



# Advanced Studies in Education & Counseling

**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

## Counseling 555 Cross-Cultural Counseling Spring 2021

### Department of Advanced Studies in Education and Counseling

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#### Course Information

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| <b>Instructor:</b> Diane Hayashino, Ph.D.  | <b>Email:</b> <a href="mailto:diane.hayashino@csulb.edu">diane.hayashino@csulb.edu</a>   |
| <b>Virtual Office Hours</b><br><b>Days/Times:</b> Thursdays 330-5pm, and by appointment  | <b>Office Hours Zoom Link:</b> <a href="https://csulb-hipaa.zoom.us/j/87970095799?pwd=ZWdrSVZETDhVOXk5MHNReTcya0xqdz09">https://csulb-hipaa.zoom.us/j/87970095799?pwd=ZWdrSVZETDhVOXk5MHNReTcya0xqdz09</a><br>Password: 096134 |
| <b>Class Days/Times:</b> Thursdays 7-830pm weekly synchronous class meetings & online asynchronous discussions and assignments | <b>Class Zoom Link:</b> <a href="https://csulb-hipaa.zoom.us/j/84829037660?pwd=R3VsMjVuR2pOS2pBcGtnaGY2VG1rQT09">https://csulb-hipaa.zoom.us/j/84829037660?pwd=R3VsMjVuR2pOS2pBcGtnaGY2VG1rQT09</a><br>Password: 725830        |

#### *Catalog Course Description*

This course will introduce students to the field of Multiculturalism through discussion of key concepts, research and theories pertaining to identity, race, ethnicity, social class, spirituality, sexual identity, gender identity, and intersectionality as they relate to your work with diverse populations. This course is designed to foster acquisition of self-awareness, knowledge, and application skills in the counseling realm. An emphasis on student’s cultural awareness of self as counselor will be highlighted throughout this course. Lectures, discussions, class activities and readings will be aimed at facilitating cultural awareness, knowledge, and skills to work competently with diverse populations. Students will be provided with exercises that will help them to understand what is the “next step” in their multicultural development upon completion of this class.

#### *Course Goals*

This course is designed to enable students to:

1. Identify personal biases and strategies for managing these in their professional practice and in the development of their professional identity.

2. Understand the influence of Eurocentrism in the development and application of traditional theories in psychology.
3. Understand the influence of historical trauma and the various ethnic/racial groups' maintenance of social and political histories.
4. Demonstrate understanding of literature and major issues in the field of cultural psychology (e.g. evidence-based practice) as they relate to theory, research, and practice.
5. Identify culturally based strengths and resources in the context of individual, couple's, and families' social-cultural worlds.
6. Ability to identify and utilize alternative intervention strategies for individuals and families of various sociocultural backgrounds.
7. Understand ethical issues related to developing cultural responsiveness and proficiency.
8. Foster students' commitment to engage in a lifelong process of learning and self-exploration toward being culturally responsive.

#### *Course Student Learning Outcomes and Goals*

1. Students will demonstrate awareness of their own cultural values and show the capacity to simultaneously hold those values and the values of others, as assessed by class discussions, journals, the case study paper, the multicultural immersion project, and cultural presentation.
2. Students will demonstrate an understanding of how culture influences their own behavior in different settings as assessed by the case study paper, the multicultural immersion project, journals, and class discussion.
3. Students will begin to communicate an understanding of their own biases, prejudices and misconceptions about their own culture and different cultures and ethnicities, as assessed by the case study paper, the multicultural immersion project, journals, and class discussion.
4. Students will demonstrate an understanding of theories of multicultural counseling, theories of ethnic and cultural identity development as assessed in class discussion, class activities, the case study paper, and multicultural immersion project.
5. Students will become familiar with relevant literature on multiculturalism in the field of counseling as demonstrated by journals, class discussion, and the multicultural immersion project.
6. Students will begin to demonstrate and understand how the applications of multicultural competencies will help them to provide balanced mental health services to their clients as assessed by small group breakouts, case vignettes, class discussion, and the case study paper.
7. Students will demonstrate understanding of training, professional, and ethical issues in multicultural counseling as assessed by class discussion, the case study paper and the multicultural immersion project.
8. Students will demonstrate ability to apply multicultural theories to cases as assessed by discussion of clinical vignettes and the case study paper.
9. Students will become aware of the "next-step" of their multicultural development through the final project and cultural presentation.
10. Students will know cultural dimensions of self and others in ways that are integrative, contextual, and reflective of systems of oppression.

#### *Required Texts/Course Materials:*

Lee, C. (2019). *Multicultural Issues in Counseling: New approaches to diversity (5th ed)*.

Alexandria, VA: American Counseling Association. ISBN: 9781556203695. This book is available in the CSULB library (online access).

Fadiman, Anne (1997). *The Spirit Catches You and You Fall Down*. Union Square West, NY: The Noonday Press. ISBN: 9780374533403. This book is available at CSULB library.

### *Required Articles (on Beachboard)*

- DiAngelo, R. (2018). *White Fragility*. Boston, MA: Beacon Press. Chapters 5, 7
- Graznka, P., Santos, C., & Moradi, B. (2017). Intersectionality Research in Counseling Psychology. *Journal of Counseling Psychology*, 64 (5), 453-457.
- Helmeke, K.B., & Bischof, G.H. (2002). Recognizing and raising spiritual and religious issues in therapy: Guidelines for the timid. *Journal of Family Psychotherapy*, 13(1-2), 195-214.
- McGoldrick & Hardy. (2008). *Revisioning Family Therapy: Race, Culture, and Gender in Clinical Practice*. Thousand Oaks, CA: Sage Publications. Chapters 1, 2, 6, 7, 15, 16, 31
- Singh, A., & Moss, L. (2016). Using Relational-Cultural Theory in LGBTQQ Counseling: Addressing Heterosexism and Enhancing Relational Competencies. *Journal of Counseling and Development*, 94, 398-404.
- Wilkerson, I. (2020). *Caste: Origins of our Discontents*. Chapters 1-2.

### *Mode of Delivery and Technical Requirements*

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online (Zoom) and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom for 1.5 hours weekly, and asynchronous learning for 1.25 hours weekly. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the *Technology Help Desk*. The university provides a variety of technology resources to students.

### *Course Communication and Zoom Etiquette*

The instructor will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of twice per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of twice per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's *Zoom Etiquette for Students @ the Beach*.

## *Course Schedule*

| Week /Date  | Topics & Readings & Films  | Assignments  |
|-------------|--|--|
| #1/Jan. 21  | Introductions<br>Community Guidelines<br>Course Overview   |  |
| #2/Jan. 28  | Counseling Values & Ethics<br>Oppression and Mental Health<br><br>Film: Eye of the Storm-1970 (asynchronous-28 minutes on Youtube)<br>Readings: Lee (1, 2, 19), McGoldrick & Hardy (Ch. 1) | Journal Post #1  |
| #3/Feb. 4   | Power & Privilege<br><br>Readings: Wilkerson (Ch. 1, 2), McGoldrick & Hardy (Ch. 6, 7)   | Journal Post #2  |
| #4/Feb. 11  | Discussion of film <i>What's Race Got to Do With It?</i><br><br>Film: What's Race Got to Do With It? (asynchronous-CSULB Kanopy)<br>Readings: DiAngelo (Ch. 5, 7)                          | Journal Post #3  |
| #5/Feb. 18  | Identity Development Models<br>Microaggressions<br><br>Readings: Sue & Sue (to be assigned)<br>Lee (Ch 10), McGoldrick & Hardy (Ch. 15, 16)  | Literature Review (submit via Dropbox on Beachboard)                   |
| #6/Feb. 25  | Heterosexism<br>Discussion of film <i>Moonlight</i><br><br>Film: Moonlight-2016 (asynchronous-CSULB Kanopy)<br>Readings: Lee (Ch. 14), Singh & Moss (2016)                                 |  |
| #7/Mar. 4   | Emily Hauck, M.A.- Intersectionality<br><br>Readings: Graznka, Santos & Moradi (2017), Lee (Ch. 3)   | Journal Post #4  |
| #8/Mar. 11  | Angelica Diaz, M.S. – Scale Development on Gañas<br><br>Readings: TBA  |  |
| #9/Mar. 18  | Spirituality<br><i>When Spirit Catches You, You Fall Down</i> discussion<br><br>Readings: Helmke & Bischoff (2002), Fadiman (1997)   | Cultural Interview Reflection Paper (submit via Dropbox on Beachboard) |
| #10/Mar 25  | Social Class<br><br>Readings: McGoldrick & Hardy (Ch. 2), Lee (Ch. 16)   | Journal Post #5  |
| Apr 1       | Spring break—No Class  |  |
| #11/April 8 | Resiliency and Well-being<br><br>Readings: McGoldrick & Hardy (Ch. 31)   |  |

|              |  |   |
|--------------|--|---|
| #12/April 15 | Skills Identification Model and Case Vignettes<br>Readings: <i>Lee</i> | Cultural Immersion Reflection Paper<br>(submit via dropbox on Beachboard) |
| #13/April 22 | Cases  | Presentations (4)-synchronous   |
| #14/April 29 |  | Presentations (8)-synchronous   |
| #15/May 6    | Wrap Up  | Presentations (8)-synchronous   |
| May 13       |  | Case Study Final -asynchronous  |

## Course Evaluation Components and Grading

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### *Evaluation Components*

This course will include synchronous lectures, small and large group discussions, case vignettes, presentations, a case study final, readings, and journal postings/online discussion. The proportion of the course grade is as follows:

|   |                                  |
|---|----------------------------------|
| <b>Attendance and Participation:</b>        | <b>25 points (12.5%)</b>         |
| <b>Journal Postings/On-line Discussion:</b> | <b>40 points (20%)</b>           |
| <b>Cultural Immersion project:</b>          | <b>90 points (45%)</b>           |
| <b>Case study:</b>                          | <b>25 points (12.5%)</b>         |
| <b>Cultural Presentation:</b>               | <b>20 points (10%)</b>           |
|   | <b>Total = 200 points (100%)</b> |

### **1. Class Attendance and Participation – 25 points (12.5%).**

Attendance and participation are integral course requirements. Students are expected to actively engage in class discussions, exercises and assignments. Students are expected to come to zoom meetings prepared, initiate and make thoughtful contributions including integration of assigned reading and appropriate self-disclosures, contribute to discussion without trying to dominate, show interest and respect for other's views, and exhibit sensitivity to others (including race, culture, ethnicity and diversity).

#### **Participation grades will be based on:**

- Demonstrated openness through quantity and quality of students' verbal and written activity based participation in classes.
- Listening to everyone's point of view is critical to the class' success. As a result, it is important that when people speak they are provided with the support and the respect that everyone deserves.
- It is strongly encouraged to have your video on throughout our class meetings. Paying attention to others and our own non-verbal communication is often an area of growth and insight in this class.
- Students are expected to engage in self-reflection to gain greater insight and awareness regarding their potential growth areas.
- Interacting with the material and class discussions by asking questions and sharing reactions in a respectful manner.
- It is expected that students will have strong reactions to the readings, discussions or activities talked about in the class; in fact, if feelings are not evoked, then we may need to change what we are doing. If you are having a strong reaction to something that happens in the course, it is your responsibility to

address it in class in a respectful manner.

## **2. Journal Posts/On-line discussions – 40 points (20%)**

Each week there are assigned readings, and we will have 5 assigned journal postings on the readings (see course outline). In your journal posting, you will provide 1) an initial response to a prompt on the *Discussion Boards* on BeachBoard no later than 9pm each Tuesday, 2) read at least 3 of your colleagues' responses, and 3) post a quality response to at least one of your colleagues' initial response by 12 noon on the day of class. Your initial response must be at least 300 words (2-3 paragraphs) and include your reactions/thoughts on the readings. You may also relate current events to the readings in your journals. In your response to your colleagues', share your reflections/thoughts (e.g., how you relate similarly or differently and why, follow up questions). The purpose of the discussion posts is not to summarize the readings, but rather to share your thoughts and reactions about what you have read each week. Journals are graded on the depth of thought and ability to incorporate readings, as well as quality interactions/responses to other students. Instructor will post the journal prompt no later than 12pm on Friday the week prior to the due date of readings. **Late posts will receive no credit.**

***5 total posts (8 pts each) Scoring Rubric: Application of readings to prompt (4 pt), responses to peers' posts (4 pt)***

## **3. Cultural Immersion Project – 90 points (45%)**

In order to fully gain a deeper understanding of cultural groups different from your own, it is important that students begin to integrate their educational experiences with cultural activities that explore culture beyond the surface level. **It is required that you select a cultural group (race, ethnicity, sexual identity, gender identity, religion or spirituality) that will challenge your own values/assumptions, please do not select a "safe" experience.** You will immerse yourself in 3 levels of "experiences" as a way of collecting data about the group that you have selected. All 3 levels of experiences must be with the same group in order to gain a more in-depth understanding about the cultural group you have selected. Also, be sure to select a group that is accessible, as extensions will not be granted.

**Cultural Immersion topic and activities must be approved by the professor prior to conducting them.**

### **Requirements (for data collection)**

#### **a) Literature Review (15%)**

This paper is intended to familiarize students with literature in multiculturalism. Find 3 primary source articles/empirical articles relevant to the group that you are learning about; what you choose to address may depend specifically on the group. Book chapters are not allowed. Possible considerations are: mental health utilization rates, cultural values, mental health stigma, treatment, or implications for working with this group; however, this is not an exhaustive list of ideas. Be sure to address aspects that are salient to your specific group and to your discipline. These resources must be relatively recent (within the past 10 years).

**The paper must include a critical review of the research (methodology) AND practice implications.**

Methodology should include information such as the sample size, demographics of the participants, how data was gathered, type of study, measures used. Your literature review should address the following questions: What does the research tell us about the group that you are studying (findings/results)? Why is it important to have knowledge and awareness about this group? What shortcomings and/or how could this study be improved (limitations of study)? Students must highlight a current area of work or theory relevant to professional practice with this group. The paper should be no more than 5 pages (not including cover page) in length and written in APA style format.

***Scoring Rubric: Methods/Results (15 points), Practice implications (12 points),***

**Grammar/Organization (3 points).**

**b) Cultural Interviews & Reflection Paper (15%)**

Interview 1 person minimum (2 is optional) who are members of the group that you are learning about, and ask if you can interview them individually about their experiences with race and culture (broadly defined). It is encouraged that you interview people who you do not know well. Plan for a 45-60 minute conversation with each person (preferably a video call). Please be sure to inform them of confidentiality and that the interviews are solely to be used for this class assignment and their names will not be used in the paper. The questions you ask will vary depending on the person and the group. Based on your literature review, what do you want to know more about this individual/group and/or mental health issue? You may want to ask about topics/issues from class (e.g., ethnic/racial identity, power and privilege). **You will submit your interview questions and 3 page summary of your general reflections** (e.g., how you felt prior to and during the interviews, what you learned about the group and yourself, how were the interviewees' experiences similar and different from one another, how did the information provided contrast or reinforce what you read in the literature, implications for practice)—do not provide a verbatim transcripts or summary of the interviews.

**Scoring Rubric: Self reflection (15 points), Practice Implications (12 points), Grammar/Organization (3 points)**

**c) Cultural Immersion Activities & Reflection Paper (15%)**

You are required to participate in at least 1 cultural immersion activity throughout the semester. The activity must be at least 2 hours in length. Find a cultural event, visit the community, or place that is made up predominantly of members from the group you are learning about. Make sure the event or activity is one that is open to non-group members. Attend the event or visit the community. **You must actively attempt to interact with the community members, rather than be a passive observer and points will be deducted for observation only. Virtual events will be accepted given current restrictions and physical distancing.** You may do this experience with friends, families or classmates but do not go in a group that is larger than 3 people. Remember you are walking into someone else's "home" therefore do not go in a large group. **You will submit your plan/proposed activities (1-2 sentences describing the event or place you plan to visit) prior to the event for approval by professor.**

Paper should be no more than 5 pages (double-spaced, 12 pt font) in length, and should include all of the following sections.

**Scoring rubric:**

- A brief thematic discussion of your learning about the group that you selected. You may need to include a brief description of the experiences you completed. Where did you go and what did you do? (8 pts)
- A personal reflection on the overall experience, your learning, etc. (e.g., What did you learn about your own biases/assumptions about this group? When were you most comfortable and when did you experience discomfort? What triggered your comfort and discomfort?) (8 pts)
- Describe how this learning might impact your understanding and your treatment of someone from the group you have been learning about. This should include general issues, understandings you might have about people from this group, understandings and insights you have about your own perceptions about this group, etc. (14 pts)

**4. Case Study Final– 25 points (12.5%)**

For the case study, you will be given a case vignette via BeachBoard, and using information about the client's worldview and relevant theories and concepts covered in class, you will develop a case conceptualization (how

you view the client) and treatment plan (how you would approach your work in a culturally appropriate way). You will submit a 3-5 page response to specific questions provided by the instructor. This is an open book/notes assignment.

|   |       |
|---|-------|
| 1. Clarity of thought and expression, i.e., your ability to convey your ideas in a clear, logical manner (e.g., organized, grammar, punctuation). Your response must be well-organized with supporting citations. | 2 pts |
| 2. Knowledge and application of course material to the case study, i.e., your demonstration of multicultural knowledge and content (including appropriate citation references).                                   | 8 pts |
| 3. Ability to identify culturally based strengths and resources in the context of individual, community, and/or families' social-cultural worlds.   | 5 pts |
| 4. Ability to demonstrate an understanding of theories of multicultural counseling, more specifically, theories of ethnic and cultural identity development.  | 5pts  |
| 5. Self reflection, i.e., your openness and articulation of your own cultural identity development (race and ethnicity).  | 5 pts |

**5. Cultural Presentation – 20 points (10%)**

Please reflect on your development as a student while in this class, what you have learned about yourself as a cultural being, your strengths in this area and areas for further growth and development as you transition into the role of becoming a professional multicultural counselor. In a 10 minute presentation, you may share the multiple influences in your life and salient identities OR how your sociocultural developmental histories and experiences present advantages and potential challenges to your work, and ways in which you currently balance and manifest your own sociocultural background in your work as a counselor. **Given the limited time for the presentation, it will not be possible to discuss all aspects and intersections of your culture and development. The goal is provide a brief personal glimpse into the richness/meaning of your own personal culture, how it shapes your professional identity, and to experience sharing this with others.**

*Course Grading*

*Grading Scale*

| Letter Grade | Percentage    |
|--------------|---------------|
| A            | 90-100%       |
| B            | 80-89%        |
| C            | 70-79%        |
| D            | 60-69%        |
| F            | 59% and below |

### *Evaluation Components and Weight*

| <b>Evaluation Component</b>           | <b>Points</b> | <b>Weight</b> |
|---------------------------------------|---------------|---------------|
| Participation                         | 25            | 12.5%         |
| Journal Posts/On-line Discussions     | 40            | 20%           |
| Brief Literature Review               | 30            | 15%           |
| Cultural Interview & Reflection Paper | 30            | 15%           |
| Cultural Immersion & Reflection Paper | 30            | 15%           |
| Case Study                            | 25            | 12.5%         |
| Cultural Presentation                 | 20            | 10%           |
| <b>Total</b>                          | <b>200</b>    | <b>100%</b>   |

## Course Policies

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### *Attendance and Participation*

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential for growth and learning in this class. Asynchronous participation in BeachBoard discussions and reviewing videos is also required. Participation is 12.5% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade. To receive an excused absence or tardy, you must inform the instructor by email no later than 12pm on the day of class, and you must have a valid reason for your absence or tardy (e.g., personal illness). Unexcused absences will result in a deduction of points (10 point loss/absence) from your attendance/participation grade.

Being more than 10 minutes late for class or leaving early is considered tardy and will result in a deduction of points (5 point loss for each tardy) from your attendance/participation grade.

Students are responsible for obtaining notes from their peers. Extra assignments or makeup assignments are not provided to make up for absences.

### *Late Work/Make-up Policy*

*All reading and written assignments are to be completed prior to our class meeting. All assignments are to be submitted to the instructor at the start of the class (7pm) on the date due and must be submitted via dropbox in Beachboard. Late submissions (more than 24 hours) are not accepted and must be approved by the instructor prior to the due date. If an exception is made, an assignment will have 1 letter grade deduction for every day it is late. I strongly encourage you to be proactive and communicate with the instructor if you find yourself falling behind, anticipate absences or missed work.*

**Extra credit is not offered in this course.**

### *Plagiarism/Academic Integrity Policy*

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on *Cheating and Plagiarism* that governs your participation in courses at CSULB.

### *University Withdrawal Policy*

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on *Dropping and Withdrawal* for more detailed information.

### *Special Needs Accommodations*

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

### **College of Education Expectations for Professional Conduct**

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

## **Additional Information**

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### **Sexual Assault, Rape, Dating/Domestic Violence and Stalking**

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: [advocate@csulb.edu](mailto:advocate@csulb.edu), p: (562) 985-2668)

can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at [OED@csulb.edu](mailto:OED@csulb.edu).

#### *Student Support Services*

The Division of Student Affairs has prepared a helpful guide, *Student Resources During COVID-19*. A full list of student support services is also available on the *Programs and Services* website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the *Basic Needs Program*. Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

#### *Syllabus Changes*

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.