



ASU 547: Advanced Correctional Psychology

Course Number: PSY 547

Course Title: Advanced Correctional Psychology

Credits: 3

Prerequisites: Degree- or nondegree-seeking graduate student.

Course Description: Advanced 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, 2018). This course will cover principles of correctional psychology, including psychologists' roles in prisons and jails, psychological science relevant to correctional environments, basics about correctional psychological assessment and rehabilitation, diversion & reentry, and the unique challenges of working in these settings and with incarcerated populations, among other topics. Students will create an infographic for their final project in this class.

Faculty Information

Professor: Tess M.S. Neal, Ph.D.

Contact Info: tess.neal@asu.edu, 602-543-5680. Office is ASU West Campus, FAB Building S148

Office Hours: I offer optional in-person and virtual office hours on Wednesdays from 2:00 – 3:00 PM (note: *please email that you'll be attending 24 hours in advance* so I can be best prepared to meet with you). If meeting virtually, we will use the conferences tool in Canvas.

Textbooks

We'll be using chapters from an e-book that's freely available online at a dedicated website (<http://academyforjustice.org/>). Students do not have to purchase it. We will also be using chapters from additional books, journal articles, magazine articles, and so forth - all of which will be provided through Canvas to students.

Course Learning Outcomes

At the completion of this course, students will be able to:

1. Demonstrate independent, articulate, creative thinking about the justice system's use of psychology to inform the classification, treatment, and management of offenders to reduce risk and improve public safety.
2. Identify and discuss select landmark cases in correctional psychology (such as the constitutional rights of mentally ill prisoners in *Baxstrom v. Herold* and *Vitek v. Jones*).
3. Teach and learn from classmates about correctional psychological topics by designing an informative, organized, clear, fluid, and engaging infographic, and review your peers' projects.

Notes About This Course

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 showing the things we learn about, discussing the legal and ethical issues involved in these cases, creating informative and educative communication aids to teach others' about course-related topics of interest, and reading voraciously. Please note that lectures, discussions, and assignments will not always closely follow the readings. Although some of the concepts will be covered from the readings, much of the material each week is intended to get you more involved with the subject matter 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 creating teaching material to share with others, among other things.

Any of the material covered in the readings, lectures, thinking exercises, activities, and so forth are fair game for your final project. You can choose any of these topics for your project. Alternatively, if you identify a topic that we aren't covering explicitly but that is related to the course (per the definition of correctional psychology we're using in the class), you're welcome to select it for your final project.

None of the materials from this course (the lectures, the slides, 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. The exception is the Infographic that you create for your final project - I hope you do share your creation with others (friends, classmates, work colleagues, on social media).

Modules

Module (Week) 0: Start Here

Assignment/ Activity Type	Assignment/Activity Instructions
Optional Readings	<p>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>Learning Scientists Infographic + Website</p> <p>Prisoner Pen Pal: In a previous correctional psych class, 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. Optional: Read our questions and their responses, and feel free to discuss your reactions/thoughts in the Community Forum.</p> <p>AZ Criminal Justice MH Coalition info (see “Welcome to Class” video for more information)</p>
Videos & Slides	<p>Watch funny office hours clip https://vimeo.com/145546541</p> <p>Watch the “PSY 547: Welcome to Class” video</p> 
Activities	Voicethread introduction: include your name and an image of yourself and/or image of something meaningful to you (explain it if so), where you live, why you’re taking this course, your career goals, and how this course is relevant to helping you reach those goals.
Discussion	<p>Discussion assignment #1</p> <p>Icebreaker: Preposterous Questions</p>

Module (Week) 1: Introduction to Correctional Psychology

Assignment/Activity Type	Assignment/Activity Instructions
Readings	<p>Basic Introduction to Corrections and Mental Health in Corrections</p> <ul style="list-style-type: none"> • Luna, E. (2017). Table of Contents & Preface. In E. Luna (Ed.), <i>Reforming Criminal Justice: Introduction and Criminalization</i> (Vol. 1). • Cole, D. (2017). The changing politics of crime and the future of mass incarceration. In E. Luna (Ed.), <i>Reforming Criminal Justice: Introduction and Criminalization</i> (Vol. 1) • Fagan book Ch 1 - Criminal Justice & Mental Health Systems • Collier, L. (October, 2014). Incarceration nation. <i>APA Monitor on Psychology</i>, pp. 59-62. • Novotney, A. (2015, Nov). Fixing Chicago’s biggest correctional facility. <i>APA Monitor on Psychology</i>, pp. 44-47. • Scott book Appelbaum ch 4_Prison Work Culture • <u>Optional</u>: VanVoorhis Ch 2_Prison Setting • <u>Optional</u>: Dolovich, S. (2017). Prison Conditions. In E. Luna (Ed.), <i>Reforming Criminal Justice: Punishment, Incarceration, and Release</i> (Vol. 4). <p>What is Correctional Psychology?</p> <ul style="list-style-type: none"> • Neal, T.M.S. (in press). Forensic psychology and correctional psychology: Distinct but related subdisciplines of psychological science and practice. <i>American Psychologist</i>. • Clements, C. & Neal, T.M.S. (in press). Research in criminal psychology. In R.D. Morgan (Ed.). <i>The SAGE Encyclopedia of Criminal Psychology</i>. <p><u>Optional</u>: Why do people commit crimes?</p>

	<ul style="list-style-type: none"> • <u>Optional</u>: Snyder - Person x Situation essay • <u>Optional</u>: Clay, R. (February 2016). Listening to killers. <i>APA Monitor on Psychology</i>, pp. 36-39.
Videos & Slides	<p>Watch "Module 1: Intro to Correctional Psych" lecture (slides posted too)</p>  <p>Watch "Defining Correctional Psychology" lecture (slides posted too).</p> <p><u>Optional</u>: Watch 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). Dr. Wright presents for the first 26 minutes, followed by a discussion by ASU faculty members in the Program on Law & Behavioral Science. https://asuonline.wistia.com/medias/5lyczighd0</p>
Activities	<p>Sentencing Goals Inventory CAS Inventory</p>
Discussion	<p>Discussion assignment #2</p> <ul style="list-style-type: none"> • What do you think psychology have to offer corrections? Describe the top 3 things psychology can do to make a difference in corrections. <p>Discussion assignment #3</p> <ul style="list-style-type: none"> • After completing the CAS Inventory, respond to the following. "How might your scores (assuming some validity of the inventory) influence your approach to working with offenders? How might someone with a different pattern of scores than your approach working with offenders?" <p>Discussion assignment #4</p> <ul style="list-style-type: none"> • Scan topics and readings throughout the course - including this unit. List 3-4 topics you might select for your final project. For each, frame one or two research questions that you hope to answer or learn about. <p><u>Optional</u> (if you read the "Why do people commit crimes" readings and if you want to discuss with peers - these will not be graded, but we will discuss with you if you'd like to partake in discussion. "Why do people commit crimes? To what degree is crime caused by personality, situation, and their interaction? Is criminal behavior sometimes problem-solving behavior?" Use the Community Forum to discuss.</p>

Module (Week) 2: Correctional Psychological Assessment

Assignment/Activity Type	Assignment/Activity Instructions
Readings	<p>Intro to Psychological Assessments in Corrections</p> <ul style="list-style-type: none"> • Fagan ch 4 Correctional Assessment • VanVoorhis Ch 6 Diagnosis & Treatment • VanVoorhis Ch 7 Offender Classification • Marlow (2018). <i>The most carefully studied, yet least understood, terms in the criminal justice lexicon: Risk, Need, and Responsivity.</i> • 1-page description of the Brief Jail Mental Health Screen, and the actual 2-page Brief Jail Mental Health Screen Assessment • <u>Optional</u>: Ax, R. K., Fagan, T. J., Magaletta, P. R., Morgan, R. D., Nussbaum, D., & White, T. W. (2007). Innovations in correctional assessment and treatment. <i>Criminal Justice and Behavior</i>, 34(7), 893-905. <p>Risk Assessments in Corrections</p> <ul style="list-style-type: none"> • Mohanah, J. (2017). Risk Assessment in Sentencing. In E. Luna (Ed.), <i>Reforming Criminal Justice: Punishment, Incarceration, and Release</i> (Vol. 4). • Fishel et al. (2018) Computer risk algorithm & judges decisions <p>Assessment of Criminal Thinking</p> <ul style="list-style-type: none"> • Mandracchia, J. T., & Morgan, R. D. (2011). Understanding criminals' thinking: Further examination of the measure of offender thinking styles—revised. <i>Assessment</i>, 18, 442-452.
Videos & Slides	<p>Watch "Module 2: Correctional Psychological Assessment" lecture (slides posted too)</p>

	
Activities	Russo Personality Inventory (Validity) Violence Risk Assessment (example)
Discussion	<p>Discussion assignment # 5 Describe the various ways in which psychological assessments are used in correctional settings, making note of offender characteristic clusters that seem to consistently reappear.</p> <p>Discussion assignment # 6 Discuss your experience after taking the Russo Personality Inventory. Describe how that experience affected your thinking about the various correctional psychological assessments we're learning about. Why is it important that psychological assessment tools are valid and reliable?</p> <p>Discussion assignment # 7 Respond to the Violence Risk Assessment case study and the two "Risk Assessments in Corrections" readings (by Monahan and by Fishel et al.). Work to integrate your response and say something coherent about your thoughts across the three different readings.</p>

Module (Week) 3: Correctional Psychological Treatment

Assignment/Activity Type	Assignment/Activity Instructions
Readings	<p>Intro to Correctional Rehabilitation</p> <ul style="list-style-type: none"> • Cullen, F.T. (2017). Correctional Rehabilitation. In E. Luna (Ed). Reforming Criminal Justice: Punishment, Incarceration, and Release (Vol. 4). • Fagan ch 5 Correctional Treatment • Andrews et al. (2006) Table 1 - RNR Factors & Treatment Principles • <u>Optional</u>: Wormith, J. S., Althouse, R., Simpson, M., Reitzel, L. R., Fagan, T. J., & Morgan, R. D. (2007). The rehabilitation and reintegration of offenders: The current landscape and some future directions for correctional psychology. <i>Criminal Justice and Behavior</i>, 34, 879-892. • <u>Optional</u>: Winerman (2017) Animals & prisoners article • <u>Optional</u>: National Corrections Institute Report (2004). Effective prison mental health services: Guidelines to expand and improve treatment. • https://s3.amazonaws.com/static.nicic.gov/Library/018604.pdf • <u>Optional</u>: National Institute of Corrections report (2012). Motivational interviewing in corrections: A comprehensive guide to implementing MI in corrections. https://s3.amazonaws.com/static.nicic.gov/Library/025556.pdf <p>Treating Mentally Ill Offenders</p> <ul style="list-style-type: none"> • Morgan, R. D., Flora, D. B., Kroner, D. G., Mills, J. F., Varghese, F., & Steffan, J. S. (2012). Treating offenders with mental illness: A research synthesis. <i>Law and Human Behavior</i>, 36, 37-50. • <u>Optional</u>: Fagan Ch. 9 Offenders with Serious Mental Illness <p>US Supreme Court Case Law: Constitutional Rights of Mentally Ill Offenders</p> <ul style="list-style-type: none"> • <i>Baxstrom v. Herold</i> (1966), 383 US 107 • <i>Vitek v. Jones</i> (1980), 445 US 480 • Steadman, H. J. (1973). Follow-up on Baxstrom patients returned to hospitals for the criminally insane. <i>American Journal of Psychiatry</i>, 130(3), 317-319.
Videos & Slides	Watch " Module 3: Correctional Psychological Treatment " lecture (slides posted too)

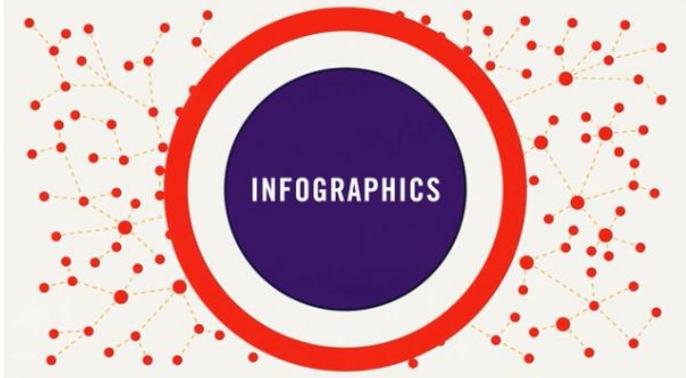
	
Discussion	<p>Discussion assignment #8: Distinguish between the risk principle, the needs principle, and the responsivity principle. How is each important to correctional treatment efforts? Describe the evolution of your thinking about these R-N-R principles (e.g., had you ever heard of them before, did you find the terms confusing, how much do you believe in their usefulness, etc.).</p> <p>Discussion assignment #9: How do the treatment needs of mentally ill offenders differ from those of offenders without mental illness? Also, describe why it is important that correctional staff have some knowledge of mental illness.</p> <p>Discussion assignment #10: <i>Baxstrom v. Herold</i> (1966) and <i>Vitek v. Jones</i> (1980) are landmark Supreme Court cases in the field of correctional psychology. Discuss the reasons why these two cases are important enough to have achieved "landmark" status (i.e., why they have historical & legal significance). In your discussion, weave in the relevance of the Steadman (1973) findings regarding the follow-up on Baxstrom patients.</p>

Module (Week) 4: Diversion & Reentry

Assignment/Activity Type	Assignment/Activity Instructions
Readings	<p>Weir (December 2015) Life on the Outside. <i>APA Monitor on Psychology</i>.</p> <p>Tonry, M.T. (2017). <i>Community Punishments</i>. In E. Luna (Ed). <i>Reforming Criminal Justice: Punishment, Incarceration, and Release</i> (Vol. 4).</p> <p>Turner, S. (2017). <i>Reentry</i>. In E. Luna (Ed). <i>Reforming Criminal Justice: Punishment, Incarceration, and Release</i> (Vol. 4).</p> <p>Chin, G.J. (2017). <i>Collateral Consequences</i>. In E. Luna (Ed). <i>Reforming Criminal Justice: Punishment, Incarceration, and Release</i> (Vol. 4).</p> <p>Short (1-pg) articles about collateral consequences sex offenders face:</p> <ul style="list-style-type: none"> • Wilcox, S.A. & Nadjowski, C.J. (2017). Should registered sex offenders be banned from social media? <i>APA Monitor Judicial Notebook</i>. • Calkins, C. & Beattay, R. (2017). Can sex offenders be incarcerated for being homeless? <i>APA Monitor Judicial Notebook</i>. <p>Kennealy, P. J., Skeem, J. L., Manchak, S. M., & Eno Loudon, J. (2012). Firm, fair, and caring officer-offender relationships protect against supervision failure. <i>Law and Human Behavior</i>, 36, 496-505.</p> <p><u>Optional</u>: Slate ch 12. Diversion & Reentry: Strategies for Discharging Offenders Living with Mental Illness</p>
Videos & Slides	<p>Watch "Module 4: Diversion & Reentry" lecture (slides posted too)</p> 

Discussion	<p>Discussion assignment #11 What are the distinctions between diversion and reentry? Give some examples of each in your response.</p> <p>Discussion assignment #12 Describe your thoughts and reactions to the collateral consequences readings.</p>
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Module (Week) 5: Final Project

Assignment/Activity Type	Assignment/Activity Instructions
Readings	<p>Assignment Information from Dr. Neal "What is an Infographic" infographic (fissionsource.com) What is an Infographic? Crafting an Infographic Narrative 106 of the Best Free Data Sources For Your Next Infographic 5 Tips for Sourcing [Citing] Infographics Don't break the law in making your Infographic - great summary of Copyright law by the U.S. Copyright Office (Links to an external site.) Dr. Neal's Basic Example Infographic in Canva</p>
Videos & Slides	 <p>"The Value of Data Visualization" video by ColumnFive</p> <p><iframe src="https://player.vimeo.com/video/29684853" width="640" height="360" frameborder="0" allowfullscreen></iframe></p> <p>"A Fair(y) Use Tale" https://www.youtube.com/watch?v=ImOa3DFRicY</p>
Project/Exam	Final Infographic Project

Module (Week) 6: Learning from Peers' Final Projects

Assignment/Activity Type	Assignment/Activity Instructions
Activities	<p>You will learn in an engaging and entertaining way more about Correctional Psychology by reviewing a randomly-assigned sample of your peers' Final Projects. You will use a provided rubric to evaluate and provide constructive feedback for refinement to your peers. This peer review process is worth a major portion of your grade in the course. Each of you will get feedback from the instructors as well as about 10 of your peers – this is a lot of feedback – use it to improve your infographic and then share it with others!</p>

Module (Week) 7: Careers in Correctional Psychology

Assignment/Activity Type	Assignment/Activity Instructions
Readings	<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, the Federal Judicial Center, and national and international hospitals for people interested in psych-law.</p> <p><u>Optional:</u> Foster et al. (2018). Resources for [psychology-law] job seekers: Insights from early career professionals. (Recommended for anyone thinking about potentially further studying any subfield in the realm of psychology-law).</p> <p><u>Optional:</u> "Psych Grad Debt: The Hard Truth" (recommended if you're considering further graduate study in psychology)</p>

	<p><u>Optional</u>: Psychology Degree Career Exploration Guide (info about hundreds of possible things you can do with a psych degree)</p> <p><u>Optional</u>: Egbert, A.H. (Nov 2017). Influencing evidence-based policy as a graduate student. <i>Association for Psychological Science Observer</i>, 30, 36-37. (recommended if you have potential interest in a policy-related career).</p>
Videos & Slides	<p>Watch "Psych Degree Career Info" lecture (and slides)</p> <p>Watch "Careers in Psychology-Law" lecture (post slides too)</p> <p>Watch "Psych-Law Programs at ASU" lecture (post slides 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>
Activities	<p>Complete the course evaluation (TBC)</p>
Discussion	<p>Discussion assignment #13</p> <p>Identify two graduate programs you would be most interested in attending (you can use the AP-LS guide or any other resource you find). Look at the websites for these programs, and see the faculty research interests. Why did you choose these two programs in particular? Which faculty member(s) would you be most interested in working with at these two programs? Why?</p> <p>Discussion assignment #14</p> <p>Final question: 3-2-1</p> <ul style="list-style-type: none"> • What 3 major things from the course will you remember? • What 2 things about the course did you enjoy the most? • What 1 suggestion do you have for making the course better next time?

How You Earn Your Grade in this Class

Activities used for instruction and assessment of learning include:

- Assigned readings, lectures, and activities
- Voicethread introduction (4 points, or **4% of your final grade**)
- Discussion board participation - initial posts & peer responses
 - 14 of them x 4 points each = **56% of your final grade** (initial post is 2 points, peer response post is 2 points with the exception of module 7 [module 7 initial discussion posts are worth 4 points with no peer response required])
- Final Infographic Project
 - 20 points = **20% of final grade**
 - Note that even though you are learning from one another's projects and engaging in critical thinking by providing evaluative feedback to one another, your final project will be graded by the instructors.
- Providing feedback to peers on final projects
 - 20 points = **20% of final grade**
 - You will be assigned 10 of your peers' final projects to evaluate. Your task is to learn from the variety and content of the projects, but also to think critically about them and provide constructively critical feedback to your peers. You can earn 2 points for every well-done evaluation of your peers' final projects (=20 points total).

Course Access

Your ASU courses can be accessed by both my.asu.edu (<http://my.asu.edu>) and myasucourses.asu.edu (<http://myasucourses.asu.edu>); bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](https://www.google.com/chrome) [_\(https://www.google.com/chrome\)_](https://www.google.com/chrome), [Mozilla Firefox](http://www.mozilla.org/en-US/firefox/new/) [_\(http://www.mozilla.org/en-US/firefox/new/\)_](http://www.mozilla.org/en-US/firefox/new/), or [Safari](http://www.apple.com/safari/) [_\(http://www.apple.com/safari/\)_](http://www.apple.com/safari/))
- [Adobe Acrobat Reader](http://get.adobe.com/reader/) [_\(http://get.adobe.com/reader/\)_](http://get.adobe.com/reader/) (free)
- [Adobe Flash Player](http://get.adobe.com/flashplayer/) [_\(http://get.adobe.com/flashplayer/\)_](http://get.adobe.com/flashplayer/) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](https://myapps.asu.edu/app/microsoft-office-2016-home-usage) [_\(https://myapps.asu.edu/app/microsoft-office-2016-home-usage\)_](https://myapps.asu.edu/app/microsoft-office-2016-home-usage) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Student Success

To be successful:

- 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
- access [ASU Online Student Resources](http://goto.asuonline.asu.edu/success/online-resources.html) [_\(http://goto.asuonline.asu.edu/success/online-resources.html\)_](http://goto.asuonline.asu.edu/success/online-resources.html)

Grading

Your grade will be determined based on the following grading schema:

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%	Below 59

Submitting Assignments

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

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](http://www.thetimezoneconverter.com/) (<http://www.thetimezoneconverter.com/>) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. We will make every effort to ensure grades on assignments are available within 72 hours of the due date in the Gradebook.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](http://www.asu.edu/aad/manuals/acd/acd304-04.html) (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment [due to University-sanctioned activities](http://www.asu.edu/aad/manuals/acd/acd304-02.html) (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Communicating With the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost. Dr. Neal does not plan to use the Chat tool in Canvas.

Email

ASU email is an [official means of communication](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html) [_\(http://www.asu.edu/aad/manuals/ssm/ssm107-03.html\)](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html) 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.

ASU Online Course Policies

View the [ASU Online Course Policies](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html) [_\(https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html\)](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html)

Accessibility Statements

View the [ASU Online Student Accessibility](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html) [_\(https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html\)](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html) page to review accessibility statements for common tools and resources used in ASU Online courses.

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. Remember to check your ASU email and the course site often.