

# Master CNS767 Syllabus

## Wake Forest University Department of Counseling



### **CNS 767: Human Sexuality Summer-2 2024**

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## Course Faculty

**Lead Faculty:** Dr. Bob Nations

Email: [nationjr@wfu.edu](mailto:nationjr@wfu.edu) (<mailto:nationjr@wfu.edu>)

## Course Description

This course is designed for counseling students whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a.) students' knowledge base related to human sexuality, b.) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c.) students' skills in assessment and intervention skills with sexuality issues and d.) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing and intervening with human sexuality related counseling issues.

## Course Objectives

This course has five primary objectives:

1. Develop student's knowledge related to human sexuality and gender issues relevant to professional counseling relationships.
2. Develop an understanding of the varied sexuality issues which may be encountered in a variety of practice settings.
3. Identify appropriate skills in assessment and intervention related to human sexuality issues.

4. Increase awareness of personal perceptions, attitudes and affect related to sexuality issues.
5. Gain perspective on the life span development and cultural contexts that influence human sexuality.

## Course Materials

Course materials refer **only** to the textbook(s), Course Reserves, WFU library readings, or scholarly articles. Refer to the course for **all other** instructional content (websites, lectures, videos, interactive activities, etc.)

### Required Text

Murray, C. E., Pope, A. L., & Willis, B. T. (2017). *Sexuality counseling: Theory, research, and practice*. Sage Publications. ISBN-13: 978-1483343723

### Additional Materials

Webcam

## Live Sessions

Students will find the day and time in the course:

- **Live Sessions:** Refer to the **Meet Your Lead Faculty** page under the Getting Started module for details.
- **Office Hours:** Refer to the **Meet Your Practitioner Instructor** page under the Getting Started module for details.

Live Sessions are not mandatory, but student attendance is encouraged.

## Methods of Instruction

Instructional methods in this course include lectures, discussions, case studies, experiential activities related to course content, and other interactive activities.

## Instructor Interactions

Apart from clinical courses, WFU online courses are primarily asynchronous in nature, meaning students and instructors can engage with the learning materials at different times. There are a few notable exceptions, however, such as live sessions, office hours, and triad work (skills courses). For the asynchronous portions of our courses, students interact with instructors through virtual discussion boards, weekly video and/or written announcements, email communications, and formative and summative feedback on assignments. For the synchronous portions of our courses, students interact with lead instructors in weekly, recorded live sessions, and with practitioner instructors in office hours. Regarding live sessions, lead instructors meet virtually with students one hour per week in which they present on a topic related to the learning material for the week, as well as answer questions that students have about the course material or assignments. In office hours, practitioner instructors answer students' questions about course content and assignments. They also, at times, present on topics related to that week's lessons.

In clinical courses, instructors interact with students primarily through individual/triadic and group supervision sessions. Instructors also monitor students' time logs, review required practicum and internship documents, evaluate their counseling session recordings and writeups, and submit midterm and final evaluations related to students' counseling skills development, as well as their professional dispositions and behaviors development.

## Assessments

This section provides an overview of the items due during this course. See the Course Schedule for additional details.

### Discussions

Discussions serve as the main vehicle for communication between students in the class. Using the forums, information will be shared, concepts will be discussed, and opinions expressed.

### Assignments

These are the assignments that will be completed and submitted throughout the duration of the course.

#### Assignment 1.1: Informed Consent Form

For this assignment, students will sign and submit the Informed Consent Form to show that they understand the content and expectation for participating in CNS 767: Human

## Sexuality.

### Assignment 1.2: Applying the Comprehensive Model

For this assignment, students will apply the Contextualized Sexuality Model to a case illustration using all seven areas of influence.

### Assignment 1.3: Comfort and Competency Self-Awareness

For this assignment, students will complete the Comfort and Willingness Scale and reflect on their rankings for each of the items.

### Assignment 1.4: Private Blog: Reflections on Personal Comfort in Talking about Sexuality

For this assignment, students will consider their reactions to provided questions and consider their own bias or prejudices.

### Assignment 2.1: Informal Assessments

For this assignment, students will select one of the three Case Illustrations from the text. After reading the Case Illustration, they will determine what dimension of sexuality they would want to assess in more depth. Then students will list 10 to 12 interview questions they would ask.

### Assignment 2.2: Formal Assessments

For this assignment, students will continue to use the same Case Illustration and dimension selected for Assignment 2.1. Students will select a formal instrument associated with the dimension from their Case Illustration and research this formal instrument using three sources from professional journals.

### Assignment 3.1: Conduct a Professional Interview

For this assignment, students will conduct an interview with a professional in their community with someone who works in a sexuality-related profession. (e.g., pregnancy counselor, sex therapist, marriage, couple, and family counselor, licensed professional counselor, school counselor, OB/GYN, primary care physician, etc.).

### Assignment 3.2: Chapter 4 Takeaway Paper

For this assignment, students will write a paper that summarizes their top five takeaway concepts from Chapter 4.

### Assignment 4.1: Personal Sexual History and Development

For this assignment, students will identify one area of their history that had a significant impact or influence on their sexual development. In a professional journal, students will research and identify one article that addresses research on their identified stage of development.

#### Assignment 5.1: Relationship Dynamics

For this assignment, students will watch videos on sex-starved marriage and sex and intimacy and answer questions.

#### Assignment 6.1: Cultural / Contextual Influences

For this assignment, students will select three cultural and/or contextual influences (religion, culture and ethnicity, socioeconomic status, geographic and regional variations, and media) and write a 3-page paper.

#### Assignment 7.1: Final Case Study

For this assignment, students will explore in greater depth narratives that deal with human sexuality and apply the concepts learned in this course to those narratives.

#### Assignment 7.2: Private Blog: Course Takeaways

For this assignment, students will reflect on what they have learned in this course.

## Late Work

Students are encouraged to make the same effort to submit all assignments on time that they would use in the workplace. It is, however, understood that sometimes circumstances arise that are beyond our control. To request an extension, students should contact their Lead Faculty as soon as a problem is identified to provide details and determine a realistic deadline. Assignments submitted late without prior approval will not be eligible for full credit.

Unless arrangements have been made, students who submit late assignments will receive a **10% grade deduction for each day** beyond the due date.

## Grading Policies

This table details the grade points and/or percentages of each assignment.

### Grading

Assignment	Points Possible
Discussions	400
Assignments	1220
Total	1620

## Grading Scale

This table lists the letter grade corresponding to ranges of points.

**Final grading is at the discretion of the faculty.**

### Grading Scale

Letter Grade	Percentage
A	93–100
A–	90–92
B+	87–89
B	83–86
B–	80–82
C+	77–79
C	70–76
F	0–69

## Academic Policies

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty.

The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate](#)


## [Student Academic Honor Code \(PDF\)](#)

[https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy\\_1-30-2020.pdf](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or books during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- **Plagiarism** is the appropriating or passing off as one's work the writings, ideas, etc. of another. This includes (but not limited to) copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, as well as further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrollment, reinstatement, and student and faculty expectations, see the [Wake Forest University Student Handbook](#)  <https://counseling.graduate.wfu.edu/forms/student-forms-information/>.

## Synchronous Class Recording Notice

In accordance with Wake Forest University's policy regarding class recordings, be mindful of this information:



- **Recording of Synchronous Class Sessions.** All or some in-person and synchronous classes may be recorded. Student images and voices may be captured in these recordings. Recordings will be available for viewing only by students enrolled in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.
- **Recording Tails in Synchronous Class Sessions.** Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care not to discuss any confidential matters during these periods of time.
- **Access to Recordings.** Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.
- **Copyright Notice.** Students are advised that Wake Forest University faculty members hold the copyright in their course materials. The University and the faculty have legal rights in class recordings.

## Academic Engagement and Monitoring

It is very important that students actively engage in class discussions, and that students communicate in a timely manner with their instructors if unforeseen circumstances negatively affect their academic engagement. WFU monitors student academic engagement through student activity in the course, much of which can be monitored automatically in Canvas (e.g., logging into the course in Canvas, participating in discussion boards, submitting assignments, reviewing learning materials in the modules); attending live sessions, office hours, and individual/triadic/group supervision sessions; and communicating by phone or email with instructors. If an entire week passes without a student submission of an assignment and/or no contact is made with instructors, the following will occur:

- Lead/practitioner instructors or Financial Aid Office staff alert Department Officials that the student has stopped responding or submitting.
- The student services team will attempt to make contact through email and telephone.
  - While being contacted, faculty and student support staff will inform the student that, if they are not noted as participating by the end of the two week period, the Department will proceed with the withdrawal procedures.
- If the two-week mark is met with no activity and there has been no communication from the student, an email will be sent notifying them of administrative withdrawal

from the Counseling Program, for lack of activity.

- If the student responds to the lead and/or practitioner instructors after the two-week mark, and expresses plans to continue in the course, the lead instructor will advise them and the PI about any deduction for late work and implications for any missing assignments. The student will again be considered active in the course.
- If the student responds and decides to withdraw, withdrawal procedures will be initiated. The student will be advised that their response to this email is time sensitive and must be received in the next 2 days.
  - If the student does not reply within that time frame, the withdrawal procedure will begin.
  - If the student becomes active in the course, an administrative withdrawal will not be initiated.

## Technical Requirements

Identify the [minimum device configuration requirements](#) 

([https://urldefense.com/v3/https://help.wfu.edu/support/solutions/articles/13000010300-bring-your-own-device-byod-requirements\\_!!LtJ5xwj-!dkTBc7dBoa0VXsezHewQ-SWPnmopdxk-j3XYkiELK7MHP2gSzZ0NrpqzHfrMjxVlrig\\$](https://urldefense.com/v3/https://help.wfu.edu/support/solutions/articles/13000010300-bring-your-own-device-byod-requirements_!!LtJ5xwj-!dkTBc7dBoa0VXsezHewQ-SWPnmopdxk-j3XYkiELK7MHP2gSzZ0NrpqzHfrMjxVlrig$)) for this institution.

## Help Desk Support

Assistance to resolve technical problems is **available 24/7, 365 days a year**.

Students can access the Help Desk at: [Wake Forest Help Desk](#) 

(<https://tinyurl.com/wfumachelpdesk>).

Help Desk services are restricted primarily to problems associated with the functionality of the course delivery platform. Responsibilities include:

- Assisting students having difficulties accessing course email, the course itself, including discussion forums—such as the ability to view responses to comments posted in a forum—viewing multimedia files, submitting/posting assignments, and accessing quizzes.
- Support for basic hardware, software, ISP, and Internet browser issues.

Sometimes students may not be sure whether a problem they are having is caused by their computer system or the online learning management system. The Help Desk will help students figure out where the problem lies and attempt to resolve issues immediately. However, some highly advanced hardware issues may require additional

assistance. If this is the case, the Help Desk may suggest seeking assistance from a local computer repair establishment.

## Canvas Support

Call a Canvas Expert: 833.383.5792

For Canvas technical support, select the Help icon in the navigation bar, where students will find several options including:

- Call a Canvas Expert—phone support hotline
- Chat with Canvas Support—live chat for students and faculty
- Search Canvas Guides—answers to common questions
- Submit a ticket to Canvas Support

When submitting a ticket, be as specific as possible in the description of the issue. Include the name of the course and the date the issue occurred, the browser being used and, if possible, screenshots to help Canvas support personnel troubleshoot the issue and expedite service.

Note: Lead Faculty and PIs do not provide Canvas support.

## AskDeac Help Desk

AskDeac services include most technology issues outside of the scope of course delivery. Common requests include assistance setting up a VPN, setting up a WFU Zoom account, using Google Drive, and resetting WFU email passwords.

Assistance to resolve technical issues is available through Email or Live Chat from 8:00 a.m. to 9:00 p.m. EST, Monday through Friday. Phone support is available from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday.

Access AskDeac at: **AskDeac** [↗ \(https://help.wfu.edu/support/home\)](https://help.wfu.edu/support/home).

## Diversity, Equity, and Inclusion

Wake Forest University is committed to supporting diversity, equity, and inclusion. The **Office of Diversity and Inclusion** [↗ \(https://diversity.wfu.edu/\)](https://diversity.wfu.edu/) provides campus resources such as the Intercultural Center, LGBTQ Center, Women's Center, and more. Locate these on the webpage under Affinity & Support.

To learn more about WFU's commitment to diversity, equity, inclusion read the **[Non-Discrimination Statement](https://hr.wfu.edu/quick-links/policies/non-discrimination-statement/)** [↗](https://hr.wfu.edu/quick-links/policies/non-discrimination-statement/) and policy on **[Non-Discrimination on the Basis of Disability](https://policy.wfu.edu/non-discrimination-on-the-basis-of-disability/)** [↗](https://policy.wfu.edu/non-discrimination-on-the-basis-of-disability/).

*Pro Humanitate* - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the **[Realizing Inclusion, Diversity, and Equity \(R.I.D.E.\)](https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/introduction-to-ride/#)** [↗](https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/introduction-to-ride/#) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

## Accessibility and Special Accommodations

Wake Forest strives to provide equal access for all learners. Learning content contained within the Canvas Learning Management System is designed to meet the Web Content Accessibility Guidelines (WCAG) 2.1 AA developed by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act. Throughout our course development process, we test the capabilities of our learning content against these standards.

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive.

Along with the mission of the Division of Student Life, Disability Services exists to enable students with disabilities to experience equal access to the academic, social, and recreational activities and programs at Wake Forest University. To achieve this goal, the **[Center for Learning, Access, and Student Success \(CLASS\)](https://class.wfu.edu/)** [↗](https://class.wfu.edu/) is available to offer academic support for all Wake Forest Students. CLASS staff works with students, faculty, and staff to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal.

If a student has a disability that may require an accommodation for taking this course, use the Student Portal Login located on the **[Center for Learning, Access, and Student](#)**

**Success (CLASS)** [↗ \(https://class.wfu.edu/\)](https://class.wfu.edu/) website. Alternatively, contact the Center for Learning, Access, and Student Success at the contact information provided.

### Contact Information:

**118 Reynolda Hall, WFU**

**Winston-Salem, NC, 27109**

**Phone:** 336-758-5929

Email: [class@wfu.edu](mailto:class@wfu.edu) (<mailto:class@wfu.edu>)

## Emergency Contingency Plan

Disaster Planning/Catastrophic Event Policy: In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless the internet or phone is inaccessible.

## Course Schedule

The course week runs from Monday (Day 1) to Sunday (Day 7). Due dates for assignments and discussions are stated in day numbers. **Unless otherwise noted**, all assessments are due by 11:59 p.m. E.T. on the designated day.

There will be Live Sessions and Office Hours each week **unless otherwise communicated**. Students will find the day and time in the course:

- **Live Sessions:** Refer to the **Meet Your Lead Faculty** page under the Getting Started module for details.
- **Office Hours:** Refer to the **Meet Your Practitioner Instructor** page under the Getting Started module for details.

**Please Note:** Readings refer **only** to the textbook(s), Course Reserves, WFU library readings, or scholarly articles. Refer to the course space for **all other** instructional content (websites, lectures, videos, interactive activities, etc.)

Week 1: Introduction to Human Sexuality (June 24 – June 30)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
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Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: The Comprehensive, Contextual Framework  Course Objectives: 2	Read the following in the Murray, Pope, and Willis textbook: <ul style="list-style-type: none"> <li>Chapter 1, pp. 1–16</li> </ul>	Discussion 1.1: Introductions (Initial Post Due Day 4, Reply Posts Due Day 7)	Assignment 1.1: Informed Consent Form (Due Day 7)  Assignment 1.2: Applying the Comprehensive Model (Due Day 7)	None
Lesson 2: Professional Issues in Sexuality Counseling  Course Objectives: 4	Read the following in the Murray, Pope, and Willis textbook: <ul style="list-style-type: none"> <li>Chapter 1, pp. 16–30</li> </ul> Read the following additional resource: <ul style="list-style-type: none"> <li>Professional Websites and Resources</li> </ul>	None	Assignment 1.3: Comfort and Competency Self-Awareness (Due Day 7)  Assignment 1.4: Private Blog: Reflections on Personal Comfort in Talking about Sexuality (Due Day 7)	None

## Week 2: Formal and Informal Assessments in Sexuality Counseling (July 1 – July 7)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Assessment in Sexuality Counseling	Read the following in the Murray, Pope, and Willis textbook:	None	Assignment 2.1: Informal Assessments (Due Day 7)	None

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Course Objectives: 3	<ul style="list-style-type: none"> <li>Chapter 2, pp. 31–55</li> </ul>			
Lesson 2: Instruments for Assessing Sexuality  Course Objectives: 3	Read the following in the Murray, Pope, and Willis textbook: <ul style="list-style-type: none"> <li>Chapter 2, pp. 56–70</li> </ul>	None	Assignment 2.2: Formal Assessments (Due Day 7)	None

### Week 3: General Interventions and Theoretical Approaches and Sexual Health (July 8 – July 14)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: General Interventions and Theoretical Approaches to Sexuality Counseling  Course Objectives: 2	Read the following in the Murray, Pope, and Willis textbook: <ul style="list-style-type: none"> <li>Chapter 3, pp. 71–104</li> </ul>	None	Assignment 3.1: Conduct a Professional Interview (Due Day 7)	None
Lesson 2: The Importance of Physiology and Sexual Health  Course Objectives: 4	Read the following in the Murray, Pope, and Willis textbook: <ul style="list-style-type: none"> <li>Chapter 4, pp. 105–136</li> </ul>	None	Assignment 3.2: Chapter 4 Takeaway Paper (Due Day 7)	None

## Week 4: Lifespan Development and Mental Health (July 15 – July 21)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Sexuality in Lifespan Development  Course Objectives: 5	Read the following in the Murray, Pope, and Willis textbook: <ul style="list-style-type: none"> <li>Chapter 5, pp. 137–162</li> </ul>	None	Assignment 4.1: Personal Sexual History and Development (Due Day 7)	None
Lesson 2: Sexuality and Mental Health  Course Objectives: 4	Read the following in the Murray, Pope, and Willis textbook: <ul style="list-style-type: none"> <li>Chapter 6, pp. 163–190</li> </ul>	Discussion 4.1: Case Study (Initial Post Due Day 4, Reply Posts Due Day 7)	None	None

## Week 5: Gender Identity, Sexual Orientation and Intimate Relationships (July 22 – July 28)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Gender Identity and Sexual Orientation  Course Objectives: 1	Read the following in the Murray, Pope, and Willis textbook: <ul style="list-style-type: none"> <li>Chapter 7, pp. 191–222</li> </ul>	Discussion 5.1: LGBTQ Community (Initial Post Due Day 4, Reply Posts Due Day 7)	None	None
Lesson 2: Sexuality and Intimate	Read the following in the Murray,	None	Assignment 5.1: Relationship Dynamics (Due	None




Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Relationships  Course Objectives: 2	Pope, and Willis textbook: • Chapter 8, pp. 223–246		Day 7)	

### Week 6: Cultural and Contextual Influences on Sexuality (July 29 – August 4)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Sexuality and Culture Influences and Strategies  Course Objectives: 5	Read the following in the Murray, Pope, and Willis textbook: • Chapter 9, pp. 247–269	Discussion 6.1: Current Events (Initial Post Due Day 4, Reply Posts Due Day 7)	Assignment 6.1: Cultural / Contextual Influences (Due Day 7)	None

### Week 7: Positive Sexuality (August 5 – August 11)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Positive Sexuality  Course Objectives: 3	Read the following in the Murray, Pope, and Willis textbook: • Chapter 10, pp. 270–292	None	Assignment 7.1: Final Case Study (Due Day 7)  Assignment 7.2: Private Blog: Course Takeaways (Due Day 7)	None

For a list of image credits for this course, visit the [CNS767 Credits Page](https://lmscontent.embanet.com/WF/MAC/CNS767/CNS767_Credits_Page.html)   
([https://lmscontent.embanet.com/WF/MAC/CNS767/CNS767\\_Credits\\_Page.html](https://lmscontent.embanet.com/WF/MAC/CNS767/CNS767_Credits_Page.html)).