

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department	Counseling and Counseling Psychology
Prefix	CAP	Number	340
Title	Multicultural Counseling Theory and Practice		Units: 3
Is this a cross-listed course?	No	If yes, please identify course(s)	

Is this a shared course? No If so, list all academic units offering this course

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials
N/A
(Required)

Course description: Provides an overview of multicultural theory, research and practice. Topics include acculturation, identities, prejudice and other related topics.

Requested designation: Cultural Diversity in the United States - C **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

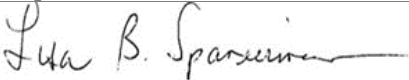
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Devina Wadhwa E-mail dbajaj@asu.edu Phone 480-273-0179

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Lisa Spanierman Date: 3/10/17

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus

Course Prefix	Number	Title	General Studies Designation
CAP	340	Multicultural Counseling Theory and Practice	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1a: The course must contribute to an understanding of cultural diversity in contemporary US Society	"You will gain a better understanding of conceptualizing multicultural competence and working with individuals from different cultures within the United States"	1. Syllabus page 1 - The main objective of this course is to apply their knowledge of cultural diversity into counseling. Students will explore concepts, themes, theories, and topics relevant to multicultural counseling. Specifically, this will include learning about diverse cultural groups, identifying how your own cultural background may influence your clinical work, and identifying and appreciating how cultural diversity may factor or be integrated into practice. Students will gain a better understanding of conceptualizing multicultural competence and working with individuals from different cultures within the United States. Acculturation, prejudice, multiple identities, etc. will be discussed. perspective of counseling. 2. Syllabus, pg. 3. Assignment 1 requires students to reflect on their own cultural identity and how this may reflect in the counseling setting. In this paper, students are asked to discuss their culture growing up and awareness of other cultural groups. In Assignment 2, students identify a peer-reviewed journal article involving multicultural counseling, which may address contemporary US society with regard to multiculturalism in counseling.

<p>2a: The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions of gender, racial, ethnic, and/or linguistic minority groups within the United States</p>	<p>"This course provides undergraduate students with an overview of issues relevant to multicultural theory, research, and practice. Students will explore concepts, themes, theories, and topics relevant to multicultural counseling. Specifically, this will include learning about diverse cultural groups, identifying how their own cultural background may influence their clinical work, and identifying and appreciating how cultural diversity may factor or be integrated into practice"</p>	<p>1. Syllabus, page. 1 - The main objective of this course is to apply and integrate their knowledge of cultural diversity into counseling.</p> <p>Syllabus, page. 3. Assignment 1 requires students to reflect on their own cultural identity and how this may reflect in the counseling setting. In this paper, students are asked to discuss their culture growing up and awareness of other cultural groups. In Assignment 2, students identify a peer-reviewed journal article involving multicultural counseling, which may address contemporary US society with regard to multiculturalism in counseling.</p> <p>Assignment 3. In Self-Reflection paper, students explore their own cultural identities and how they may relate to those of others. Students are encouraged to explore concepts, themes, etc. relevant to multicultural counseling in order to formulate their papers. Students are asked to explore how their cultural identities may be strengths/weaknesses in counseling people from different cultural groups.</p>
<p>2b The course is primarily a comparative study of the diverse cultural contributions, experiences, or worldviews of two or more genders, racial, ethnic, and/or linguistic minority groups within the United States.</p>	<p>Different populations discussed in course material week by week (e.g., Counseling African Americans, Counseling Arab Americans, etc.)</p>	<p>Syllabus, pg. 5. The course readings in the second half of the semester relate specifically to counseling different racial and/or ethnic groups (Arab Americans, Latino/Hispanic Americans, Native Americans, Multiracial populations).</p>
<p>2c The course is primarily a comparative study of the social, economic, political, or psychological dimensions of relations between and among genders, racial, ethnic, and/or linguistic minority groups within the United States</p>	<p>"This course will address topics, such as acculturation, prejudice, multiple identities, etc". Different populations discussed in course material week by week (e.g., Counseling African Americans, Counseling Arab Americans, etc.)</p>	<p>Syllabus page 1 - The main objective of this course is to apply their knowledge of cultural diversity into counseling. Students will explore concepts, themes, theories, and topics relevant to multicultural counseling. Specifically, this will include learning about diverse cultural groups, identifying how your</p>

		<p>own cultural background may influence your clinical work, and identifying and appreciating how cultural diversity may factor or be integrated into practice. Students will gain a better understanding of conceptualizing multicultural competence and working with individuals from different cultures within the United States. Acculturation, prejudice, multiple identities, etc. will be discussed. perspective of counseling.</p> <p>2. Syllabus, pg. 3. In Assignment 2, students identify a peer-reviewed journal article involving multicultural counseling, which may address the psychological dimensions of client-counselor relationships within contemporary US society.</p> <p>3. Syllabus, pg. 5. The course readings in the second half of the semester relate specifically to counseling different racial and/or ethnic groups (Arab Americans, Latino/Hispanic Americans, Native Americans, Multiracial populations).</p>
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CAP 340 Multicultural Counseling Theory and Practice (3 credits)
Semester and Year
Section Number and Class Time

* This syllabus is open to revision.*

Instructor Information

Name:

Office Location:

Office Hours:

Email:

Phone Number:

Course Information

This course is offered by the College of Integrative Sciences and Arts. For more information about the school, please visit our website: <https://cisa.asu.edu>. If you have questions or concerns, please contact the instructor or send your inquiry to cisa@asu.edu.

Description and Objectives: This course provides undergraduate student with an overview of issues relevant to multicultural theory, research, and practice. We will explore concepts, themes, theories, and topics relevant to multicultural counseling. Specifically, this will include learning about diverse cultural groups, identifying how your own cultural background may influence your clinical work, and identifying and appreciating how cultural diversity may factor or be integrated into practice. You will gain a better understanding of conceptualizing multicultural competence and working with individuals from different cultures within the United States. We will address topics, such as acculturation, prejudice, multiple identities, etc. You will be challenged to take what you read from the texts and apply the knowledge to your professional pursuits.

Prerequisites: Students must have completed CAP 120 – Introduction to Counseling and CAP 220 Exploring Cultural Diversity in Counseling.

Format: This class meets in-person 2 times per week. Active participation, personal exploration and openness, and respect for peers are critical. The class will heavily emphasize cooperative learning and discussion, with the assumption that student contributions will be informed by readings and will provide opportunities for peers to learn from each other. Additionally, there will be supplemental and recommended readings, experiential exercises, group and field-based assignments, self-assessment exercises, references to current events, etc. There will be readings and discussions about culture-specific populations. However, this review is not exhaustive. To become more knowledgeable about a culture-specific population, it is advisable to take a course where there is a deliberate focus.

Learning Outcomes: Through lectures, assignments, and exams, by the end of this course you will be able to

- 1) Critique the impact of prejudices and stereotypes on self- perception and perception of others;
- 2) Distinguish among the different cultural groups; and
- 3) Apply knowledge of cultural diversity to effectively counsel people from different cultural groups and backgrounds.

Required Textbook and/or Materials: Hays, D. G., & Erford, B. T. (Eds.). (2013). Developing multicultural counseling competence (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

- Notes: Additional required readings (e.g., scientific articles, news articles, and/or handouts) will be posted on the class website.

Blackboard: It is your responsibility to be proficient in using Blackboard and its required processes. Students need to be proactive in ensuring they are skilled in Blackboard's processes in order to complete all assignments on time. Technology excuses for late or incomplete assignments will not be accepted. **You will be responsible for checking Blackboard daily.** If you have any questions about how to use Blackboard you

can go to <https://asu.secure.force.com/kb/articles/FAQ/Blackboard-Help-for-Students> or contact staff at myasu-q@asu.edu or (480) 965-6500, bbhelp@is.asu.edu or (480) 965-6739 or dlt-tech@asu.edu or (480) 965-6922.

Student Conduct: You are expected to listen to and interact with each other in a respectful manner. Students in this class are diverse; they will have different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may argue with others who hold opinions different from their own, but must maintain respect for all students at all times.

Academic Integrity: Students are to submit original work in accordance with ASU's policy on academic integrity (<http://provost.asu.edu/academicintegrity>). Any act of cheating or plagiarism **can be** grounds for receiving an "XE" as a grade on your transcript. Self-plagiarism is subject to sanctions as well as copying another person's words, ideas, or materials without proper citation. Students are responsible for submitting original work for every assignment. Self-plagiarism falls under the umbrella of plagiarism per University Academic Integrity policies and is not taken lightly in this course or at this university. Depending on the severity of the offense, consequences may include receiving a zero, reporting offense to the University, or receiving an "XE" in the course.

Title IX. Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://eoss.asu.edu/wellness/sexualassault>.

Threatening Situations: All incidents and allegations of violent or threatening conduct by an ASU student must be reported to the ASU Police Department and the Office of the Dean of Students.

Disability Accommodations: Students who desire accommodations for a disability should contact Disability Resource Center (DRC) as early as possible (i.e., before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to contact the DRC and inform the instructor. Please visit ASU's disability resource center website for more information <http://www.asu.edu/studentaffairs/ed/drc/>.

CLASS POLICIES

Attendance, Participation, & Grades: Class attendance is mandatory. Your participation is an integral part of what you learn; you cannot participate if you are not in class. It is expected that all students will participate and invest in activities and discussion. Participation activities may include field experiences for homework. If you have made prior arrangements and have an instructor-approved excused absence, it is your responsibility to talk with the instructor about an assignment that may earn you those points you missed that day (this may not be possible in all cases).

- You can earn 2 points for attending and participating during each class session. If you choose not to attend you will not be eligible for those points. Engaging in thoughtful discussion and participating in class activities is a very important part of learning in this course. Inappropriate use of **cell phones** or **laptops** or reading other materials during class will be considered not participating, and you will lose participation points. Arriving late or leaving early from class will result in deductions from your participation.
- **Accommodation for religious practices:** If you must miss class for religious practices, please let me know at least 48 hours in advance. **Accommodation for university- sanctioned activities:** If you must miss class for university- sanctioned activities, please let me know at least 48 hours in advance.

Grades: As a student it is your responsibility to track your grade on Blackboard and to contact the instructor within 48 hours from when it appears, if there is an inconsistency. If you do not receive a response from the instructor within 48 hours, you can assume I did not receive your email and should send it again.

Late Assignments. In the **UNLIKELY** event that you are unable to complete an assignment on time, you must let me know at least one class period before the due date in order for an extension to be considered. An assignment that is turned in after class on the due date will be penalized 25% of the total points earned. If the assignment is not turned in by the end of the following class period, 50% will be deducted from the total points earned. **No assignments will be accepted after 48 hours from the due day.** Technology failure is no excuse for turning in late work. There are open access computer centers on campus for your use in case something happens to your home computer. Also, saving your work often, having backups, and saving assignment upload receipts sent by Blackboard, are all methods of avoiding technology issues.

ASSIGNMENTS AND EXAMS

Assignment 1: Self-Reflection Paper. You will reflect on your own cultural identity and experiences in this paper and consider how these may affect your practice. What cultural heritage do you and your family originate from and how do you self-identify yourself culturally? What are some of the most impactful memories you have regarding your cultural identity or learning about your culture? Do you still hold any of the cultural customs of your ancestors? How aware of your culture were you growing up? How aware of other cultures were you? What do you think are your strengths and weaknesses in counseling people from different cultural groups? What are some steps that you can take to work on your weaknesses? This paper has to be a minimum of four pages (Times New Roman, size 12-point font; double-spaced; 1-inch margins). DUE: DATE to Blackboard SafeAssign.

Assignment 2: Journal Article Analysis. Students will select and read a peer-reviewed journal article on any topic involving multicultural counseling. Students will write a 3-4-page paper (Times New Roman, size 12- point font; double-spaced; 1-inch margins) including: 1) a short summary on the article, 2) the importance of this article and 3) how the contents of this paper will inform your future career. Please consult with me if you have any questions about the appropriateness of your article before you begin the assignment (readings cannot be ones already provided in the course). DUE: DATE to Blackboard SafeAssign.

Assignment 3: Conclusion Paper. At the end of the semester you will write a paper that sums up your experiences in this class. How has your knowledge of culture, diversity, and multiculturalism changed during the course of the semester? How have your views been challenged through this course? What were the most impactful concepts you learned and why? How will you use the knowledge that you have learned to inform your counseling career? This paper has to be a minimum of six pages (Times New Roman, size 12-point font; double-spaced; 1-inch margins). DUE: DATE to Blackboard SafeAssign.

Exam: The exams will consist of 40-50 questions and will be comprised of both multiple choice and short answer questions. Multiple choice questions will be worth 1 point each, while short answer questions will vary from 3-10 points each. Each exam will include material covered up to the date of that exam, including readings, lectures, discussion, and videos. Although a majority of questions for each exam will focus on material covered in the section immediately preceding that exam, the material in this course is meant to be integrative, and many exam questions will focus on integration and review, particularly in the case of the third exam. Although lecture outlines will be available on the website, relying on the outlines without taking your own notes in class will not be sufficient to do well on the exams. Hence, attend lectures regularly and try to take good notes.

- **Missed Exams:** There are few acceptable reasons for missing an exam. Make-up exams are allowed only for those who provide *verifiable* documentation, obtain permission from the instructor 24 hours IN ADVANCE of the test, and have one of the following: Significant illness documented by a letter from a physician; an extremely serious family problem (e.g., death of a family member), or another very serious impediment (e.g., delivery of a baby, National Guard call-up, etc.). Students who miss an exam without

satisfying these conditions will receive a ZERO for that exam. Arrangements to take a missed exam **MUST** be made within **ONE WEEK** of the exam date. Make-up exams differ from the original exam and include a number of short-answer/essay questions. It is possible for the make-up exam to include more difficult items.

- **Exam Grading:** Any questions you may have about the grading of your exam **MUST** be brought to the instructor within one week of reviewing your graded exam. Since you will not be allowed to take the test booklets out of the classroom, you will need to make an appointment with the instructor if you would like to go over your test results again.

Course Grading System:

Grades are not rounded up at the end of the semester.

Grades will be determined by the percentage you accumulate:

97-100 = A+	93-96 = A	90-92 = A-	
87-89 = B+	83-86 = B	80-82 = B-	
77-79 = C+	70-76 = C	60-69 = D	59 & below = F

Point distribution:

Assignment	Due Date	Points
Exam 1		55 points
Exam 2		55 points
Exam 3		55 points
Exam 4		75 points
Assignment 1		30 points
Assignment 2		50 points
Assignment 3		70 points
Participation		60 points
	Total Points Possible	450 points

TENTATIVE SCHEDULE (LAST UPDATED DATE)

Week	Dates	Topic	Readings*
1		Introduction to the class	Syllabus Review class website
		Cultural Introductions and Core Concepts: Foundations of Multicultural Counseling	Chapter 1
2		History of Multicultural Counseling	Delgado et al., 2005
		Theories of Multicultural Counseling	Chapter 17
3		Multicultural Counseling Competence: Role of the Counselor	Fawcett & Evans(2013)
		Multicultural Counseling Competence: Role of the Counselor (continued)	Fawcett & Evans(2013) Watch Hirsch TedTalk
4		Migration and Cultural Adaptation	Population Reference Bureau, 2013
		Guest Panel: The International Student Perspective *** ASSIGNMENT 1 DUE ***	

5	Religion/Spirituality	Chapter 16
	EXAM 1 (45 Multiple Choice, 2 Short Answer) (emphasizes Week 1-5)	
6	Social Justice Counseling	Chapter 3
	Social Justice Counseling (continued)	Chapter 4
7	Counseling Multicultural Populations: An Overview	Chapter 9
	Counseling African Americans	Chapter 9
8	Counseling Arab Americans	Chapter 10
	Counseling Arab Americans (continued)	Chapter 10
9	Counseling Latino/Hispanic Americans	Chapter 12
	Counseling Latino/Hispanic Americans (continued)	Chapter 12
10	***EXAM 2 (40 Multiple Choice, 3 Short Answer)*** emphasizes Weeks 6-9)	
	Counseling Native Americans	Chapter 13
11	Counseling Native Americans (continued)	Chapter 13
	Counseling Multiracial Populations	Chapter 15
12	Counseling Multiracial Populations	Chapter 15
	Multicultural Conceptualization	Chapter 18
13	***EXAM 3 (40 Multiple Choice, 3 Short Answer)*** (emphasizes Week 10-12)	
	Multicultural Competence and Clinical Practice	ACA (Ratts et al., 2015) and APA (APA, 2003) Multicultural Guidelines
14	Multicultural Competence and Clinical Practice (continued) ***ASSIGNMENT 2 DUE***	Atkinson, Thompson, & Grant (1993)
	Future Directions in Multicultural Counseling	Chapter 19
15	<i>Miss Representation</i> Movie and Discussion	
	Continue movie discussion + Course Review and Wrap-Up ***ASSIGNMENT 3 DUE***	
FINAL	***EXAM 4 (50 Multiple Choice, 5 Short Answer)*** (emphasizes Weeks 13-15)	

* Chapters refer to Hays & Erford (2013) textbook. See Blackboard for other readings.

All content of the lectures, including the written materials distributed in class, are under copyright protection.

References

- American Psychological Association (2003). Guidelines on multi-cultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.
- Atkinson, D. R., Thompson, C. E., & Grant, S. K. (1993). A three-dimensional model for counseling racial/ethnic minorities. *The Counseling Psychologist*, 21(2), 257-277.
- Delgado-Romero, E. A., Galván, N., Maschino, P., & Rowland, M. (2005). Race and Ethnicity in Empirical Counseling and Counseling Psychology Research A 10-Year Review. *The Counseling Psychologist*, 33(4), 419-448.
- Fawcett, M.L. & Evans, K.M. (2013). *Experiential Approach for Developing Multicultural Counseling Competence*. Sage Publications.

Hirsch, A. [Tedx Talks] (2015, January 6). *Our Identity*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=TzhCpv9ynrM>

Newsom, J.S. (Producer/Director). (2011). *Miss Representation* [Motion picture]. United States: The Representation Project.

Population Reference Bureau. (2013). The Global Challenge of Managing Migration (PB No. 68-2). Retrieved from: <http://www.prb.org/pdf13/global-migration.pdf>

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and social justice counseling competencies. Retrieved from <http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist*, 62(4), 271-286.

Additional Polytechnic Campus Support Resources

Students are encouraged to take advantage of the following resources during this course and throughout their time at ASU. Call or visit the ASU website for other campus locations that may be available.

Career Services: Academic Center Building (CNTR); Suite 110; (480)965-2350; <https://eoss.asu.edu/cs>

Writing Center: Academic Center Building, Room 160; (480) 727-1452;
<https://tutoring.asu.edu/writing-centers>

ASU Counseling Services: Academic Center Building Suite 92; (480) 727-1255;
<https://eoss.asu.edu/counseling>

ASU Police Department: 480-727-3456; <https://cfo.asu.edu/police>

International Student Success Resources: <https://students.asu.edu/international/support/academic>