CMSD 631: Counseling in CMSD and Disorders of Fluency
California State University, Chico
Communication Science and Disorders Program
3 Units, Spring 2018

Course Contact Information
Instructor: David McCoy, Ph.D.
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Work Phone: 530.898x6394 (leave a message)
Email: dkmccoy@csuchico.edu (preferred contact)
Office Hours: Tuesdays 12:30 – 1:30 p.m. & Wednesdays 1:30 – 4:30 p.m.
I have an open-door policy, come chat when you can.

Final Exam: Informally Monday scheduled 5/14/18 from 12:00-1:50 pm.
Official time to be posted online. Check your class schedule after the 4th week of classes. Historically the exam has been at 5:00 p.m. by mutual agreement.

COURSE OVERVIEW and OBJECTIVES

Catalog Description
This course provides students with the opportunity for advanced study of the etiology, symptomatology, diagnosis, and treatment of fluency disorders. Students will learn to apply counseling principles and techniques to clinical practice that can be useful for expanding their clinical effectiveness. Measurement of primary and secondary stuttering behaviors and related client feelings and attitudes are discussed. Readings and case studies also include a comprehensive examination of intervention strategies for use with children and adults who stutter, along with counseling techniques also applicable to the broader community with communication disorders.

Counseling
Principles and techniques of counseling may be integrated into the assessment and treatment of speech-language-hearing problems. You will learn to apply counseling principles and techniques to clinical practice. Specifically, principles and techniques taught in this class will be useful for expanding your clinical influence by establishing partnerships with clients, family members, and others who interact with clients; by serving as a member of professional teams; and by working with challenging client, family, and team situations.
<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Implementation</th>
<th>Criteria</th>
<th>Program SLO</th>
<th>Accreditation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and discuss the characteristics of disorders of fluency</td>
<td>Class activities, exams, and assignments</td>
<td>80% accuracy</td>
<td>1, 2</td>
<td>3.1.2B IV-C SLP-2, 3</td>
</tr>
<tr>
<td>List and discuss preventive measures of childhood-onset disorders of fluency.</td>
<td>Class activities, exams, and assignments</td>
<td>80% accuracy</td>
<td>3</td>
<td>3.1.3B IV-D SLP 5</td>
</tr>
<tr>
<td>Develop ability to implement assessment procedures for children and adults who stutter. Interpret test results appropriately.</td>
<td>Class activities, exams, and assignments</td>
<td>80% accuracy</td>
<td>3</td>
<td>3.1.3B IV-D SLP 5</td>
</tr>
<tr>
<td>Complete an analysis of a speech sample for a child or adult who stutters.</td>
<td>Class activities, exams, and assignments</td>
<td>80% accuracy</td>
<td>3</td>
<td>3.1.4B IV-D SLP 5</td>
</tr>
<tr>
<td>Develop appropriate intervention goals and procedures for people who stutter.</td>
<td>Class activities, exams, and assignments</td>
<td>80% accuracy</td>
<td>3</td>
<td>3.1.5B IV-D SLP 5</td>
</tr>
<tr>
<td>Understand the theoretical basis for practices associated with a systemic approach to counseling. Effectively use respectful listening skills (clarification, reflection, and open &amp; solution-focused questions).</td>
<td>Class activities, exams, and assignments</td>
<td>80% accuracy</td>
<td>5</td>
<td>3.1.1B 3.1.6B V-B</td>
</tr>
<tr>
<td>Discuss multicultural and linguistic correlates for disorders of fluency.</td>
<td>Class activities, exams, and assignments</td>
<td>80% accuracy</td>
<td>2</td>
<td>3.1.2B IV-C SLP 3</td>
</tr>
</tbody>
</table>
Program Student Learning Outcomes

1. Demonstrate the knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorder including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies,

5. Demonstrate knowledge and skill in Professional Practice Competencies which includes accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology
https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology

CCTC - California Commission on Teaching Credentialing

COURSE MATERIAL

Required Textbooks
Stuttering Therapy for the School-Aged Child by Reardon-Reeves and Yaruss.
Counseling and Interviewing for the Speech-Language Pathologist and Audiologist by Tellis & Barone with online access required to videos and supplementary resources.

Course Requirements

Assigned Readings
Chapter readings and some supplementary readings will be assigned. Some information contained in your books may not be discussed or referenced in lecture, however, you will be responsible for the content of all assigned readings as it applies to assignments and assessments.
**DVD Videos by the Stuttering Foundation of America (SFA) provided to you**
Several SFA videos will be assigned as supplemental and required viewing for various topics in the course. The DVDs are available in the library, which has viewing stations and computers available for your use. A viewing station may be made available in the AJH 104 area for your use (to be determined).

**Assessments**
1. Self-Reflection Counseling Reviews (10 points each; 30 points total)
2. Fluency Case Studies (20 points each, 80 points total)
   a. Adult diagnostic and intervention
   b. Child diagnostic and intervention
3. Final Exam (25 points)
4. Various In-class and Out-of-class Assignments (40 points)
5. Online quizzes (20 points)
6. Total Course Points: 200 points
McCoy: Syllabus Appendix
CLASSROOM PROTOCOL

Course Usage of Blackboard Learn (Bb)
- Copies of the course syllabus and all out-of-class assignments/project and many in-class assignments may be found on Blackboard https://learn.csuchico.edu.
- You are responsible for regularly checking the online Blackboard resources, which can also be accessed through the portal at http://portal.csuchico.edu

Submitting Assignments via Bb
- Submit assignments in .pptx, .xlsx, .docx, .pdf, or .rtf formats.
  - Software products such as Google Docs, Apple Pages, OpenOffice (free), and others allow for conversion using Save As… for saving in the above formats.
- 🚨 After submitting an assignment using a Blackboard link, you are responsible for verifying the submission was received by checking the assignment’s cell (row/column) in the Grade Center.
- A “yellow !” 🚨 indicates the instructor has been notified of the submission.
- Without a “yellow !” 🚨 an assignment is not fully submitted and may be considered late. Contact me or ITSS immediately if you have problems with your submission.
- Ignore formatting variations in the submission preview pane, for the most part formatting in the submission I evaluate is not the same as that seen in the preview pane.

Communicating via Bb
- I almost exclusively use the email feature in Bb to contact students as a group and individually. Please ensure that you have regular access to your Wildcat email account either directly or indirectly via mail forwarding.
- You can contact the faculty and any student in class using the email features within the Bb course.

Email Correspondence
Email is a key means of communication in many health and education settings. This is another mode of communication with its own practice parameters. Key considerations:
- Use a salutation, e.g., Dr. McCoy or Professor McCoy, Hello, Good Morning, Good Afternoon, or Good Evening
  - It is my preference and that of other faculty that you refrain from only calling me, “McCoy” in face-to-face interactions, even if you refer to me by last name in your personal conversations with others.
- Include a description of the attachment when included so that I know what you’re sending me.
- Email is not generally perceived as texting even if you are sending an email using your mobile device. Compose emails using professional communication guidelines such as those provided by the Purdue OWL:
• Sign your name.
  o A thank you will never go unappreciated by me, a stranger, or a friend.
• Consider adding an automatic signature with your name to your emails, this is a common feature of most email applications.
  o I don’t know who you are when I receive email with identifiers such as “Secret Shopper”, “Student Address”, “My Chico Email”, and from non-Wildcat email addresses such as blondluv or crisydollar.
• If a student wishes to receive University email communications to their personal email account, they have the option of forwarding their official emails to their personal email account.
  o Redirecting student email is highly discouraged and students do this at their own risk. If elected by the student, the University is not responsible for confidential information potentially exposed through the forwarding of official University emails to private email accounts.
  o Remember, email is not fully secure and always consider the content before sending information via email. The approved campus policies regarding CSU, Chico official email usage can be found at http://www.csuchico.edu/prs/EMs/2005/05-005.shtml for students.

Microsoft Office Applications

Office 365

In addition to your access to the Google suite of online software tools, some assignments may require use of Microsoft products for efficiency of dissemination and evaluation. CSU, Chico students can install Office 365 Education for Students FREE on up to 5 PCs, Macs, or other mobile devices including Android, iPad®, and select Windows tablets. For more information, click here or access the page directly at http://www.csuchico.edu/itss/

Attendance
• Attendance for each class gathering is critical. Should you have to miss a class period it will be your responsibility to obtain the information missed using other students in class or the instructor.
• Lectures and lessons will not be recreated during office hours.
• A minimum of a 20% and up to 100% or more reduction of points may occur for students that do not attend class for a scheduled exam or an in-class assignment when the faculty is not contacted in advance.
• Occasional and excessive absences usually impact a student's course experience and can be reflected in the obtained points, grade, and activities completed whether excused or unexcused.
• Excessive absences due to disability are managed by the Accessibility Resources Center (ARC, see below).
Staying Healthy and Being Sick

- In the case of a fire alarm or other public emergency notification, we will evacuate as directed. “It is also important that everyone close all doors as they exit, especially stairwell doors. Students and faculty should take their personal belongs with them.”
- Professionals in health care and educational practices are often in contact with vulnerable children and adults.
- You risk infecting others and making them ill when you come to class and you are infectious.
- The Centers for Disease Control and Prevention (CDC) recommends:
  - Try to avoid close contact with sick people.
  - If you are sick with flu–like illness, CDC recommends that you stay home for at least 24 hours after your fever is gone except to get medical care or for other necessities. Your fever should be gone without the use of a fever-reducing medicine.
  - While sick, limit contact with others as much as possible to keep from infecting them.
  - http://www.cdc.gov/flu/about/qa/preventing.htm
- From the ASHA Code of Ethics, “Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally” http://www.asha.org/Code-of-Ethics/
- For fun but with some seriousness, even mice avoid other mice when ill.

Participation

- Participation in the classroom setting, office hours, online forums (Bb, etc.) and email are key aspects of the course experience.
  - Attending is a minimal form of participation.
  - Students can share questions and make comments with the professor and their peers to the large group. The faculty many respond with specific information, a follow-up question, or an invitation for response from other students.
  - Participation can include taking notes, commenting and asking questions in small breakout group discussions, completing written submission, posting comments to electronic formats, and emails to other students and the faculty.
  - Questions of the faculty after class are best if brief and focused. This is not the ideal time for extended interaction for the faculty and you may be directed to submit your question or comment via email or face-to-face.
    - Often other classes need to enter the room and the faculty may have other appointments across campus.
- Because the classroom environment is shared by all students and faculty in the learning community (class), the faculty encourages participation from a variety of students in a variety of forms and on various occasions.
- Due to the in-class time constraints of time and the semester schedule, the faculty reserves the right to limit the number of questions and comments and the duration of discussions. Student that feel they have additional questions or comments can take advantage of office hours, emails, some discussion boards, other electronic media and further conversations with any interested peers.
The classroom is not the exclusive context in which student’s comments can be heard and their questions answered.

Due Dates
- Assignments are due at 5pm on the assigned date via Blackboard (unless otherwise specific as published on Blackboard in advance).
- All assignments must be turned in by the due date and time or points will be deducted for each day the assignment is late unless special permission from the faculty is obtained well before the due date.
- In almost all cases, assignments will be submitted via Blackboard even if a hardcopy is requested. Some hardcopy assignments are required to be submitted in class during during time.
- A student will rarely, but may sometimes, receive points at the instructor’s discretion for assignments submitted late without prior approval. Bb is very precise with submission deadlines, sometimes assignments not completely submitted prior to the deadline time will be excluded. Contact the instructor immediately if you have technical difficulties.
  - *Generally “prior” as used above means at least 48-72 hours before the assignment deadline. Last minute requests for deadline extensions are rarely granted.

Make-up Policy
- All make-up work must be arranged in advance with the faculty WITHIN 7 days of the deadline due date or within 7 days of when in-class activities are posted to Bb. You are responsible for checking with your peers or the instructor before or after you miss a class.
- Advanced written notice (email) is looked upon favorably in considering make-up exam requests.
- Make-up work must be completed prior to the start of the final examination time unless prior arrangement for extensions are made.
- It is imperative that you take examinations when they are scheduled. Make-up examinations will only be administered under extraordinary circumstances, when there is a documented reason of a serious and compelling nature.
- A make-up examination may not be the same as the original examination but will be based on the same body of information.
- Students can complete and submit all assignment or alternatives to benefit their learning even if not points will be earned. This allows a student to learn and benefit from the assignment in a way that if equitable to other students and faculty.

Grading Policy

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>94–100%</td>
<td>A</td>
</tr>
<tr>
<td>90–93.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87–89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>84–86.9%</td>
<td>B</td>
</tr>
<tr>
<td>80–83.9%</td>
<td>B-</td>
</tr>
<tr>
<td>77–79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>74–76.9%</td>
<td>C</td>
</tr>
<tr>
<td>70–73.9%</td>
<td>C-</td>
</tr>
<tr>
<td>60–69.9%</td>
<td>D</td>
</tr>
</tbody>
</table>
59.9% & below = F

Undergraduate Research Methods CMSD 488

- In CMSD 488, a passing grade of C- or higher is required for graduation. D’s are not given for CMSD 488.

Graduate Course Grading

- 80% equivalent or higher required for graduate level CR courses and lower than 80% equivalent = NC for graduate level courses including CMSD 674, CMSD 675, and CMSD 680
- Graduate courses are graded A through C- and graduate courses do not use D letter grades.

Definition of Letter Grading Symbols per CSUC Executive Memo (EM 09-010)

Functions of Grading

Underlying the rationale for grades is the theme of communication. Grades communicate one or more of the following functions:

- Recognize that classroom instructors have the right and responsibility to provide careful evaluation of student performance and the responsibility for timely assignment of appropriate grades according to published Student Records and Registration procedures
- Recognize performance in a particular course
- Act as a basis of screening for other courses or programs (including graduate school)
- Inform the student as to level of achievement in a specific course
- Stimulate students to learn
- Inform prospective employers and others of student achievement

Undergraduate Courses (numbered 100 to 599)

A. Superior work; a level of achievement so outstanding that is normally attained by relatively few students.
B. Very good work; a high level of achievement clearly better than adequate competence in the subject matter/skill, but not as good as the usual, superior achievement of students earning an A.
C. Adequate work; a level of achievement indicating adequate competence in the subject matter/skill. This level or higher will usually be met by a majority of students in the class.
D. Minimally acceptable work; a level of achievement that meets the minimum requirements of the course.
F. Unacceptable work; a level of achievement that fails to meet the minimum requirements of the course. Not passing.

Graduate Courses (Numbered 300-399)

A. Superior work; a level of achievement so outstanding that it is normally attained by relatively few students.
B. Adequate work; a level of achievement indicating adequate competence in the subject matter/skill. This level will usually be met by a majority of students in the class
C. Minimally acceptable work; a level of achievement which meets the minimum requirements of the course
D. Unacceptable work; a level of achievement that fails to meet the minimum requirements of the course. Not passing.

CAMPUS RESOURCES, UNIVERSITY POLICIES, AND SELECT STATEMENTS

Course Topics, Content, and Discussions
This course will explore themes, trends, dilemmas, causes, and cases related to communication sciences and disorders which may expectedly or unexpectedly result in intense emotions.

• If course activities provoke feelings of trauma or panic in you, please take care of yourself by talking with a peer, a mentor, me (the faculty instructor), or a counselor at the Counseling and Wellness Center (530-898-6345) in the Student Services Center room 430. The Health Center is another service available to you as a student.
• It’s alright to make the decision to leave the classroom if necessary.
• I’m looking forward to learning together in a safe environment and respectful environment. It’s impossible to foresee all the rewards and challenges of a vigorous learning environment. Please communicate with me as best you can. Without knowledge of your experience, I cannot make course adjustments or consider modifications and improvements for the future.
• Public Display of Student Information:
  o Faculty may disclose a student’s name or ID number in the classroom, even for students who have placed a restriction on their directory information.
  o Faculty may utilize peer grading and group grading of team assignments. FERPA does not prohibit the discussion of grades in the classroom as long as grades have not yet been recorded by the instructor.
  o Faculty may not post grades or other academic information next to a student’s Chico State ID number, social security number, last four digits of the Chico State ID number or social security number, or any other identifier that has not been randomly generated and confidentially assigned, even with a student’s written permission.
  o Staff, faculty and student employees with access to student information or who maintain student record information are required to protect the privacy of that information in compliance with state and federal law and university policy (EM 06-34).

Title IX is a Federal Civil Rights Law
• The Title IX law prohibits discrimination on the basis of sex in an educational institution’s academic, educational, extracurricular and athletic activities (both on and off campus).
• Sexual harassment, which includes acts of sexual misconduct, is a form of sex discrimination prohibited by Title IX.
• Title IX protects all people regardless of their gender or gender identity from sexual harassment and violence.

Confidentiality and Mandatory Reporting Pertaining to Title IX
• As an instructor, one of my responsibilities is to help create a safe learning environment on our campus.
• I also have a mandatory reporting responsibility related to my role as a faculty instructor (specify if desired).
• It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible.
• However, I am required to share information regarding sexual misconduct with the University. Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix
  o Students may speak to someone confidentially by contacting the on-campus Counseling and Wellness Center (530-898-6345) or Safe Place (530-898-3030).
  o Website http://www.csuchico.edu/counseling/
  o Student Services Center (SSC) room 430
  o Campus and Chico off-campus resources: http://www.csuchico.edu/title-ix/resources.shtml

Dr. McCoy’s Disclosure and Reporting Reminder: You have a choice.
• Students can choose the degree of disclosure to faculty that the students feels is best for their situation.
  o For example, a student can explain that due to a variety of personal reasons and events occurring in his or her life, some accommodations and understanding are needed.
  o This would not necessitate a mandatory report but can allow for a faculty and student conversation when course performance is potentially impacted.

Academic Integrity
Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found online.

http://www.csuchico.edu/sjd/sja.shtml

Student Judicial Affairs
Help resolving grievances with faculty, staff, or administration
SSC 190 and phone 530.898.6897
• One of the most common challenges to academic integrity is working individually when directed and refraining from collaborating with others when disallowed.
• Another area is using the work of others as your own without citations, referencing, or acknowledgment or using your past work without permission of the faculty.
• TURNITIN is a Bb-linked originality-checking software tool that may be used for the submission of some assignments and is helpful for understanding the content sources of assignments submitted by students.
• The American Psychological Association Publication and Style Manual (6th Ed.) is the guiding resource for the CMSD Program and professions.
• You can review plagiarism concepts using many resources provided via the Meriam Library website and other sources.
  o  http://libguides.csuchico.edu/c.php?g=432300
  o  http://library.acadiau.ca/tutorials/plagiarism/

Rigorous Learning (excerpted from CSU statement of Academic Rigor)
• Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence.
• College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future.
• A diploma and good grades from a demanding institution count for something.
  http://www.csuchico.edu/phil/shared/rigor.htm

Campus Policy in Compliance with the Americans with Disabilities Act (ADA)
• If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.
• Students with disabilities requesting accommodations must register with the Accessibility Resource Center to establish a record of their disability.
• Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.
  http://www.csuchico.edu/arc/policy-guidelines/education-law.shtml

Disability Services
Any student who feels she or he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please also contact the Accessibility Resource Center SSC 170, 530-898-5959 to coordinate reasonable accommodations for students with documented disabilities.
  o  Location: Student Services Center (SSC) room 170
  o  Phone: 530-898-5959
  o  Accessibility Resource Center online: http://www.csuchico.edu/arc/index.shtml
Diversity in Education and Communities

Discretion in Education and Communities

Respect: Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

- I am firmly committed to diversity and equality in all areas of campus life, including members of the LGBTQ community and those from an enormously diverse number of backgrounds related to country of origin, gender, religion, ethnicity, socioeconomic background, education, and others.
- From the ASHA Code of Ethics: Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels.
- I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization.
- The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be intentionally offensive to each other, or to participate in, or condone harassment or discrimination of any kind.
- I believe that mistakes can occur and that the key is to learn from our own mistakes and those of others in our diverse learning environment.
**Our Democracy: Chico State Resource**

[http://www.csuchico.edu/ourdemocracy/resources/hot-topics.shtml](http://www.csuchico.edu/ourdemocracy/resources/hot-topics.shtml)

**First Generation Statement**

The placard allows 1st generation college students to identify faculty and staff who have experienced similar challenges, as well as successes, as they are pursuing their college degree.

- I am a first generation college student who experienced many common struggles during my life as a university student.
- "During the 2014-15 academic year first generation college students comprised 7,793 or 48.5% of all CSU, Chico students and 1,587 or 53.9% of incoming freshmen."

**Safe Zone Statement**

I am part of the Safe Zone Ally community network of trained Chico State faculty/staff/students who are available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity.

My goal is to help you be successful and to maintain a safe and equitable campus.

[http://www.csuchico.edu/diversity/safezone/aboutsafezone.shtml](http://www.csuchico.edu/diversity/safezone/aboutsafezone.shtml)

**What is an Ally**

- someone who is committed to providing visible, tangible support for the GLBT community
- someone you can go to for day to day advice, and know that your sexuality is not an issue and is not something you have to worry about concealing
- Someone who is committed to providing a confidential safe zone for members of the GLBT community - a place where your actions and words do not have to be guarded.
- Someone who is available as a reference for anyone with questions about sexuality issues. An ally may not always have an answer, but should know where to find it.
- a role model for the straight community
• someone who has agreed to continually improve their knowledge about the GLBT community and issues via in-service training sessions and campus programs
• Someone who agrees to combat homophobia and heterosexism on a personal level.
• someone who believes that our campus is enriched and enlivened by the diversity of GLBT students, faculty and staff
• someone who can comfortably use inclusive language, avoid stereotyping, and be actively aware of heterosexism
• someone who agrees to support other allies

An ally is not:
• (necessarily) a licensed, professional counselor, but an ally can offer someone a menu of alternative sources for help
• a spokesperson for the GLBT communities at large, but an ally is an individual that can speak for themselves from their experience
• An expert on the "coming out" process, but an ally is someone who is sensitive to and concerned for individuals during this process. An ally can offer someone a selection of others to whom they can speak.

Dropping and Adding the Course
It is your responsibility to commit to dropping a class or remaining enrolled in a class. Do not assume that you will be automatically dropped for not attending class.

NOTE: The official university academic policies (1) and calendar (2) supersedes the procedures and timelines below if discrepancies exist.

1. http://www.csuchico.edu/catalog/cat07/05Degree/09regs.html

Serious and Compelling Reasons: (as of 05/2013)
The following situations are typical of those for which "serious and compelling" is appropriate justification for approving withdrawals and changes of grade option after the fourth week of classes:

1. An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from the University. For example, a one- to two-week absence with a doctor’s written excuse.
2. An extended absence due to a death in the immediate family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.
3. A necessary change in employment status that interferes with the student’s ability to attend class; and you must submit verification of this change in employment status in writing from your employer.
4. Other unusual or very special cases, considered on their own merit.
The following situations would not fall under the intent of "serious and compelling":
   a. Grade anticipated in class is not sufficiently high, or student is doing failing work.
   b. Failure to attend class, complete assignments, or take a test.
   c. Dissatisfaction with course material, instructional method, or instructor.
d. Class is harder than expected.
e. Pressure of other classes, participation in social activities, or simple lack of motivation.
f. A change of major.

Official university, college, department, and program memoranda, policies, and requirements available in the Course Catalog and on various university websites will supersede the above information in instances of error or timeliness.