

Syllabus PSY 474 Correctional Psychology

Course Number

PSY 474

Course Title

Correctional Psychology

Credits

3

Prerequisites

PSY 366 Abnormal Psychology

Faculty

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Office hours: Each of us offer in-person and virtual office hours during the following times (note: please email in advance to meet virtually during office hours so we can make sure to get the technology set up).

Neal - Wednesdays 1:00-2:00 PM

Beattey - Tuesdays 5:00-6:00 PM & Wednesdays 10:30 AM-12:00 PM

Required Texts

There are no required textbooks for the course - all required readings will be provided.

Catalog Description

Covers the basic principles of correctional psychology, including psychologists' roles in prisons and jails, the unique challenges of working in these settings, establishing successful relationships with correctional staff and inmates, and the various career opportunities in correctional psychology.

Course Overview

This course will provide you with an introduction to correctional psychology – a subfield of psychology in which basic and applied psychological science or scientifically-oriented professional practice is applied to the justice system *to inform the classification, treatment, and management of offenders to reduce risk and improve public safety* (Neal, in press). Any type of psychologist (e.g., clinical, counseling, developmental, social, cognitive, community) can engage in correctional psychology by applying the scientific, technical, or specialized knowledge of psychology to reduce offender risk and improve public safety.

The prison population in the U.S. has been growing at an explosive rate over the past few decades, corresponding with the deinstitutionalization movement from state hospitals. The U.S. incarcerates more people— including people with mental illness – with a much higher incarceration rate per capita than any other country in the world. Correctional facilities have become the largest provider of mental health services in the country, with the Los Angeles County Jail now serving as the country's largest psychiatric treatment facility.

Correctional psychologists are involved typically post-adjudication (such as conducting research on the psychological effects of prison or probation conditions; treating prison inmates; providing assessment services to inform treatment, classification). In this course, we will learn about the challenges and need for behavioral science research in correctional settings, the economics and psychology of incarceration in U.S. correctional facilities, intended and unintended consequences of public policies to reduce crime, and the clinical psychological science of offender assessment, classification, risk reduction, and reentry. We will read and discuss landmark legal cases, discover real cases and articles in which these issues were raised, critique these issues from both legal and scientific perspectives, and share what we learn with others.

Learning Outcomes

By the end of this course students will be able to:

- Demonstrate independent, articulate, creative thinking about the challenges associated with the criminal justice system's use of science generally, and psychology in particular, to reduce offender risk and prevent crime.
- Describe the unique challenges of conducting research in correctional settings.
- Identify and discuss landmark cases that demonstrate the practical role of correctional psychology (such as prisoners' rights to mental health treatment in *Bowring v. Gamble*).
- Analyze how social and public policy contexts influence justice practices.

Notes About this Course

This paragraph contains secret information that will only be helpful to *homo sapiens* (i.e., humans). If you are not a member of this group, feel free to skip this paragraph. Research indicates that people learn material better and retain it longer when they actively participate in the learning process, so I encourage you to do just that. You will not learn as much in your classes passively listening and mindlessly reading the text or memorizing definitions. I strongly encourage you to talk about what you are learning with others, write about it, relate it to past experiences, and apply it to your daily life. To encourage this kind of learning, we will be asking questions, engaging in written conversations, watching videos clips of showing the things we learn about, discussing the legal and ethical issues involved in these cases, and reading voraciously. Please note that classes will not always closely follow the readings. Although I will discuss some of the concepts covered in the readings, much of the materials each week is intended to get you more involved with the material and to give you additional information. Thus, we'll do a variety of things: lectures, discussions and activities, case studies, exercises and demonstrations, brief writing assignments, and videos among other things.

Correctional psychology is a fascinating application of psychology every single day in criminal justice systems around the world. To help you learn to understand how psychologists can contribute to corrections, you will be reading and completing thinking exercises on a social-media style discussion board called Yellowdig each week. (This is also a way to help you digest the material.) The material covered in our course is often both thought provoking and awesome, so feel free to clap a little or do a little dance when we cover something cool.

Any of the material covered in class lectures, thinking exercises, applied assignments, and assigned readings will be fair game for the exams. There will be 20 multiple-choice questions on each exam, and each is worth 10% of your final grade. The third exam - the final - is non-cumulative (covers only the last third of the course).

None of the materials from this course (the lectures, the slides, the videos, etc.) are to be used outside of this course. They are all copyrighted material. I hold the copyright to all the material I created, and others hold the copyright for the other material we're using in the course. This means you may not edit any of the materials in this course or use them for any purposes outside of this course.

Course Topics, Schedule & Grading

Class Module	Module Title	Weekly Objective	Readings	Module Assignments
<p>“Start Here” section</p>			<p>Optional (but helpful) reading: Putnum, A.L., Sungkhasettee, V.W., & Roediger, H.L. (2016). Optimizing learning in college: Tips from cognitive psychology. <i>Perspectives in Psychological Science</i>, 11, 652-660.</p>	<p>Course Tour video</p> <p>Watch the “Welcome to Class” video (slides available too).</p> <p>Robert’s intro slides</p> <p>Watch funny office hours clip https://vimeo.com/145546541</p>
<p>1</p>	<p>Intro to Corrections and What do Correctional Psychologists do?</p>	<p>1.1 Define “Correctional Psychology” and differentiate it from criminology and criminal justice</p> <p>1.2 Explain the changing incarceration trend in the U.S. over the past several decades</p> <p>1.3 Describe the prevalence of mental health problems in prisoners and jail inmates in the U.S.</p>	<p>Collier, L. (October, 2014). Incarceration nation. <i>APA Monitor on Psychology</i>, pp. 59-62.</p> <p>National Research Council (2014). <i>The growth of incarceration in the US: Exploring causes and consequences</i>. (Executive Summary – 13 pgs)</p> <p>Johnson, J., & Berzofsky, M. (2017, June). <i>U.S. DOJ special report: Indicators of mental health problems reported by prisoners and jail inmates, 2011-12</i>. (pg. 1-9 only)</p> <p>Neal, T.M.S. (in press). Forensic psychology and correctional psychology: Distinct but related subdisciplines of psychological science and practice. <i>American Psychologist</i>.</p> <p>Magaletta, P. R., Patry, M. W., Dietz, E. F., & Ax, R. K. (2007). What is correctional about clinical practice in corrections? <i>Criminal Justice and Behavior</i>, 34, 7-21.</p>	<p>View John Oliver “Prison” episode (17:42 min) https://www.youtube.com/watch?v=Pz3syET3DY</p> <p>Watch “Correctional Psychology” lecture (slides posted too).</p> <p>Watch the first 26 minutes of ASU’s School of Criminology and Criminal Justice Professor Kevin Wright discuss “<i>Criminology, Criminal Justice, and Correctional Psychology – Areas of Overlap and Distinction</i>.” (His slides are posted). Other ASU faculty members in the Program on Law & Behavioral Science join the discussion. (The discussion portion after the 26-minute presentation is optional). https://asuonline.wistia.com/medias/5lyczjghd0</p> <p>Respond to discussion questions</p> <p>Optional: Listen to the “Written Inside” podcast by NPR about life inside a maximum-security prison cells, written by inmates. https://www.npr.org/podcasts/520389979/written-inside-stories-about-prison-cells</p>

<p>2</p>	<p>Behavioral Science Research in Corrections</p>	<p>2.1 Explain the challenges of and opportunities for conducting research in correctional settings</p> <p>2.2 Describe the ethical issues that arise for correctional research</p>	<p>Magaletta, P.R., Morgan, R.D., Reitzel, L.R., & Innes, C.A. (2007). Toward the one: Strengthening behavioral science research in corrections. <i>Criminal Justice & Behavior</i>, 34, 933-944.</p> <p>Bierie, D.M., & Mann, R.E. (2017). The history and future of prison psychology. <i>Psychology, Public Policy, & Law</i>, 23, 478-489.</p> <p>Optional reading: Clements, C. B., Althouse, R., Ax, R. K., Magaletta, P. R., Fagan, T. J., & Wormith, J. S. (2007). Systemic Issues and Correctional Outcomes Expanding the Scope of Correctional Psychology. <i>Criminal Justice and Behavior</i>, 34(7), 919-932.</p>	<p>Watch "Research in Correctional Psychology" lecture (slides posted too).</p> <p>Watch "Stanford Prison Experiment" movie. Electronic streaming copy is on course reserve through ASU library. More info http://www.prisonexp.org/.</p> <p>Respond to discussion questions</p> <p>Applied Assignment #1: design a correctional psychology study you would do if you had the resources and time to do so.</p>
<p>3</p>	<p>Treating Criminality</p>	<p>3.1 Explain how psychological treatment can reduce the risk of future criminal behavior</p> <p>3.2 Describe the Risk-Need - Responsivity (RNR) model of correctional rehabilitation</p>	<p>Andrews, D.A., Bonta, J., & Wormith, J.S. (2011). The Risk-Need-Responsivity (RNR) Model: Does adding the Good Lives Model contribute to effective crime prevention? <i>Criminal Justice & Behavior</i>, 38, 735-755.</p> <p>Cullen, F.T. (2017). Correctional rehabilitation. In <i>Academy for Justice, Vol. 4</i> (E. Luna, ed.), pp. 235-260.</p> <p>Bush, J. (2016, June 26). To help a criminal go straight, change how he thinks. <i>NPR Opinion</i>, pp 1-5.</p>	<p>Is your personality fixed, or can you change who you are? Listen to the NPR Invisibilia podcast, episode titled "The Personality Myth" (57:19 minutes), here: https://www.npr.org/sections/health-shots/2016/06/24/481859662/invisibilia-is-your-personality-fixed-or-can-you-change-who-you-are</p> <p>Respond to the discussion questions</p>

<p>4</p>	<p>The Psychology of Supermax</p>	<p>4.1 Debate the pros and cons of solitary confinement</p> <p>4.2 Demonstrate familiarity with the experiences of inmates in solitary confinement</p> <p>4.3 Explain the problems associated with solitary confinement for mentally ill inmates</p>	<p>Binelli (2015, Mar 26) "Inside America's Toughest Federal Prison" <i>New York Times</i>.</p> <p>Haney, C. (2003). Mental health issues in long-term solitary and "supermax" confinement. <i>Crime & Delinquency</i>, 49, 124-156.</p> <p>Obama, B. (2016, January 25). Barack Obama: Why we must rethink solitary confinement. Washington Post Op-Ed. (Read article and watch 1-min video at): https://www.washingtonpost.com/opinions/barack-obama-why-we-must-rethink-solitary-confinement/2016/01/25/29a361f2-c384-11e5-8965-0607e0e265ce_story.html</p> <p>U.S. Department of Justice (2017, July). <i>Review of the Federal Bureau of Prisons' use of restrictive housing for inmates with mental illness</i>. <u>Read the Executive Summary, pgs. i – iii</u> (read more if interested!)</p> <p>DeAngelis, T. (2017, March). New lease on life for troubled inmates. <i>APA Monitor on Psychology</i>, pp. 22-25.</p>	<p>Watch "The Psychology of Supermax" lecture (slides posted too).</p> <p>Assignment: "6x9: A Virtual Experience of Solitary Confinement." Virtual reality experience that places viewers in a virtual cell, telling the story of the psychological challenges of extreme isolation. https://www.theguardian.com/world/ng-interactive/2016/apr/27/6x9-a-virtual-experience-of-solitary-confinement</p> <p>FAQs here - check out before doing: https://www.theguardian.com/world/2016/apr/27/6x9-vr-virtual-reality-experience-solitary-confinement-faqs-explainer</p> <p>Respond to discussion questions.</p> <p>Optional video: "Time: The Kalief Browder Story" Episode 3 "The Bing." A 6-part docuseries available on Netflix about the injustices a Bronx teen faced in the legal and criminal justice systems. Episode 3 "The Bing" depicts Kalief's mental deterioration as he spends time in solitary at Riker's.</p> <p>Optional video: 60 Minutes story by Oprah Winfrey about the nationwide reduction in the use of solitary confinement, with special focus on Pelican bay Prison's "SHU" unit. (available to CBS All Access subscribers, 10/22/17). https://www.cbsnews.com/videos/pelican-bay-2/s</p>
<p>5</p>	<p>Mentally Disordered Offenders & the Criminalization of Mental Illness</p>	<p>5.1 Explain how people with mental illness disproportionately end up in jails and prisons</p> <p>5.2 Define and describe the "Sequential Intercept Model"</p> <p>5.3 Demonstrate familiarity with famous cases in the history of corrections that have shaped this area of the law</p>	<p>Owen, T. (2016, Apr 4). "Here's how 'America's toughest sheriff' (i.e., former Maricopa County's Sheriff Joe Arpaio) treats mentally ill prisoners." <i>Business Insider</i>.</p> <p><i>Estelle v. Gamble</i>, 429 U.S. 97 (1976) – [read my 1-pg brief – the full case itself is optional, posted on Blackboard too if you want to read it]</p> <p><i>Bowring v. Godwin</i>, 551 F.2d 44 (4th Cir. 1977) [read the full case – it's 4 pgs]</p> <p>Novotney, A. (2015, Nov). Fixing Chicago's biggest correctional facility. <i>APA Monitor on Psychology</i>, pp. 44-47.</p> <p>Teplin, L.A. (1984). Criminalizing mental disorder: The comparative arrest rate of the mentally ill. <i>American Psychologist</i>, 39, 794-803.</p> <p>Munetz, M. R., & Griffin, P. A. (2006). Use of the sequential intercept model as an approach to decriminalization of people with serious mental illness. <i>Psychiatric services</i>, 57(4), 544-549.</p>	<p>Watch "MDOs and the Criminalization of Mental Illness" lecture (slides posted too).</p> <p>View/read slides online called "Implementing the Sequential Intercept Model in Maricopa County" (this is where ASU is located) https://cabhp.asu.edu/sites/default/files/implementing-the-sequential-intercept-model-in-maricopa-county.pdf</p> <p>Peruse (read text / watch the short videos) on Chicago Sheriff's "Mental Health Template for Jails" website: http://www.cookcountysheriff.org/MentalHealthTemplate.html</p> <p>Respond to discussion questions</p> <p>Optional video: 60 Minutes story about the Cook County Jail (available to CBS All Access Subscribers). Covers one of the largest jails (and mental hospitals) in the U.S., with the psychological methods Sheriff Tom Dart is using in the system. Includes coverage of Dr. Nneka Jones Tapia, psychologist and director of the jail (8/27/17 episode). https://www.cbsnews.com/videos/cook-county-jail-2/</p>

<p>6</p>	<p>Public Policy to Reduce Recidivism</p>	<p>6.1 List evidence-based strategies that reduce the risk of former inmates committing crimes again</p> <p>6.2 Compare and contrast the effectiveness of different country's policies for reducing recidivism, such as the U.S. vs. Germany or Norway</p> <p>6.3 Describe how a person interested in working on public policy could get involved in this kind of work</p>	<p>Weir, K (2015, Dec.). Life on the outside. <i>APA Monitor on Psychology</i>, pp. 67-70.</p> <p>Haney, C., & Zimbardo, P. (1998). The past and future of US prison policy: 25 years after the Stanford Prison Experiment. <i>American Psychologist</i>, 53, 709-727.</p> <p>Skeem, J. L., Manchak, S., & Peterson, J. K. (2011). Correctional policy for offenders with mental illness: Creating a new paradigm for recidivism reduction. <i>Law and Human Behavior</i>, 35, 110-126.</p> <p>PEW Center on the States (2008). Putting public safety first: 13 strategies for successful supervision and reentry. <i>Public Safety Policy Brief</i>, 7, 1-4.</p> <p>Public Policy Opportunities (a couple pages of info, including the Society for the Psychological Study of Social Issues, a research and policy-focused psych organization, and more)</p>	<p>Watch "Public Policy to Reduce Recidivism" lecture (slides posted too).</p> <p>Watch two short videos about prisons in Europe: "Top 5 Nicest Prisons" (4.5 min) at: https://www.youtube.com/watch?v=pRYDcQLfNKA "Halden: Most Luxurious Prison in the World" (8 m): https://www.youtube.com/watch?v=i72OTvfduBk</p> <p>"The Culture of Punishment: It Doesn't have to be This Way" 30-minute moderated discussion hosted by John Jay College of Criminal Justice, with Craig Haney as panelist. Discusses U.S. and European prison policies and recidivism outcomes. https://www.youtube.com/watch?v=xJbSmi1HaAU</p> <p>Respond to discussion questions</p> <p>Applied Assignment #2: Identify and explain how you'd fix a problem in the U.S. correctional system.</p> <p>Optional video: "IS this Prison?" Fascinating 60 Minutes story comparing corrections in U.S. vs. Germany. German prisons keep prisoners comfortable, cost less, and have lower recidivism rates than ours. (available to CBS All Access Subscribers). (3/26/16 episode). https://www.cbsnews.com/news/this-is-prison-60-minutes-goes-to-germany/</p>
<p>7</p>	<p>The Psychology of Prison Rape</p>	<p>7.1 Describe the subculture of prison life in which prison rape exists</p> <p>7.2 Explain the psychological sequelae of prison rape</p> <p>7.3 Demonstrate familiarity with case law and statutory law regarding prison rape</p>	<p>Human Rights Watch (2000) "No Escape: Male Rape in U.S. Prisons" More info: https://www.hrw.org/reports/2001/prison/)</p> <p>Neal & Clements (2010). Prison rape and psychological sequelae: A call for research. <i>Psychology, Public Policy, & Law</i>, 16, 284-299.</p> <p><i>Farmer v. Brennan</i>, 511 U.S. 825 (1994) (read the 1-page case brief. PLUS, skim the full case)</p> <p>SKIM Rape Elimination Act of 2003 (19-page statute passed by Congress)</p>	<p>Watch "The Psychology of Prison Rape" lecture (slides posted too).</p> <p>Watch "No Escape: Prison Rape in America – The Rodney Hulin Story" (6.5 min video) https://www.youtube.com/watch?v=R3j3Wk711zY</p> <p>Respond to discussion questions</p>

8	<p>Careers in Correctional Psychology</p>	<p>8.1 Explain how a person could become a correctional psychologist</p> <p>8.2 Determine how you would go on to graduate study to further your education in psychology-law, if you chose to do so.</p> <p>8.3 Describe the kinds of experiences that working in corrections is likely to entail</p>	<p>AP-LS Guide to Graduate Programs in Forensic and Legal Psychology (Pages 1-9 and any program pages you find interesting)</p> <p>Sample Job Ads - includes sample ads for jobs with the CIA, state and federal prisons, and national and international forensic hospitals for people interested in psych-law.</p> <p>Prisoner Pen Pal: Last time I taught this course my students developed questions they had for people serving time. We corresponded with two inmates – one serving a Life Without Parole sentence in a state prison (a blind inmate – blind due to an injury sustained during the commission of his index crime) – and one “free” inmate who had recently been released from an AZ state prison. Read our questions and their responses.</p> <p>Optional reading: “Psych Grad Debt: The Hard Truth” (recommended if you’re considering graduate study in psychology)</p> <p>Optional reading: Psychology Degree Career Exploration Guide (info about hundreds of possible things you can do with a psych degree)</p>	<p>Watch “Psych Degree Career Info” lecture (slides posted too)</p> <p>Watch “Careers in Psychology-Law” lecture (slides posted too)</p> <p>Watch “Psych-Law Programs at ASU” lecture (slides posted too)</p> <p>Watch “Tales of a Correctional Psychologist” - Sarah L. Miller, Ph.D., ABPP, a correctional psychologist in Maine tells us about her path to correctional psychology and what her work is like, and gives advice to aspiring correctional psychologists about doing research and work in this field. She also reviews the central tenets of correctional-clinical psychology (slides posted too). https://connect.asu.edu/p1nwlz5k97d/</p> <p>Respond to discussion questions</p>
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Activities used for instruction and assessment of learning include: assigned readings; Yellowdig thinking exercises (5 points each x 8 of them = 40% of final grade); 2 in-depth applied assignments (15 points each x 2 = 30% of final grade); and 3 non-cumulative exams (10 points each x 3 = 30% of final grade).

For more information about how Yellowdig works, and how to earn your discussion points through Yellowdig, please read the information in the "Yellowdig Discussion" menu option in the black menu bar on the left side of your screen (in the "Communication" section of the menu).

Graded Assignments Discussions, quizzes, tests, written assignments	Points	Due Date (by 11:59 pm Arizona time)
Unit/Week 1		
Thinking exercises on Yellowdig	5	01/14
Unit/Week 2		
Thinking exercises on Yellowdig	5	01/21
Applied Assignment #1	15	01/21
Unit/Week 3		

Thinking exercises on Yellowdig	5	01/28
Exam 1	10	01/28
Unit/Week 4		
Thinking exercises on Yellowdig	5	02/04
Unit/Week 5		
Thinking exercises on Yellowdig	5	02/11
Exam 2	10	02/11
Unit/Week 6		
Thinking exercises on Yellowdig	5	02/18
Applied Assignment #2	15	02/18
Unit/Week 7		
Thinking exercises on Yellowdig	5	02/25
Exam 3	10	02/25
Final Unit/Week		
Thinking exercises on Yellowdig	5	02/27
POINT TOTAL: 100 (your raw grade in the course)		

Grading

Grade	Percentage	Points Range
A	94-100%	94-100
A-	90-93%	90-93
B+	87-89%	87-89
B	83-86%	83-86
B-	80-82%	80-82
C+	77-79%	77-79
C	73-76%	73-76
C-	70-72%	70-72
D+	67-69%	67-69
D	63-66%	63-66
D-	60-62%	60-62
F	Below 59%	Less than 59

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. We aim to have graded assignments available within 48 hours of the due date via the Gradebook.

Honors Enrichment Contracts

Students taking this course for honors enrichment will participate in a “*Correctional Psychology in Literature*” reading group that will meet virtually for one hour every week over the course of the class. The group will choose which book(s) to read from a list developed by Dr. Neal of literature reflecting correctional psychology issues. Each member of the honors reading group will be expected to develop questions prior to each meeting based on the reading for that segment (such as 1-2 chapter of the novel) and then pose questions to the group and participate in discussion when other group members pose their questions. At the end of the book / reading group, each honors student will write a short summary (~1 page) about correctional psychology in the book(s).

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to

add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Survival Guide for this Class

This is an online course. To be successful:

- take the class seriously
- expect to work hard throughout the entire course
- be organized and manage your time (do not procrastinate)
- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- draw examples from your personal experience to illustrate the topics and enrich your learning
- have fun learning!!!