

SPLH 589/889: Multicultural Considerations in SPLH (1 credit)
Spring 2022

Class Times: Mondays, 5:30-7:15, 2096 DOLE (LAW) & 2110 HEB (KUMC)

1/24	Zoom (see Zoom details below)
3/28	Betty Bunce MC Lecture (see Canvas for details)
2/7, 2/21, 3/7, 4/11, 5/2	In-person

1/24/2022 Zoom Meeting - <https://ku-health.zoom.us/j/96525089362>
Meeting ID: 965 2508 9362
Passcode: 222222

Instructors: *Matthew Gillispie, Ph.D., CCC-SLP
Pronouns: he, him, his
wmg@ku.edu; 785-864-0643; 2101 Haworth Hall (LAW)
Office Hours: after class; Fri. 9:15-10am; or by appt. (in-person or Zoom)

*Suma Suswaram, M.S.
Pronounce: she, her, hers
suswaram_suma@ku.edu;
Office Hours:
In-person Office Hours: by appointment
Virtual Office Hours: Wednesday 9:00 – 11:00 AM
Zoom Link: <https://kansas.zoom.us/j/95035604691>
Meeting ID: 950 3560 4691
Passcode: 2022

*Preferred Reference: You are welcome to use our first names.

Course Prerequisites: None

This course will be conducted in an atmosphere of mutual respect of all gender expressions and identities. Please address us as indicated by our names and pronouns (as listed above). We were provided with a class roster with student names as they appear in Enroll and Pay. We will learn your name and pronouns through a class survey.

Instructor Bios

Matthew Gillispie, PhD, CCC-SLP is a clinical associate professor and speech-language pathologist in the Department of Speech-Language-Hearing: Sciences & Disorders and the Intercampus Program in Communicative Disorders. He is interested in preschool and school-age children with speech, language, and literacy disorders. He provides services and clinical education in the Schiefelbusch Speech-Language-Hearing Clinic, as well as local schools. Matt is also interested in culturally responsive services, and regularly works with children and families from Native American communities. He directed a personnel preparation grant funded by the U.S. Office of Special Education Programs. Culturally Responsive Early Literacy Instruction: American Indian/Alaska Native was a 7-year grant (2014-2020) supporting speech-language pathology graduate students interested in working with Native American communities.

Suma Suswaram, M.S. is a Ph.D. candidate at the University of Kansas. Her research interest focuses on effects of cultural diversity on symptomology and prognosis of Autism Spectrum Disorders. Her secondary research aims at improving pre-professional training in Communication Sciences and Disorders. She also

advocates with her fellow KU graduate students for diversity, equity, inclusion in higher education through institutional advocacy within and beyond KU.

Course Description

Speech-language pathologists (SLPs), audiologists (AuDs), and their clients/patients form dynamic relationships. Service providers should be conscious and respondent when the perspectives of those involved are significantly different than one another and affect services. The purpose of this seminar series is to consider the breadth of diversity and the influences on speech-language pathology and audiology services.

Professional Standards and Learning Objectives

The Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology has identified standards essential to quality education in the professions of audiology and speech-language pathology. This course addresses Standard 3.1.1A and 3.1.1B. These standards include the following:

Cultural Competence

- Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
- Understand the impact of the cultural and linguistic variables of the individuals served on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
- Understand the interaction of cultural and linguistic variables between the caregivers and the individual served in order to maximize service delivery.
- Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, physical and sensory abilities) and how they relate to clinical services.
- Understand the role of manual and other communication systems and the use of sign and spoken interpreters/transliterators and assistive technology to deliver the highest quality care.

Additionally, ASHA SLP Certification Standards (2014) state that applicants must demonstrate knowledge and skills of “communication and swallowing disorders and *differences*, including the appropriate...cultural and linguistic correlates.” ASHA Audiology Certification Standards (2012) state applicants must **demonstrate knowledge of the “effects of cultural diversity and family systems on professional practice”, as well as “culturally appropriate/sensitive” services.**

Learning Objectives

At the end of this course, it is anticipated that students will be able to:

1. Discuss characteristics and issues of different cultural groups and analyze potential benefits and harm of utilizing cultural generalities.
2. Discuss contemporary issues related to perspectives on disability and access to services.
3. Identify resources and culturally responsive intervention/(re)habilitation practices across our professional scope of practice.
4. Conduct equity analysis and create action steps to address inclusion and equity issues in case studies.

Course Materials

Required Text

No required text. Required readings, videos, guest lectures and other course materials are available on Canvas.

Campus and Community Health Considerations/Requirements

To protect all of us, everyone must wear a mask in the classroom as required by the [Protect KU Pledge](#) and by University policy. Violations of the mask policy in classrooms are treated as academic misconduct. If you come to class without a mask, we will ask you to put one on. If you do not put on a mask when asked, you will have

to leave class. Violations will be reported, and consequences will follow, up to and including suspension from the course.

Lawrence mask policy: <https://policy.ku.edu/chancellor/public-health-safety-requirements>

KUMC mask policy: <https://www.kumc.edu/covid-19.html>

If you are instructed to quarantine or stay off-campus, it is important that you contact the professor and GTA. We will work with you to accommodate your situation. Also, there will be opportunities to earn replacement points and/or extra credit. If you face challenges to fully participating at any time during the semester, please let us know. We are available and ready to support your success.

Course Activities

You will have a variety of ways to earn points in the class. Some activities will be required. You will also have optional learning activities that will contribute to your learning and final grade. The more work you do, the more points you will earn, and the better the grade you will receive. And vice versa.

Readings, Lectures, and Canvas Quizzes (5 quizzes x 5 points = 25 total points) – To be fully engaged in class discussions, you are expected to read the assigned readings and view the assigned lectures/videos prior to class. Each week, you may complete a 5-point quiz over that week's assigned lectures, videos and readings (except Oluo readings). When you begin your quiz, Canvas will randomly select from a question pool so each student's quiz will be different. You are required to complete these quizzes on your own...your independent work.

Quizzes are due by 5:29pm before each scheduled class meeting.

Participation – Discussion Leaders & Reflection Papers

- **There will be no Discussion Leaders on 1/24 and 5/2. Everyone will participate in Discussion, and on 5/2 everyone will have time to work on group projects. For attending on 1/24 and 5/2, you will earn 5 points each.**
- **KUMC Discussion Leader** – Four class periods will be divided into two, 45- minute discussion sections (5:35-6:20pm; 6:25-7:10pm) for a total of eight discussion sections. You are required to lead one discussion section. You will have the opportunity to lead a second discussion section for additional points.

Signup link: <https://www.signupgenius.com/go/70A0D4CAEAD2FAAF94-discussion>

a. **Required discussion leader = up to 10 points (see rubric in Canvas).**

b. *Second discussion leader* = up to 20 points (see rubric in Canvas).

As a Discussion Leader, you should prepare by thoroughly completing the assigned readings and videos/recorded lectures. Your instructors will assign In-Class Discussion Prompt form for the assigned readings/lectures. You are also expected to come prepared with other resources/sources and critical thinking questions that you might ask your peers. **To get credit for being a Discussion Leader, you will submit the In-Class Discussion Prompt form to Canvas.** Additional instructions, resources, and the rubric are posted in the Assignments section on Canvas.

- **Lawrence Discussion Leader** – There will be four class periods with one, 70-minute discussion (5:35-6:45pm) for a total of four discussion sections. **You are required to lead two discussion sections.**

Signup link: <https://www.signupgenius.com/go/70A0D4CAEAD2FAAF94-discussion1>

a. **Required discussion leader = up to 10 points (see rubric in Canvas).**

b. **Required second discussion leader = up to 20 points (see rubric in Canvas).**

As a Discussion Leader, you should prepare by thoroughly completing the assigned readings and videos/recorded lectures. Your instructors will assign In-Class Discussion Prompt form for the assigned readings/lectures. You are also expected to come prepared with other resources/sources and critical thinking questions that you might ask your peers. **To get credit for being a Discussion Leader, you will submit the In-Class Discussion Prompt form to Canvas.** Additional instructions, resources, and the rubric are posted in the Assignments section on Canvas.

- Attendance and Reflection paper (**up to 3 papers x 10 points = 30 points; if you complete a second discussion leader, you will only have 2 papers x 10 points = 20 points**): When you are not the discussion leader, you will earn points for attending the discussion and writing a short reflection paper on one of the discussion sections from that class period (maximum of 1 page). **On the day(s) you are Discussion Leader, you are NOT required to complete a reflection paper.** Instructions and rubric are posted in the Assignments section of Canvas.
- You may also choose to be a Discussion Leader for a second time. However, you should know that there are limits on the number of discussion leaders and there may not be last minute availability to be a Discussion Leader. We recommend that you sign-up for two Discussion Leaders at the beginning of the semester.
- **Therefore, if you participate once as a Discussion Leader and write 3 reflection papers, you can earn up to 40 points. If you participate twice as a Discussion Leader and write 2 reflection papers, you can earn up to 50 points.**

Other Reflection Papers

For the Lawrence section, since you are required to participate twice as Discussion Leader, you are only required to complete one of these papers. The other is optional.

Betty Bunce Multicultural Lecture Reflection Paper (10 points)

Each spring, we host the Betty Bunce Multicultural Lecture by a nationally/internationally-known clinician/researcher in topics related to diversity and equity in our professions. **This semester's guest lecture will be Monday, March 28th from 5-6pm. Therefore, we require that you attend this lecture (in-person or via Zoom) and write a reflection paper.**

Please do NOT summarize the lecture because this will be a shared experience. Instead, describe concepts/perspective that were new to you and reflect on why you may not have considered these in the past (it would help to think about your own experiences and the sources of your perspective on the issue). Or, if you have significant experience with the concepts/perspective presented, then please share about your perspectives and how they compare with the content presented by the lecturer. Last, discuss how the lecture content could influence your future professional relationships and/or services. Go beyond general statements (e.g., "I will be more culturally responsive in my services") and provide specifics/details. The paper should be submitted on Canvas. You may submit late via email but you will lose 1 point for each day late. Course instructor(s) will use the class reflection paper grading rubric that is posted on Canvas. **Due Monday, April 4, 2022 at 11:59pm.**

Independent Study Reflection Paper (10 points)

Multicultural/lingual and diversity topics in speech-language pathology and audiology are broad and numerous. For this paper, you have the opportunity to explore your own interests within your professional training. Identify and read a recent (2010-2022) scholarly article that explores or investigates diversity (e.g., race/ethnicity, gender identity, ability, age, etc.) within speech-language pathology, audiology, and/or related disciplines. In this course, we have often introduced broad, weekly topics and readings. This is your opportunity to explore narrower, specific components of a topic that may apply to your future employment and service delivery. **You may also consider your group project (see below) when selecting an article.**

Your paper should briefly summarize the article and what you learned (1 page) as well as a reflection on how this information relates to or may influence your professional services (1-2 pages). Course instructor(s) will use the reflection paper grading rubric that is posted on Canvas. Papers should be typed, double spaced and no longer than 3 pages. Papers should be submitted on Canvas. You may submit late via email but you will lose 1 points for each day late. **Due April 25, 2022.**

Optional Outside Activity Paper (5 points; 2 page max) – To continue to learn about the perspectives of others as well as develop consciousness of your identity, you are required to attend an outside event/activity, watch a

documentary, listen to a podcast, or read a book/paper that focuses on one of the course topics (see schedule below). You should select a topic, event, reading, etc. that you wouldn't otherwise complete in your free time. Remember, the purpose is to explore perspectives that are different than your own. There are recommended events, documentaries, podcasts, books, etc. listed below. Others will be added as we learn about them. Attend/view one of these and write a reflection paper including a short summary of what you learned (less than 1 page) as well as a reflection (1-2 pages) on how this experience altered your perspective on the theme, topic, and/or our professions. Instructions and rubric are posted in the Assignment section of Canvas.

- **Optional Outside Activity = up to 5 points. Due May 9th @ 11:59pm**

There are many events around the Lawrence and KC area that would be great learning experiences. If you find an event (on-campus or in the community) that you'd like to attend for the Outside Activity requirement, please contact your instructor for approval. We will also share these opportunities with the entire class.

If you want to watch one of the videos, documentaries, listen to a podcast, or read a book, please choose something that you haven't already completed prior to this course. This is an opportunity to expand your knowledge and perspectives. You may also check the following calendar -

<http://www.kumc.edu/diversity/events-calendar.html>. Also, here are a few options that we found:

All Semester Safe Zone Training *Several times in the fall*
<http://sgd.ku.edu/safe-zone-training-program>

All Semester Museum of Deaf History, Arts, and Culture - Olathe, KS *Closed but check site for reopening*
<https://www.museumofdeaf.org/>

Videos

Kanopy Streaming Services (free access for KU students) – There is section on Race, Ethnicity and Identity; and Bias and Discrimination

<https://ku.kanopy.com/> (sign-up using your KU email)

More Than a Word (on Kanopy)

Talking Black in America (checkout DVD from Matt)

*Podcasts – SLP Focused (**you must chose 1 or more episodes that total at least an hour**)*

SLPs of Color podcast - <https://www.stitcher.com/podcast/slps-of-color>

The Queer SLP podcast - <https://www.facebook.com/TheQueerSLP/>

Views from the 8% - <https://www.jrctheslp.com/viewsfromthe8>

Podcasts - AuD-related

*On the Ear: An Audiology Podcast **Episode 10** - <https://www.speechtherapypd.com/podcasts/ear>*

Books/Readings

So You Want to Talk About Race by Ijeoma Oluo

The Spirit Catches You & You Fall Down by Anne Fadiman (past MC class book)

Citizen by Claudia Rankine (past MC class book)

Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the

Teachings of Plants by Robin Wall Kimmerer (2021-22 KU Common Book)

How to Be an Antiracist by Ibram X. Kendi (Visiting KU campus in Fall 2021)

Fresh Fruit, Broken Bodies: Migrant Farmworkers in the U.S. by Seth Holmes, PhD, MD

Trans/Portraits by Jackson Wright Schultz
Transgender Health by Benjamin Vincent
A Rainbow Thread: An Anthology of Queer Jewish Texts from the First Century to 1969,
ed. Noam Sienna
They Called Me Queer ed. Kim Windvogel
Contesting Intersex by Georgiann Davis
Intersex (for lack of a better word) by Thea Hillman
Raising Rosie: Our Story of Parenting an Intersex Child by Eric and Stephani Lohman
Finding Nevo by Nevo Zisin
Sister Love: The Letters of Audre Lorde and Pat Parker
Transgender and Jewish by Naomi Zeveloff
Through the Door of Life by Joy Ladin
Beyond Trans: Does Gender Matter? by Heath Fogg Davis
A Queer and Pleasant Danger by Kate Bornstein
A Gay Synagogue in New York by Moshe Shokeid
The Remedy ed. by Zena Sharman
Bumbling Into Body Hair by Everett Maroon
Steel Closets: Voices of Gay, Lesbian and Transgender Steelworkers by Anne Balay
The Great Believers- Rebecca Makkai
Fun Home- Alison Bechdel
Like a Love Story- Abdi Nazemian

Group Project (Required 10 points)

In the fall, your group selected a case study on health and educational disparities and/or examples of discrimination in a professional environment. You completed the first 4 steps of an equity analysis to identify biases and inequities, challenges and opportunities, and equitable and just outcomes. Next, you will complete the last 3 steps and brainstorm short- and long-term policies and actions that will result in immediate actions steps and long-term policy that address broader systemic inequities. Detailed instructions, including a rubric, are available on Canvas. **One team member will submit the written project by Monday, May 9th, 2022 at 11:59pm. The group project is required. If you choose not to participate in the group project, you will earn an Incomplete for the course.**

Class Discussion Considerations

There will be discussion topics and class comments that challenge your perspectives and/or make you anxious or uncomfortable. We endorse and adhere to the College's statement on [diversity, equity, and inclusion](#). [Cultural and linguistic diversity](#) are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. We strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. During class, please follow the following guidelines:

- Participate fully (at your own comfort level)
- Speak from your heart and your personal experience. Use "I" statements to share thoughts and feelings
- Listen respectfully
- Be fully present
- Remain open to new perspectives, especially when you don't necessarily agree.
- Take risks: lean into discomfort
- Respect and maintain confidentiality
- Name if you feel triggered
- Embrace the opportunity to get to know your classmates

**Taken from Kathy O'Bear's Facilitation authentic Dialogue The Alliance for Change*

Portfolio Artifact

SPLH 889 students may use their Independent Study Paper or Group Project as an artifact. If you would like to use this artifact, you should email Matt and Suma so that they can download the paper/project, rubric, and feedback for you. (Canvas no longer allows students to download instructor feedback.)

Grade Scale

In this course, quality of achievement will be evaluated through points earned on attendance, team project, and reflection papers. The relationship between total points accumulated and final course grade is shown below:

Total Course Points	Final Letter Grade
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
0-61	F

*Grades of C+ and lower will be reported to the Intercampus Advising Committee

Disability Resources and Accommodations

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course.

Academic Misconduct

Students are expected to observe all University Guidelines pertaining to academic misconduct as state in the University Senate Rules and Regulations (2.6.1)

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.”

See additional course policies at the end of this syllabus.

See Canvas for additional class, community, and professional resources.

Course Calendar

Date	Speaker/Topic	Readings & Assignments
1/24	Introduction/syllabus; Course purpose and objectives	None
2/7	Topic: Perspectives on (dis)ability;	Snow videos (see Canvas); Snow (2016); Brown (2011); Dupre (2012); Quiz #1 due
2/14	No Class	Discussion reflection #1 due 11:59pm
2/21	Topic: LGBTQIA+ people in healthcare Introduction to group project	Bogi Perelmutter recorded lecture (see Canvas); Excerpts of Sharman, Z. (ed., 2016); Sawyer, Perry, & Dobbins-Scaramelli (2014); Quiz #2 due
2/28	No Class	Discussion reflection #2 due 11:59pm
3/7	Topic: Discrimination from patients	Paul-Emile lecture; Paul-Emile et. al. (2016); Saadi (2016); Quiz #3 due
3/21	No Class	Discussion reflection #3 due 11:59pm
3/28	Annual Betty Bunce Multicultural Lecture	Karen Munoz, Audiologist & Professor, Utah State. 5-6pm (location TBD; Zoom option TBA)
4/4	Betty Bunce Multicultural Reflection Paper due by 11:59pm. Submit on Canvas.	
4/11	Culturally responsive services	Gillispie recorded lecture; Marrone et al. (2017); Gillispie (2021); Quiz #4 due
4/18	No Class	Discussion reflection #4 due 11:59pm
4/25	Independent Study Paper Due by 11:59pm. Submit on Canvas.	
5/2	Topic: Equity & inclusion in research	Holly Storkel recorded lecture; Singleton, Jones & Hanumantha (2017); Quiz #5 due
5/9	Group project due by 11:59pm. Only 1 team member should submit on Canvas. Optional Outside Activity paper due by 11:59pm.	

****Note – Quizzes due by 5:29pm and papers due by 11:59pm on due date.**

Course Policies

The following policies are relevant to this course.

Accommodations

<http://access.ku.edu/syllabus-statement-0>

"The Academic Achievement and Access Center (AAAC) [in Lawrence] coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course."

<http://www.kumc.edu/student-services/academic-accommodation-services.html>

"Access to education is one key to opening the doors of mainstream society to people with disabilities. The University of Kansas Medical Center is committed to helping all admitted students reach their academic goals. Academic Accommodations for students with disabilities is a program within the Division of Student Services in coordination with Human Resources and the Student Affairs offices of the Schools of Health Professions, Medicine, and Nursing. **Students may contact Cynthia Ukoko, cukoko@kumc.edu, or 913-945-7035 to discuss accommodations. To schedule an appointment online, go to <https://medconsult.kumc.edu/>."**

Civility and Respect

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Diversity, Equity, and Inclusion

The Department of Speech-Language-Hearing endorses and adheres to the College's statement on diversity, equity, and inclusion. Cultural and linguistic diversity are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. As a department, we strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. Consequently, we are committed to enhancing the training we provide around cultural and linguistic diversity.

Religious Observances

<http://policy.ku.edu/governance/USRR#art1sect4>

Should the course schedule conflict with your mandated religious observance, please contact us at the beginning of the semester so that we can develop alternative options. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution.

Medical Crisis

<http://policy.ku.edu/governance/USRR#art1sect4>

Students with a verifiable medical crisis of a relative or friend may be excused from being present for scheduled class requirements. It is the responsibility of the student to initiate discussion with the instructor, prior to the due date, if possible, or as soon as possible after the event. The instructor and student shall come to a mutually agreeable method of making up the missed work.

Although the university policy on medical crisis only applies to friends or relatives of a student, I apply this policy to the students in my course. If you have a verifiable medical or personal crisis, please let me know as soon as possible so that we can work together to establish a schedule for making up missed work.

Children in Class

Currently, the university does not have a formal policy on children in the classroom. The policy described here is an adapted version of Dr. Melisa Chaney's (professor at Oregon State University) course policy.

- 1) We ask that all students create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 2) All breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Students who are parents should never have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 3) For older children and babies, you may experience unforeseen disruptions in childcare. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 4) In all cases where babies and children come to class, we ask that you sit close to the door so that if your little one needs special attention and is affecting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) The struggles of balancing parenting, childcare, school, and other family responsibilities are exhausting! We hope that you feel comfortable disclosing your student-parent status to us. This is our first step in accommodating any special needs that arise. While we maintain the same high expectations for all student regardless of parenting status, we are happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Academic Misconduct

Students should review the university policy on Academic conduct at:

<http://policy.ku.edu/governance/USRR#art2sect6>

Intellectual Property

<http://policy.ku.edu/provost/intellectual-property-policy>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio or video record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Commercial Note-Taking Ventures

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking

provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

Concealed Carry

Lawrence campus - Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

KUMC prohibits faculty, staff, students, and visitors from carrying weapons of any type on its Kansas City, Kansas campus. For additional information, please see the [KUMC Procedures for Implementing University-Wide Weapons Policy](#). Students who conceal carry on the Lawrence or Edwards campuses are responsible for making alternative arrangements when attending classes in Kansas City. Students can transfer a handgun from a backpack or purse to a secure location such as the trunk of their locked vehicle. Individuals who violate the weapons policy or procedures may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.