**Course Syllabus**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>MHS 6420</th>
<th>Course Title:</th>
<th>Counseling Minority Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
<td>Course Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Department:</td>
<td>Educational Leadership and Human Services</td>
<td>Supplies:</td>
<td>Taskstream Code:</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Mary Moore, Ph.D.</td>
<td>Term and Year:</td>
<td>Spring Semester 2010</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Gore Education Complex - B</td>
<td>Telephone:</td>
<td>(850) 386-2507</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e-mail:</td>
<td><a href="mailto:mmoore1908@aol.com">mmoore1908@aol.com</a>; <a href="mailto:mary.moore@famu.edu">mary.moore@famu.edu</a></td>
</tr>
</tbody>
</table>

**Office Hours**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 – 5:30</td>
<td>By Appt.</td>
<td>1:30 – 5:30</td>
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</tr>
</tbody>
</table>

**Course Description**

This course focuses on clients of various cultural backgrounds that bring to the counseling relationship problems related to their culture, lifespan stage or the frustrations and challenges often facing minority groups struggling to cope in U.S. society. Counselors will develop expertise and sensitivity in working with various cultural groups. Also, multicultural and pluralistic trends including characteristics and concerns of diverse groups based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity, cultural family patterns, gender, socioeconomic states, and intellectual ability are discussed. Candidates will become exemplary professionals in the areas of multiculturalism, technology, values, problem solving, professionalism, and urban education. See the Conceptual Framework on the next page.

**Course Purpose**

This course provides a study of social changes and trends in sex role stereotyping, societal subgroups, and different lifestyles. Attention is given to how stereotyping has influenced counselors’ judgments in counseling different populations.

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Diagram of Exemplary Professional Conceptual Framework]

**DIVERSITY**

- **CF 1**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all candidates.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

- **CF 2**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
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<th>INTASC</th>
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</thead>
<tbody>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among candidates.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.6 (S,D)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.7 (S)</td>
<td>Teach candidates to use various types of technology</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

**VALUES**

- **CF3**

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(K) = Knowledge   (S) = Skill   (D) = Disposition
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.3 (S,D)</td>
<td>Promote perspectives, ideas, people and cultures.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

- CF4

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.4 (K)</td>
<td>Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of candidate.</td>
<td>F:1,4</td>
<td>I: 1,8</td>
</tr>
</tbody>
</table>

**PROFESSIONALISM**

- CF 5

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
</tbody>
</table>

**URBAN/RURAL EDUCATION**

- CF6

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>II. F: 9, 1 0, 1 1</td>
<td>I: 10</td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
**Overall Goals of the Course**

The goal of this class is to provide theories and exercises whereby candidates will examine their attitudes and beliefs and gain knowledge and skills in the area of counseling diverse populations.

**Specific Behavioral Objectives**

After completion of this course, candidates will be able to do the following:

1. Demonstrate how their own cultural background and experiences have influenced their attitudes, values, and biases about psychological processes.
2. Compare and contrast your own cultural beliefs and attitudes with those of another culturally different population in a nonjudgmental fashion.
3. Demonstrate how cultural may affect psychological processes such as personality formation, vocational choices, psychological disorders and help seeking behaviors.
4. Examine relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and help-giving networks among communities.
5. Identify assessment and testing instruments and demonstrate their appropriateness with diverse clients.

**Standard Crosswalk**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Critique</td>
<td>Examine relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices</td>
<td>5.c, 5.h, 5.i</td>
<td>10.1, 10.2</td>
<td>1.1, 1.5</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>Identify the kinds of factors that should be</td>
<td>12.b, 12.e, 12.j, 12.k</td>
<td>9.1, 9.2</td>
<td>2.5, 2.6, and 2.7</td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
considered in counseling minority populations

Social Justice Paper
Demonstrate how their own cultural background/experiences have influenced attitudes, values
5.c,5.i, 5.1 10.1,10.2 1.1,1.5, and 3.1

Experiential/Excursion Paper
Compare and contrast your own cultural beliefs and attitudes with those of another culturally different
5.a, 5.c,5.f 10.1,10.2, 3.1, and 5.3

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
Florida Educator Accomplished Practices (FEAPs)
Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Topical Outline

<table>
<thead>
<tr>
<th>Class meeting 1</th>
<th>Introduction and Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class meeting 2</td>
<td>Learning About your Own Culture/Worldview</td>
</tr>
<tr>
<td>Class meeting 3</td>
<td>Ethics and Confidentiality in Counseling</td>
</tr>
<tr>
<td>Class meeting 4</td>
<td>The Impact of Culture on Counseling</td>
</tr>
</tbody>
</table>

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Approved/Revised 10/30/07
Class meeting 5 | History and Rationale of Cross-Cultural Counseling
---|---
Class meeting 6 | Barriers to Effective Cross-Cultural Counseling
Class meeting 7 | Counseling Interventions: Cultural Considerations
Class meeting 8 | The Culturally Skilled Counselor
Class meeting 9 | Multicultural Human Growth and Development
Class meeting 10 | Multicultural Assessment and Diagnosis
Class meeting 11 | The Sociopolitical Climate
Class meeting 12 | Cultural Specific Community Events
Class Meeting 13 | Electronic Portfolios

**Teaching Methods**

Lectures, Technology, Research, Group Projects and Guest Presenters

**Course Evaluation**

1. **Self-Analysis Paper**
   
   a. This is an opportunity to explore your own cultural identity by investigating your family’s unique history. By looking at your own “worldview”, you may gain insight into your worldview assumptions about your cultural group and other cultural groups. You will describe your family’s cultural history. You may want to pay close attention to important events such as intercultural marriages, religious conversions, involvements in wars, economic events (i.e., depression), and past history of cultural conflicts. Enlisting the aid of your family members, identity your ethnic family and cultural values and how they impacted you throughout your life.

   b. Address what messages your family taught you about other cultural and/or ethnic groups, the aspects of your cultural heritage that you appreciate and/or value, the aspects that you question or dislike. Be creative! **Standards:** CF 1.1,3.3; FEAPs- 5.c,5.i,5.j; FSAC – 10.1,10.2

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2. **Assignment 2: Exercise in Conveying Social Justice** One of the recommended books in this area is a children’s book titled *The Story of Ruby Bridges*. Written by noted psychiatrist Robert Coles, this story provides an opportunity to teach issues of social justice and coping to a child. Your assignment is to read the story to a child between the ages of 4 and 9 and to engage in a dialogue about the story.

Standards: CF 1.1., 1.5; FEAPs 5.a, 5.b 5.c; FSAC – 10.1, and 10.2

3. **Experiential Reaction Paper**

   In order to take full advantage of the rich diversity in this country, you will make two learning trips (immersion activities) related to another group/population. You may choose to attend a movie/concert, attend a lecture, go to a neighborhood festival, go to a museum, attend a play, attend a religious service, attend a dance recital or art exhibit, etc.

   Respond to the following: What were your preconceptions? How did you feel? What did you learn? How has the experience positively and/or negatively influenced you?

   Standards CF 1.1, 1.5; FEAPs – 5.a, 5.b, 5.c; FSAC – 10.1, 10.2

4. **Journal Articles**

   In order to become familiar with the research literature in the area of counseling clients with special needs, you will identify a minimum of 4 articles. A minimum of 2 should provide general information about a group/population different from your own culture. A minimum of 2 should provide information about your own population in relation to counseling.

   You are to provide a brief synopsis of each article and discuss how the information from the articles can assist you in working with your population.

   Standards CF 6.2, 6.3, 6.4; FEAP Knowledge of Subject Matter

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**Grading**

Grading Scale:

- A 95 – 100
- B 84 – 94
- C 73 – 83
- D 62 – 72
- F Below 62

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*Approved/Revised 10/30/07*
Course Policies

Attendance

There will be one group supervision meeting per week, usually 1½ hours in length. If you do not complete your required Internship hours in one semester, you would continue your individual and group supervision on a weekly basis as long as you are working in the school. Missing more than two class sessions per semester without a priori approved absence, may result in reduction of one letter grade. Two tardies are counted as one absence.

It is the candidate’s responsibility to familiarize himself/herself with this course syllabus and schedule. The candidate is expected to read the assigned materials and turn in assignments promptly. I will answer email almost every night of the week, so please email me when you have questions or requests. If you do not receive a reply within 24 hours, you should recheck the address and send the message again. Individual office appointments may be requested by email if desired. Please do not attempt to contact me by phone, except as a last resort. I will not return long distance calls. Finally, it is the candidate’s responsibility to drop the course, should he/she wish to do so.

Academic Honesty

Much of your internship work will be documented using an honor system (i.e., your university supervisor will assume that the hours you record in your logs and the Counseling Notes you write reflect counseling work that you actually performed). In the professional world of counseling, fabricating reports of work carries severe civil and ethical penalties. While we do not expect FAMU candidates would ever be involved in such fabrication, if it were to occur during one's internship and were detected, it could result in the possibility of failing the course and possible dismissal from the program.

Dispositions: As a component of candidate assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each candidate which will be turned in to the department chair and kept in the candidate’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the candidate’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Advanced Level

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate</td>
<td>consistently and thoroughly demonstrates</td>
<td>usually and extensively demonstrates indicators of</td>
<td>sometimes and adequately demonstrates</td>
<td>rarely or never and inappropriately or superficially</td>
</tr>
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Approved/Revised 10/30/07
Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior (Please use a ✨ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

Criteria for rating

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)
The candidate usually and extensively demonstrates indicators of performance. (89-80%)
The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)
The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)

Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ✨ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

Criteria for rating

<table>
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The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)
The candidate usually and extensively demonstrates indicators of performance. (89-80%)
The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)
The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)

Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a ✨ to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.

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• experiments, evaluates, and initiates innovative practices.
• demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
• recognizes the individual differences that distinguish his/her candidates from one another and takes into account these differences in behavior of candidates.
• is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which candidates and colleagues bring to the learning environment.
• continually deepens knowledge of practice and candidate learning.
• understands the roles of assessment, including the roles of standards and outcomes in assessment.

<table>
<thead>
<tr>
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<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)</td>
<td></td>
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</tbody>
</table>

**Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking** *(Please use a ✓ to indicate level of performance.)*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.</td>
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<tr>
<td>• thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.</td>
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<tr>
<td>• conducts self assessment through reflection in problem solving.</td>
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Approved/Revised 10/30/07
Advanced Level Candidate Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior
   a. Is punctual and regularly attends class
   b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
   c. Presents oneself in a professional manner both in demeanor and appearance.
   d. Handles feelings appropriately (emotional management)
   e. Maintains integrity and high professional standards.
   f. Works in a reliable, dependable manner, utilizing initiative.
   g. Seeks opportunities for professional development and actively participates in professional organizations.
   h. Demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices
   a. Is curious, willing to experiment with new ideas and techniques, and is receptive to change.
   b. Analyzes and evaluates concepts and clinical practices.
   c. Experiments, evaluates, and initiates innovative practices.
   d. Demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
   e. Recognizes the individual differences that distinguish his/her candidates from one another and takes into account these differences in behavior of candidates.
   f. Is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that candidates and colleagues bring to the learning environment.
   g. Continually deepens knowledge of practice and candidate learning.
   h. Understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication
   a. Communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
   b. Is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
   c. Is willing to share information and ideas in a mutually respectful manner.
   d. Utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking
   a. Critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
   b. Thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
   c. Thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
   d. Conducts self assessment through reflection in problem solving.

Academic Honor Policy
An academic honesty violation shall include a candidate who gives or takes information of material and wrongfully uses its to aid himself/herself or another candidate in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow candidate. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A candidate who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the candidate who accepts such assistance. 4. For procedural information regarding academic honesty violations, candidates should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or
expulsion. In addition to any other penalties that may be imposed, the individual or candidate may be denied admission or further registration, and the University may invalidate academic credit for work done by a candidate and may invalidate or revoke the degree based upon such credit if it is determined that the candidate has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180

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Approved/Revised 10/30/07


F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07