



COURSE INFORMATION

Section: 13553
Semester/Year: W 2024
Division: TBF
Class location: Hybrid (alternating weeks of in person in COE and asynchronous online)
Class day/time: Monday 5:00
Credit hours: 3
Class type: Lecture-Discussion

FACULTY CONTACT INFORMATION

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AT 7500 Cultural and Social Issues

Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

Accessibility: <https://wayne.edu/accessibility>

International Students: <https://oiss.wayne.edu>

Student Disability Services: <https://studentdisability.wayne.edu>

LGBTQ+ Resources: <https://pride.wayne.edu/student-resources>

Course Description

The course provides students with discipline-specific experiences, current theoretical perspectives, and best practices to develop culturally appropriate, collaborative, and productive therapeutic relationships with clients, and to enhance the effectiveness of their work in diverse and multicultural therapeutic environments. In this course, students will recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care and develop responsive practices that include empowerment, advocacy, and social justice action. Additionally, students will integrate new knowledge of cultural diversity, micro-aggressions, long-term effects of historical oppression, and common cultural beliefs and practices into students' daily and professional interactions with others, enabling effective professional practice within a multicultural society, classrooms, and therapeutic settings.

Course Materials

Required Textbook(s):

Sue, D. W. & Sue, D. (2022). *Counseling the Culturally Diverse: Theory and Practice* (9th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Jackson, L. C. (2020). *Cultural humility in art therapy*. Philadelphia, PA: Jessica Kingsley Publishers.

Recommended Texts and Articles:

Howie, P., Prasad, S., & Kristel, J. (2013). *Using art therapy with diverse populations: Crossing cultures and abilities*. Jessica Kingsley Publishers.

Lynn Kapitan (2022): *Transforming Power Through Cultural Humility in the Intercultural Contact Zone of Art Therapy*, *Art Therapy*, DOI: 10.1080/07421656.2022.2131355

Lebaron, M., & Pillay, V. (2006). *Conflict across cultures: A unique experience of bridging differences*. Nicholas Brealy Publishing

Lee, C. C. (Ed.) (2013). *Multicultural issues in counseling, new approaches to diversity* (4th ed). Alexandria, VA: American Counseling Association.

Scott King, L. & Tate, E. (2004). *Open my eyes, open my soul, celebrating our common humanity*. McGraw-Hill.

APA Resource: <http://owl.english.purdue.edu>

Chastin, E. (2006). *How to write a research paper*. New York, NY: Spark Publishing.

Faigley, L. (2007). *The little penguin handbook*. New York, NY: Pearson Education

Fine, E., & Josephson, J. (2001). *More nifty-gritty grammar*. Berkeley: 10 Seed Press

Course Outcome Alignment with Assignments (& Standards)

Course Learning Outcomes

By the end of this course, learners will be able to:

1. expand knowledge of cultural and social diversity: explain specific challenges, trends, strengths, significant historical and current factors impacting diverse groups nationally and internationally.
2. explain multicultural theories, skills and practices in student's discipline
3. examine the nature of oppression and privilege on individuals and groups and therapist's role in eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination.
4. demonstrate awareness of cultural influences and assumptions of family of origin
5. describe individual processes for introspection, self-examination, and self-development of cultural awareness and competency.
6. employ multicultural competencies in working with, and advocating for diverse populations
7. construct culturally inclusive, therapeutic /learning environments

The course learning outcomes are designed to help students achieve the competencies delineated in their respective educational standards (CAAHEP and CACREP) as described below:

Course (SLO) outcomes Students will:	Program Outcomes	CACREP	CAAHEP	Assessment (Assignments)
1. expand knowledge of cultural and social diversity: explain specific challenges, trends, strengths, significant historical and current factors impacting diverse groups nationally and internationally	3. Art therapy students will practice the professional dispositions of a competent art therapist.	2F2c. multicultural counseling competencies 5c2j. cultural factors relevant to clinical mental health counseling	dS1. Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society. nK2. Demonstrate an understanding of current issues and trends in a multicultural society	1. Research for video script. 2. Quizzes. 3. Responsive artmaking.
2. explain multicultural theories, skills and practices in a student's discipline	1. explain art therapy history and theories	2F2b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	nK3. Describe cultural and social diversity theories and competency models including AATA's Multicultural and Diversity Competencies nK1. Identify research addressing characteristics of help seeking behaviors of diverse cultural and social groups and implications for responsive practice	1. Readings 2. Quizzes 3. Research 4. Class discussions.

			nS2. Display a professional commitment to aATA's multicultural diversity competencies	
3. examine the nature of oppression and privilege on individuals and groups and therapist's role in eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination	3. Art therapy students will practice the professional dispositions of a competent art therapist.	2F2 h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination 2F2 e. the effects of power and privilege for counselors and clients	eS4. Facilitate ethical and culturally responsible group practices including informed approaches for designing informed approaches for designing art therapy groups in a variety of settings. nA4. Contrast the connection of student cultural and social self-awareness to their view of others, including their cultural assumptions and biases. nS1. Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination	<ol style="list-style-type: none"> 1. Readings, discussions. 2. Research for video script. 3. Responsive artmaking

			<p>NS2. Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences</p> <p>nK1. Identify research addressing characteristics of help seeking behaviors of diverse cultural and social groups and implications for responsive practice</p> <p>bA3. Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients</p> <p>cSA1. Incorporate ethical and cultural considerations in materials selection and therapeutic applications</p>	
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<p>4.demonstrate awareness of cultural influences and assumptions of family of origin</p>	<p>1.practice the professional dispositions of a competent art therapist 2. Art project depicting student's growth in understanding one's culture</p>	<p>2F2 g. the impact of spiritual beliefs on clients' and counselors' worldviews</p>	<p>nS2.Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences</p> <p>nA3.Justify the role of arts in social justice, advocacy, and conflict resolution</p> <p>dA2. Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation choice of materials and creation of imagery</p>	<ol style="list-style-type: none"> 1. Readings, discussions. 2. Research for video script. 3. Responsive artmaking
<p>5.describe individual processes for introspection, self-examination, and self-development of cultural awareness and competency</p>	<p>1. practice the professional dispositions of a competent art therapist</p>	<p>2F2d the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</p>	<p>nS3.Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice.</p>	<ol style="list-style-type: none"> 1. Responsive art making and written reflection. 2. Video and script

			oA1. Display connections to a personal creative process and artistic identity.	
6.employ multicultural competencies in working with, and advocating for diverse populations	3practice the professional dispositions of a competent art therapist	5C3e. strategies to advocate for persons with mental health issues 2F1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	nA1.Value strategies for collaborating with and advocating for wellness within diverse communities nS1. Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers prejudices intentional and unintentional oppression and discrimination nS3.Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice IS3. Recognize cultural, social, and co-occurring issues that affect	<ol style="list-style-type: none"> 1. Responsive artmaking 2. Class readings and discussions 3. Quizzes

			<p>assessment outcomes</p> <p>mA2. Recognize cultural considerations used when conducting, interpreting and reporting research</p> <p>pA1. Display cultural competence in consideration of unique characteristics of specific populations and settings</p>	
7. construct culturally inclusive, therapeutic /learning environments			nA2. Display a professional commitment to AATA's Multicultural and Diversity competencies	<p>1. Research for video script.</p> <p>2. Quizzes.</p> <p>3. Responsive artmaking.</p>

CAAHEP: <https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/ArtTherapyStandards.pdf>

CACREP: <https://www.cacrep.org/>

Grading System

Reading and In Class Discussion 22 points

Video Project 50 points

Response Art 30 points

Quizzes 48 points

Total points 150

Grading System

Graduate	
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%

C+	78-79%
C	74-77%

Grading policies for tests, assignments, and attendance:

A = Consistently excellent work, creative participation Q group projects, active demonstration a high level of understanding through critical judgment and effort, excellent class participation and no absences.

B = Consistently good work, semester long progress demonstrating above average understanding and good critical judgment, regular class participation and effort.

C = Some consistency, basic understanding of concepts and processes, average class participation, attendance marginal.

General Note on Grading

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plus and minuses are recorded and distinguish distinct grade point averages.

Grading Policies for tests, assignments, and attendance:

1. If you are unable to attend due to an emergency, please notify me by email at the soonest possible time. Three missed in person and/or asynchronous online classes will earn NO CREDIT for the course.
2. Assignments are turned in under Assignments on Canvas on the assigned due date and prior to class. Late assignments will be graded down by .5 points for each day it is late.
3. All assignments must be turned in by semester's end. University policy dictates that failure to turn in all assignments will result in a failed grade. Incompletes will be considered only in an extreme, documented emergency.
4. You are required to activate your WSU email; this is the email your instructor will use to communicate about class activities. You may have your WSU email forwarded to your personal email.
5. You are expected to know and abide by the WSU policies for academic integrity and the student code of conduct. (see Dean of Students office on pipeline.)
6. You are required to demonstrate knowledge and use of professional ethics and conduct. Timeliness, respectful communication skills, and confidentiality are an essential component of professionalism.
7. You do not need to agree with everyone with whom you come in contact, but it is to your benefit to try to understand all perspectives if you wish to master best practices in your field of practice.

Course Assignments and Exams

Assignments: All assignments must exhibit personal investment in process and product. If an assignment is not submitted prior to the class time on the due date it is considered late and will be graded accordingly.

1. Reading and In Class Discussion:

Students are expected to conscientiously and inquisitively read each week's assigned reading to sensitively contribute to class discussions and professionally grow from the course topics. **(20 points)**.

2. Video Project:

How do you understand the Racial/Ethnic/Cultural assumptions, beliefs, attitudes, values, and tensions that exist within yourself? What is a population that you feel like you know little about? Creating a self-reflective/heuristic video is an opportunity to examine what is unspoken and previously unrecognized in your consciousness about yourself and people who are different from you. Choose a population that you know little

about to research and compare and contrast with your own implicit biases, values and background. Consider social, economic, sexual, gender, age, ability or ethnic similarities and differences between you and this population. Your video should reflect your present family values, beliefs, religious/non-religious traditions, philosophical, social and inter/intrapersonal norms. How have your beliefs about yourself, which are relative to what we believe about other groups, evolved over the past 10 years? 20 years? Carrying out research and writing a script and combining dialogue, text, imagery and your Response Art from class, create a visual and narrative journey reflecting your ideas, assumptions, judgements and discoveries regarding yourself as well as your researched population. The eight to ten-minute long video will be shown on the final day of class followed by discussion. **Due on April 15th prior to 5 pm. (50 points)**

3. Response Art:

Produce six pieces of response art as assigned in class to reflect cultural humility as described in the course textbook by Jackson. Images of the artwork with accompanying written reflections (1 page minimum) will be submitted electronically prior to the next in person class on the Canvas Discussion Board. The artwork and reflections will be processed during each in person class. Images and written reflections on the response artwork will be incorporated into the video assignment. The six art directives and media for the response art are described in the textbook and are as follows:

Response Art 1 pg. 30: Self Portrait; **Due 1/22 prior to 5 pm.**

Response Art 2 pg. 57: Traveling Journal; **Due 2/5 prior to 5 pm.**

Response Art 3 pg. 80: Creating a Path; **Due 3/4 prior to 5 pm.**

Response Art 4 pg. 111: Crossing Paths; **Due 3/18 prior to 5 pm.**

Response Art 5 pg. 132: Assumptions, Biases, and Beliefs; **Due 4/1 prior to 5 pm.**

Response Art 6 pg. 156: Integration of the Whole; **Due 4/15 prior to 5 pm.**

(30 points, based upon demonstrated involvement and engagement with the content.)

4. Quizzes:

The weekly quizzes will be available under Quizzes on Canvas and will cover content from the asynchronous weekly readings of the assigned chapters in the Sue & Sue textbook. **Quiz due dates submitted by 5 pm: 2/5, 2/19, 3/4, 4/1, 4/15, 4/29. (48 points)**

Course Schedule and Assignments

<u>Date</u>	<u>In Class Material</u>	<u>Complete for Class</u>
1/08	: In Person: Introductions; Discussion of syllabus and assignments. Presentation on Cultural Humility in art therapy	Read Ch. 1 in Jackson textbook prior to class; Presentation & discussion; Overview of Response Art due 1/22.
1/15	Holiday; No class	
1/22	In Person: Cultural Humility in art therapy research and assessment.	Read Ch. 2 in Jackson text prior to class; Presentation & discussion; Submit

		images and written reflection on response Art 1 under assignments. Be prepared to process in class. Overview of Response Art 2 due 2/5.
1/29	Asynchronous Online: Resistance to change; cultural universality; cross-cultural competency; marginalized groups; historical relevance	Read Sue & Sue: Part I: Chap. 1,2,3; View Powerpoint; Take online Quiz on this week's Sue & Sue Chapters.
2/5	In Person: Cultural humility in art therapy practice	Read Ch. 3 in Jackson text prior to class; Presentation & discussion; Submit image of artwork and written reflections for Artwork 2 prior to start of class. Be prepared to process in class. Overview of Response Art 3 due 3/4. Introduction of video assignment.
2/12	Asynchronous Online: Political & Social Justice; Oppression effects; Isms & microaggressions.	Read Sue & Sue Part II: Ch. 5 & 6; View Powerpoint; Take online Quiz on this week's Sue & Sue Chapters.
2/19	Research Day No Class	
2/26	Asynchronous Online: Strength-based approaches; Communication styles; Non-Western learning	Read Sue & Sue part III: ch. 7-10 ; View Powerpoint ;

Take online Quiz on this week's Sue & Sue Chapters.

3/4

In Person: Cultural humility and community-based art therapy

Read Ch 4 in Jackson text prior to class; Presentation & discussion; Submit image of artwork and written reflections for Artwork 3 prior to start of class. Be prepared to process in class. Overview of Response Art 4 due 3/18.

3/11 No Class Sp. Break

3/18

In Person: Cultural humility and art therapy: Approaches to social justice.

Read Ch. 5 in Jackson text prior to class; Presentation & discussion ; Submit image of artwork and written reflections for Artwork 4 prior to start of class.. Be prepared to process in class. Overview of Response Art 5 due 4/1.

3/25

Asynchronous Online: Racial Identity Formation Model; Colorblind ; Assessments; Cultural Bias; Individualistic vs. Collectivistic Society.

Read Sue & Sue part IV: Ch. 11 & 12 and Part V ch. 13. View Powerpoint; **Take online Quiz on this week's Sue & Sue Chapters.**

4/1	In Person: Introspection and Self Care	Read Ch. 6 in Jackson prior to class; Presentation & discussion; Submit image of artwork and written reflections for Artwork 5 prior to start of class. Be prepared to discuss in class. Overview of Response Art 6 due on 4/15 and check in on video assignment.
4/8	Asynchronous Online: Counseling with Various Ethnicities	Read Sue & Sue Part VI: Ch. 15, 16, 17, 18; View Powerpoint; Take online Quiz on this week's Sue & Sue Chapters.
4/15	Video Presentations	Turn in video prior to video presentations in class. Submit image of artwork and written reflections for Artwork 6 prior to start of class. If time, processing of Response Art 6 will occur.
4/22	Asynchronous Online: Counseling LGBTQ, women, men, military, and domestic violence population.	Read Sue & Sue Part VII: Ch. 19, 20 & 21 and Part VIII: Ch 22 & 24; View Powerpoints; Take online Quiz on this week's Sue & Sue Chapters.

Class Policy

1. Class will develop guidelines for discussion of culturally sensitive issues. Each class member will be expected to contribute to and observe the guidelines as we explore these issues.
2. The instructor uses a seminar style presentation in class. It is heavily dependent upon you to be prepared to discuss readings and contribute relevant experiences to the discussion.
3. Guests in class will not be allowed unless prior approval is given by the instructor and vote of the class.
4. You are responsible for understanding the course material and to obtain all materials (handouts, notes) for any missed class. If any topic remains unclear, please ask questions or speak to the instructor after class.
5. Discussions in class will involve sensitive topics and personal sharing. **By reading this syllabus and continuing to attend this class, you are agreeing to hold class discussion and shared personal information in the strictest confidence.**

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symplicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another

student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.

- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academics. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at:

http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>