. Students will demonstrate skill and conceptual knowledge by the various teaching strategies as outlined in the course requirements. These may include: developing counseling and guidance strategies for skill development in the ASCA National Model and School Counseling Standards, class presentations, written and verbal reflection, and interactive individual and group activities that emphasize Personal/Social standards.

COURSE DESCRIPTION:

This is one of three courses specifically addressing National Standards for comprehensive School counseling programs. This course will provide school counseling candidates with continued skill development in resiliency/asset building utilizing solution-focused, micro-skills, cognitive behavioral, client-centered and reality/choice counseling as applied to the personal/social development of a diverse population of students.

REQUIRED TEXTS:

American School Counseling Association. (2012). *The ASCA National Model: A Framework for School Counseling Programs*. American School Counselor Association: Alexandria, VA.

Perusse, R., & Goodnough, G. E. (Eds.). (2004). *Leadership, advocacy, and direct service strategies for professional school counselors*. Belmont, CA: Brooks/Cole.

Starkman, N., Scales, P., & Roberts, C. (2006). *Great places to learn*. Search Institute: Minneapolis, MN.

Thomsen, K. (2002). *Building resilient students*. Corwin Press: Thousand Oaks, CA.

Winslade, J. & Monk, G. (2006). *Narrative counseling in schools: Powerful & brief*. 2nd edition Corwin Press: Thousand Oaks, CA.

RECOMMENDED TEXTS:

Ivey, A. and Ivey, M.B. (2014). *Intentional Interviewing and Consulting: Facilitating Client Development in Multicultural Society*. Brooks/Cole Publishing: Pacific Grove, CA.

Metcalf, Linda. *Counseling Towards Solutions*. The Center for Applied Research in Education: Englewood Cliffs, New Jersey 07632.

RECOMMENDED ARTICLES:

Nicholson, J. I. & Pearson, Q. M. (2003). Helping children cope with fear: Using children's literature in classroom guidance. *Professional School Counseling*, 7:1, 15-19.

Park, N. and Peterson, C. (2008). Positive psychology and character strengths: Application to strengths-based school counseling. *Professional School Counseling*, 12:2, 85-92.

Pedrotti, J.T., Edwards, L.M., & Lopez, S.J. (2008). Promoting hope: Suggestions for school counselors. *Professional School Counseling*, 12:2, 100-107.

Ratts, M. , DeKruyf, L., & Chen-Hayes, S.F. (2007). The ACA advocacy competencies: A social justice framework for professional school counselors. *Professional School Counseling*, 11:2, 90-97.

Snyder, C. R., Feldman, D. B., Shorey, H. S., & Rand, K. L. (2002). Hopeful choices: A school counselor's guide to hope theory. *Professional School Counseling*, 5:5, 298-307.

COURSE OBJECTIVES:

1. Demonstrate effective essential interviewing and counseling skills in an individual or group setting that promote the personal-social development of all students.
2. Demonstrate understanding of the nature and needs of persons in a multicultural society when dealing with crisis and trauma events, grief and loss, bullying and violence, addiction, and suicide.
3. Demonstrate the use of guidance strategies that meets National Standards for student competencies in personal/social development.
4. Develop knowledge and application of the eight categories of Developmental Assets as identified by the Search Institute.
5. Develop knowledge and application of the ASCA National Model and the Oregon Framework.
6. Demonstrate understanding of counseling program development and modifications including, program evaluation, needs assessments, and data-based decision making.
7. Demonstrate understanding of the importance of building student, family, school, and community resilience.

COURSE REQUIREMENTS:

Assignments	Points Possible	Due Date
<p>1. Participation-Attend and actively participate in all class sessions. Practice effective dialogue skills and show sensitivity to the need to share “air” time with others. Come to class prepared to ask questions, comment on readings, and participate in discussions on the topic designated for that day. If you have an unavoidable conflict with a class session, contact the instructor. If you cannot attend class, it is your responsibility to obtain copies of handouts, notes, and other class materials. If you cannot attend class, a make up assignment may be required.</p>	N/A	
<p>2. Journals-Reflect on 5 class sessions/ weekly readings. One-page typed and double-spaced. Journals should cover personal reflection of reading material and/or class experiences. (3 points each) * Given the reflective nature of this assignment no rubric is provided. Please follow the format that follows:</p> <ul style="list-style-type: none"> • AH-HAH’s (personal insights or increased awareness) • Puzzlements/Essential Questions • Implications from class learning or readings 	15	N/A
<p>3. Youth Drug and Alcohol Prevention Paper</p> <p>Assignment Objectives:</p> <ol style="list-style-type: none"> 1. Candidate will demonstrate understanding of the signs of drug and alcohol abuse and addiction. 2. Candidate will demonstrate an understanding of strategies for drug and alcohol prevention, intervention, and treatment. 3. Candidate will describe school counseling programs that promote healthy life choices for students. <p>Assignment Guidelines:</p> <p>During the class meeting on (specific date) we will be having a guest speaker who will discuss drug and alcohol addiction. You will write a summary of the lecture on drug and alcohol addiction. Your summary should including the following:</p> <ol style="list-style-type: none"> 1. An overview of the signs of drug and alcohol abuse and addiction 2. An overview of drug and alcohol strategies for prevention, intervention, and treatment. 3. An overview of school counseling programs that serve to promote healthy choices. <p>The suggested length for the paper is 3-5 pages. *see rubric in Taskstream</p>	100	4/1
<p>4. Guidance Lesson Review and Presentation</p> <p>Assignment Objectives:</p>	20	Sign-Up

<p>1. Candidate will demonstrate the use of guidance strategies that meets National Standards for student competencies in personal/social development.</p> <p>2. Candidate will demonstrate knowledge and application of the eight categories of Developmental Assets as identified by the Search Institute.</p> <p>3. Candidate will develop knowledge and application of the ASCA National Model.</p> <p>4. Candidate will deliver a personal-social guidance lesson in a professional manner.</p> <p>Assignment Guidelines:</p> <p>Develop and teach a guidance lesson that integrates 21st century skills, ASCA Personal/Social competencies, developmental assets, and multiple intelligences. The lesson plan must describe intended audience, essential understanding and questions, approach, time and materials, and assessment. Conduct a ten-minute walk-through with the class. Provide handouts with references to other students and facilitate a debrief on the lesson.</p>		
<p>5. Model Comprehensive Program Design Project</p> <p>Assignment Objectives:</p> <p>1. Candidate will demonstrate understanding of counseling program development, including program evaluation, needs assessments, and data-based decision making.</p> <p>2. Candidate will demonstrate competence to create a comprehensive, data driven personal social guidance program that specifically serves the needs of under-represented students.</p> <p>3. Candidate will be able to utilize APA formatting and references.</p> <p>4. Candidate will professionally present their comprehensive program design project.</p> <p>Assignment Guidelines:</p> <p>You will be assigned to small group to develop a model comprehensive program design. You will work in your small group to develop a written comprehensive guidance plan for the ASCA Personal/Social Domain for a selected grade/school level. Select a group of under represented students who are present <u>at a group member's internship site</u>. Include data from the school/district, The Education Trust, the ODE website and any other sources that support the need to address the personal/social development of this particular underrepresented group (i.e., those who are diverse by ethnicity, culture, gender, sexual orientation, socio-economic status, and non-traditional family structure) or those with particular social/emotional needs. Investigate research-based interventions that show promise for helping students in this group be more successful. You will need to demonstrate understanding of counseling program development, including program evaluation, needs assessments, and data-based decision making. You will write a written comprehensive plan, utilizing APA style formatting and references. In addition, you will devise a 30 minute PowerPoint presentation that offers knowledge and skills to other professionals.</p>	<p>50</p>	<p>4/22 4/29</p>

<p>6. Comprehensive Program Design Summary (Key Assessment 4 Part One)</p> <p>Assignment Objectives:</p> <ol style="list-style-type: none"> 1. Candidate will demonstrate understanding of counseling program development, including program evaluation, needs assessments, and data-based decision making. 2. Candidate will demonstrate competence to create a comprehensive, data driven personal social guidance program that specifically serves the needs of under-represented students. 3. Candidate will be able to utilize APA formatting and references. 4. Candidate will professionally present their comprehensive program design project. <p>For the purpose of this assignment you will provide a summary of the model comprehensive design project that you created with your small group. You will summarize your understanding of program evaluation, needs assessment, and data based decision-making. You will provide an overview of the process of creating a comprehensive personal-social guidance program. You will discuss how you addressed the needs of a particular underrepresented group (i.e., those who are diverse by ethnicity, culture, gender, sexual orientation, socio-economic status, and non-traditional family structure) or those with particular social/emotional needs. You will discuss the research-based interventions that show promise for helping students in this group be more successful. You will need to demonstrate understanding of counseling program development, including program evaluation, needs assessments, and data-based decision making. You will write a 3-5 page comprehensive summary, utilizing APA style formatting and references.</p> <p>*See Key Assessment 4 rubric in Taskstream</p>	100	4/29
<p>7. Special Topics Synthesis and Application Paper</p> <p>Assignment Objectives:</p> <ol style="list-style-type: none"> 1. Candidate will demonstrate understanding of the nature and needs of persons in a multicultural society when dealing with 3 specific concerns including grief and loss, bullying and violence, and suicide. 2. Candidate will describe the importance of the building student, family, school, and community resilience. 3. Candidate will demonstrate an understanding of the school counselor's role during crisis intervention and crisis response. 4. Candidates will utilize appropriate APA formatting and references. <p>Assignment Guidelines:</p> <p>The purpose of this assignment is to have you synthesize information on the nature and needs of students when faced with major crisis events. You will discuss how a school counselor should intervene and respond during a crisis in order to promote student, family, and community resilience. You will write a 4-6 page paper, utilizing APA style formatting and references that provide an overview of three crisis events including: bullying and violence, grief and loss and suicide. Your paper should discuss the needs</p>	100	5/4

of students during crisis events, the role of a school counselor during crisis intervention and response, and the importance of building resiliency. A minimum of five APA references is required. *See rubric in Taskstream		
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The following scale will be used for letter grades:

375-385	A
363-374	A-
350-362	B+
338-349	B

COURSE SCHEDULE AND READING ASSIGNMENTS:

Schedule is tentative, based on availability of guest speakers.

1/14 Overview of course objectives and syllabus; introduction to the ASCA National Model Personal/Social standards competencies and designing a comprehensive program. Sign-up sheets and select learning communities.

Reading: Review ASCA National Model

1/21 Foundation: Writing a Mission Statement. Group Work.

Reading : Review ASCA National Model

1/28 Using data to develop and drive your program- Guest Speaker Danica Jensen

Readings: *Great Places to Learn: Chapters 1-3*

2/4 Strengths based school counseling

Readings: *Great Places to Learn: Chapters 8-10, Building Resilient Students: Chapter 5*

2/11 Developmental Assets - Group work on projects.

Reading: *Building Resilient Students: Chapters 3-4*

2/18 Introduction to Narrative Counseling.

Reading: *Narrative Counseling: Chapters 1-3*

2/25 Grief and Loss

Reading: *Perusse: Chapter 9*

3/4 Grief part 2: Extension activities in grief counseling-stages of grief & developmental issues for age groups during grief.

3/11 Guest: Depaul Treatment Center: Drug and Alcohol Awareness and Prevention

3/18 Stress Management and Wellness

3/25 Spring Break

4/1 Self harm and suicide-crisis response

4/8 Supporting Lesbian, Bisexual, Gay, Transgender and Questioning (LGBTQ) youth: Community Organizations

4/15 Violence Prevention: Bullying and conflict resolution prevention and intervention strategies.

Reading: Perusse: Chapters 6 & 8

4/22 Presentations of Assignment 5-Model Comprehensive Program Design Project

4/29 Presentations of Assignment 5-Model Comprehensive Program Design Project
Pot Luck and Paperwork Shuffle

SCED 506: PERSONAL/SOCIAL DEVELOPMENT & CONSULTATION INTERNSHIP

Assignments:

Assignment 1- Internship Summaries-eight total

To site supervisor:

As we place school counselor interns in their second micro internship, we want them to observe and become familiar with the regular on-going activities and meetings, which support student success. We hope this list will provide a framework from which to mutually plan intern activities this semester.

To Lewis and Clark intern:

Students will submit a total of eight summaries this semester. The content for each assignment is described below. Submit summaries to your field supervisors using the same heading as you did for SCED 501. (Your name, summary number, and category) Each summary is worth 5 points with the exception of #3. Using the ASCA standards; this summary is worth 10 points. ***The last date to submit summaries is April 15.*** If summaries are turned in beyond the final date, they will be marked down.

- ✓ 1. OBSERVE THE USE OF COUNSELING SKILLS SUCH AS SOLUTION FOCUS AND MICRO SKILLS IN INDIVIDUAL OR GROUP COUNSELING SESSIONS.

Observe three different counseling sessions. Write one paragraph describing the session and a second paragraph identifying the counseling skills incorporated into the session. **Total of 3 summaries/two paragraphs each/ 5 points each summary**

- ✓ 2. INTERN DEMONSTRATES THE USE OF COUNSELING SKILLS IN AN INDIVIDUAL OR GROUP COUNSELING SESSION.

Student intern describes the focus of the counseling session and identifies the counseling skills used. Share your reflections on how you thought the session went; identify what you think went well, any challenges, and what you might have done differently. **Total 1 summary/2-3paragraphs/ 5 points**

- ✓ 3. USING THE ASCA NATIONAL STANDARDS IDENTIFY HOW PERSONAL/SOCIAL COMPETENCIES ARE DELIEVERED AT YOUR CURRENT SCHOOL SITE.

Describe how the school activities demonstrate the application of the standards or competencies and make recommendations for what additional counseling strategies could be implemented to improve the counseling program. **Total 1 paper/maximum 2 pages in length/ 10 points**

- ✓ 4. DEVELOPMENTAL ASSETS AS IDENTIFIED BY THE SEARCH INSTITUTE

Choose one asset per summary and describe what activities are being done in your school to build this asset. What else would you add? **Total of 3 summaries/2-3 paragraph/ 5 points each summary**

SCED 506: PERSONAL/SOCIAL DEVELOPMENT & CONSULTATION INTERNSHIP

Due Dates and Guidelines for Summaries

- Students will submit one written summary per week. Weekly summaries are due by 5:00 p.m. Friday of that week.
- Email summaries to your field supervisor.
- Email your field supervisor with exceptions or special circumstances.
- Summaries will only be accepted if they contain a heading identifying the category.

As follows:

Your name:

Category heading:

Summary number and Date:

L & C Field Supervisors:

- Judy Large: jlarge@lclark.edu, (503)-638-0349
- Tara Vargas: tvargas@lclark.edu, (971) 344-6850
- Denise Fosheim: pdfosheim@lclark.edu, (503) 320-5777
- Chris Haag: chaag@lclark.edu

Assignment 2- On-Site Supervision Report (Key Assessment 4 Part Two)

Assignment Objectives:

1. Candidate will demonstrate an understanding of the counseling process in a multicultural society.
2. Candidate will demonstrate effective essential interviewing and counseling skills.
3. Candidate will provide individual, group counseling or classroom guidance that promotes the academic, career, and personal-social development of all students.
4. Candidate will demonstrate an understanding of personal strengths and areas for growth related to counseling skills.

Assignment Guidelines:

Having your counseling skills evaluated by an experienced supervisor is an essential part of the process of completing your first yearlong internship. You will need to demonstrate effective counseling skills in order for faculty to endorse your entry into second year internship (macro).

After you have completed half of the spring academic term, you will schedule a time for an on site supervision visit with your assigned field supervisor. It is your responsibility to contact your field supervisor to schedule a

date and time for the onsite visit. During this visit you will be expected to demonstrate your counseling skills with either an individual student or a small group. You are expected to demonstrate effective counseling skills.

In addition to demonstrating your skills you will be prepared to share specific thoughts about your internship with your supervisor. You will address three key points:

Point 1-You will be prepared to share an overview of your school counseling experiences with individuals, groups, and classrooms.

Point 2-You will discuss your experiences and thoughts about working with diverse populations.

Point 3-You will discuss your strength areas and areas for growth related to counseling skills.

Your supervisor will evaluate you based on your demonstration of counseling skills and your ability to discuss your counseling experiences and your understanding of counseling in a multicultural society.

After the on site visit is completed, your supervisor will create an evaluative supervision report. This report will be shared with you on the last night of class.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.