

**University of North Texas at Dallas**  
**Spring 2015**  
**SYLLABUS-Hybrid**

<b>COUN 5790: COUNSEING CULTURALLY DIVERSE CLIENTS</b>		<b>3Hrs</b>
<b>Department of Counseling &amp; Human Services</b>		<b>Division of Education &amp; Human Services</b>
<b>Instructor Name:</b>	Yu-Fen Lin	
<b>Office Location:</b>	Building 2 Room 330	
<b>Office Phone:</b>	972-338-1378	
<b>Email Address:</b>	<a href="mailto:yu-fen.lin@untdallas.edu">yu-fen.lin@untdallas.edu</a>	
<b>Classroom Location:</b>	DAL2 339	
<b>Office Hours:</b>	Monday 12:00pm- 5:00pm Thursday 11:00-1:00pm Thursday 5:00pm-7:00pm By appointment	
<b>Class Meeting Days &amp; Times:</b>	Monday 5:30-8:20 (Portion On-Line)	
<b>Course Catalog Description:</b>	Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients. 3 hours.	
<b>Prerequisites:</b>	COUN 5680 & 5710	
<b>Required Text:</b>	Sue, D. W., & Sue, D. (2013). <i>Counseling the culturally diverse: Theory and practice</i> (6th ed.). New York: John Wiley & Sons.	
<b>Recommended Text and References:</b>	<p>Ponterotto, J. G., Casas, J. M., Suzuki, L. A., &amp; Alexander, C. M. (2010). <i>Handbook of multicultural counseling</i> (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.</p> <p>Lee, C. C. (2006). <i>Multicultural issues in counseling</i> (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.</p> <p>Robinson-Wood, T. L. (2009). <i>The convergence of race, ethnicity, and gender: Multiple identities in counseling</i> (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p>	
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p> <p>Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 <a href="http://www.coe.unt.edu/tk20">http:// www.coe.unt.edu/tk20</a> ( TBA) Student subscriptions are effective for 7 years from date of purchase)</p>	
<b>Course Goals:</b>	<p>The goal of this course is described as follows:  As a step in the process of developing multicultural and advocacy counseling competencies, each student will develop self-awareness regarding one's own cultural beliefs, values, and experiences; develop awareness of others' culture-linked experiences; and develop skills for providing culturally-sensitive services to clients in community, school, and university settings.</p>	

**Course Format:**

This is a hybrid course and includes discussions, power points, video/film analysis, and lectures in both classroom and on-line formats.

**Course Content:**

This course will survey and sample the various issues related to counseling under represented members of the population. It will also assist to identify and address personal points regarding the counseling relationship with various members of society.

The course will consist of various reading materials, students’ participation in online discussions, presentations, assessments, service learning field based experiences, and other activities that may stimulate the growth and knowledge of ethnic/cultural studies. Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

**Course Requirements:**

- **Late assignment policy:** All work is due on the date specified. Late work will affect your credit. Late assignments will be taken 10% credit away each day for a maximum of 3 days and then not accepted (unless documented and approved emergency).
- **Time requirement:** Students are expected to participate in all activities for the course on a weekly basis including all on-line discussions. Students should expect to spend time preparing for all aspects of the course.
- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2005 Code of Ethics.
- **Academic Dishonesty policy:** Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an “F” for the course.**

**Matrix (A blank example is provided below):**

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
  - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
  - State Standards/Competencies for certification if applicable
  - Diversity and Disposition Proficiencies
  - Conceptual Framework Alignment
  - NCATE Alignment by indicator

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator CA-CACREP 2009 Standards

Students will demonstrate an understanding of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>  Community Interviews  Objective Quizzes	Group discussion and unit quiz  Field experiences  Research	CA-II.G.2.a SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 3, 4, 5 CF1
Students will demonstrate an understanding of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>  Cultural Identity Development Project  Introspective Essays  Community Interviews  Objective Quizzes	Group discussion and unit quiz  Field experiences  Research  Reflection papers	CA-II.G.2.b SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Students will demonstrate an understanding of theories of multicultural counseling, identity development, and social justice	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>  Journal Article Reviews  Objective Quizzes	Group discussion and unit quiz  Research	CA-II.G.2.c SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF1
Students will demonstrate an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>  Journal Article Review  Objective Quizzes	Group discussion and unit quiz  Field experiences  Research  Reflection papers	CA-II.G.2.d SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Students will demonstrate an understanding of counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>  Cultural Identity Development Project  Introspective Essays  Objective Quizzes	Group discussion and unit quiz  Field experiences  Research  Reflection papers	CA-II.G.2.e SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Students will demonstrate an understanding of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>  Community Interviews  Objective Quizzes	Group discussion and unit quiz  Field experiences  Research  Reflection papers	CA-II.G.2.f SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5

Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>  Community Interviews	Group discussion and unit quiz  Field experiences  Research	CMHC-E.1
Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>  Cultural Identity Development Project  Introspective Essays  Community Interviews	Group discussion and unit quiz  Field experiences  Research  Reflection papers	CMHC-E.2
Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>	Group discussion  Field experiences	CMHC-E.4
Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u>	Group discussion	CMHC-E.5
Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	Advocacy Project	Field experience	CMHC-E.6
Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients	Advocacy Project	Field experience	CMHC-F.1

## ATTENDANCE POLICY

**Class Attendance, Timeliness, and Constructive Participation** is a professional responsibility. Students will have 30 points deducted from their total grade if they (a) miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact

in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 50 points deduction.

**For purposes of this hybrid class, failure to participate in a weekly activity (discussion board or reflection paper) will constitute an absence and will result in the loss of participation points for that week. Failure to participate for two different weeks will result in the loss of a letter grade. Late participation in a discussion, after the due date, will constitute an absence.**

## **INSTRUCTIONAL ASSIGNMENTS/ACTIVITIES:**

### **1. Introspective Essays (100 points)**

A) Discuss an experience or experiences you personally have had/witnessed with racism, discrimination, or prejudice (50 pts).

and

B) Discuss your culture of origin (e.g., growing up, family, class, traditions, values, prejudices, stereotypes, etc.) (50 pts).

### **2. Cultural Excursion (100 points)**

Each student will make a cultural excursion and write a 2-3 pages journal which includes your experience, your thoughts, and your personal reaction on this journey.

### **3. Community Interview (100 points)**

Each student will conduct one interview with one of the following community leaders.

1. Interview a religious or spiritual leader from a perspective that is different from your own. For example, if you consider yourself Christian, you must interview a spiritual leader from a leader from non-Christian background. Or
2. Interview a leader from a cultural group where English is a second language. Or
3. Interview the leader of a program that focuses on providing services to the homeless and poor.

For the interview complete the following:

- A. Provide a rationale for choosing the person you interviewed.
- B. Describe the program they represent.
- C. Describe the services provided by the program.
- D. Describe what you learned about the individual and the population that he or she works with.
- E. Describe how what you learned is consistent and/or inconsistent with your beliefs and prior knowledge.
- F. This paper will be 3-4 pages (not including the cover page and reference page) and **must conform to APA writing guidelines.**

### **4. Cultural Identity Development Project (CIDP) (100 Points)**

Directions: Drawing from your knowledge about yourself and your experiences in our multicultural society, you are to describe your cultural identity development, your cultural underpinnings and foundations, how your cultural self-understanding will enable you to be a culturally effective counselor, how your personal biases and limitations that may hinder you as a counselor. You will also use chapter 10 and 11 from the text book to discuss your cultural identity

development. You will also discuss the multicultural counseling competencies and your development according to those competencies.

This paper will be 3-5 pages (not including the cover page and reference page) and **must conform to APA writing guidelines**.

**5. Article Review (50 Points)**

Summarize either the article “A Personal Journey Toward Culture Centered Counseling: An Interview With Paul Pederson” or “Profiling Gerald Wing Sue: Blazing the Trail for the Multicultural Journey and Social Justice in Counseling” and add your own observations (regarding culturally diverse persons in a professional setting). The two articles will be posted on Blackboard.

**6. Multicultural Service Learning Experience (MSLE): (150 Points)**

See page 8-14 of the syllabus for complete instructions for this project.

**Evaluation (Instructional assignments and UNTD Blackboard use):**

- |                                                 |                      |
|-------------------------------------------------|----------------------|
| <b>1. The Introspective Essay</b>               | <b>(100 points)</b>  |
| <b>2. Cultural Excursion</b>                    | <b>(100 points)</b>  |
| <b>3. Community Interview</b>                   | <b>(100 points)</b>  |
| <b>4. Cultural Identity Development Project</b> | <b>(100 points)</b>  |
| <b>5. Article Review</b>                        | <b>(50 points)</b>   |
| <b>6. MSLE Proposal</b>                         | <b>(50 points)</b>   |
| <b>7. MSLE</b>                                  | <b>(100 points)</b>  |
| <b>8. Quiz/Exam 15x10pt</b>                     | <b>(150 points )</b> |

**TOTAL=750 pts**

**Grading:**

**675-750=A**

**674-600=B**

**<600=C (not a passing score)**

## Cultural Identity Development Project

Directions: Drawing from your knowledge about yourself and experiences in our multicultural society, you are to describe your cultural identity development. What are your underpinnings and foundations?

1. Describe how your cultural self-understanding will enable you to be a culturally effective counselor.
2. What are some personal biases and limitations that may hinder you?
3. Define the culture of your ancestors back two generations (all 4 grandparents and both parents). Include place of birth, date of birth, religion, race, marital history, presence of any disability, education, birth order, occupation, primary language, primary holidays celebrated (and how celebrated), and any other facts you feel are relevant. You will use the **“Cultural Self-Exploration Questionnaire”** (this can be found in the handouts section) to help you provide the above information and information gleaned from the questionnaire. Try to interview as many of the persons listed as possible.
4. Define your own culture by covering the topics listed for your ancestors and how they have impacted your current view of culture.
5. Discuss your current level of multicultural competence based on the Multicultural Counseling Competencies (found in your textbook).
6. Using one or more of the racial/ethnic/cultural identity development models found in your textbook, describe your racial/ethnic/cultural identity development. (Reference the model(s) used.)

\*\*The paper must be 4-6 pages (not including cover page, abstract, and references), double-spaced, complete with reference page, **APA style must be adhered to**, paper must have one inch margins, and avoid sexist language.

### Grading Rubric:

Following Directions	10 points
Grammar	5 points
Appropriate use of References	5 points
APA Format	10 points
Content and Integration	70 points
Total	100 points

## Multicultural Service Learning Experience (TK20 Assignment)

Each Student will complete a Multicultural Service Learning Experience. A MSLE is an activity designed to help students gain cultural knowledge, increase sensitivity to culturally diverse people, and become more culturally effective helpers. The purpose of the activity is through service learning in a cross-cultural setting to gain new and direct knowledge of a cultural with which you have little or no experience with. After the MSLE experience, students will write a 5 page reaction paper.

Follow **APA style** for the creation of headings in your paper. Headings should refer to the following topics:

- A. Reasons for selecting the experience and how you see the experience will contribute to your particular multicultural learning needs.
- B. Description of the experience. How were you impacted by the interview, observations, and interactions at the volunteer site?
- C. What was learned about the cultural group involved (aspects of values, worldview, or communication style of this group; particular issues often common among this group; impact of sociopolitical history upon this group, effects of cultural and environmental factors on school performance, work, etc.)
- D. Feelings/Reactions to the experience, including what these thoughts and feelings imply about you (e.g. your identity level, prejudices/stereotypes, knowledge or lack of knowledge about this group, etc.)
- E. The value of the experience for counselors-what did you learn that counselors should be aware of in working with clients from this group, how should practice be adapted, etc.

**I will particularly be looking for how you are integrating the concepts you have learned from class discussions, readings, and instruction with this hand on experience.**

### The process to be used:

- 1 Preparation-identifying a need, investigating and analyzing it and making a list or summary of the service to be rendered. The professor and student will work together to set the stage for learning and social action.
- 2 Action is the direct result of preparation. The service experience (list or summary) can be carried out up to two weeks prior to the final exam. It is expected to be 6 or more clock hours are documented with the Time Log
- 3 Reflection (using the Beginning, Middle and End of project in the form of a journal) is a vital and ongoing process in service learning that integrates learning and experience with personal growth and awareness.
- 4 Evaluation or Outcome measure-provides evidence that students have gained and accomplished stated goals through their community involvement. Writing your evaluation/outcomes of your participation will allow you to offer evidence to others and acknowledge what and how information/skills have been learned. In other words, answer the question, "What did you learn about yourself, counseling and working with diverse populations?"



**Level 1: Experiential Learning:** Involves contact with a culturally different community based agency. Interview the agency director or other designated individual about the purpose of the agency and concerns of the population served. For example, visit a Native American Tribal Council and interview the director about programming for both children and adults, interview the president of a culturally diverse organization (Black Student Union, International Students Organization, Hispanic/Latino Center, etc.), interview the director of a program designed to help people who are Lesbian or Gay males, or the leader of a religious group (Jewish, Muslim, etc.), volunteer at an agency that provides services to individuals and families with disabilities. **Additionally, it is expected that 4 or more clock hours are documented with the Time Log. Students will also conduct the interview and either observe the activities at the agency and/or attend an appropriate orientation. This portion of the project should be approximately two hours. The total service for this project is 6 hours.**

**The chosen site must not be connected with your work or be a place that you currently volunteer or have volunteered in the past. Students must work on this project independently and not with other students. The chosen site must demonstrate a cultural difference from you as articulated in this course and should put you outside of your normal comfort zone.**

**The chosen site cannot be one of the sites used for your community interview.**

**Volunteer duties must involve direct interaction with the population served and cannot be clerical in nature.**

**The chosen activity must be approved by the instructor prior to completing the MSLE using the form found on the next page.**

Grading:

Following Instructions	10 points
Following APA guidelines	10 points
Grammar	10 points
Content	70 points
Other Paper Work (Forms, P	

**Move beyond your comfort zone** to experience work with one of the following individuals or groups: *racial or ethnic minorities, children or individuals including but not limited to African American, American Indian, Asian Americans, Arab Americans, and Jewish Americans.*

The setting may or may not be related to professional counseling but must offer an environment that provides an opportunity for growth in cultural competence (**where your culture is in the minority**). If your racial or ethnic group is in the majority of the setting, select another site. In other words, if you are white, do not select a site with majority white clients and if you are African American, do not select a site that serves predominately African American clients.

This is an opportunity to direct your learning based on your career direction as a professional counselor.

Make this an adventure to learn about something that you have been pondering, for example:

1. Tutor a child from a different race, ethnic group, or sexual orientation
2. Do a college preparation workshop for underrepresented individuals in higher education
3. Volunteer at a youth program (Boys and Girls Club, YMCA, etc) to work with those who are culturally different
4. Volunteer to work in an unfamiliar faith based organization (i.e. Muslim, Jewish, etc)
5. Volunteer at a shelter or food pantry serving diverse clientele
6. Do a parenting class for mothers or families of a different race or cultural group
7. Volunteer to do 'meals on wheels' for senior citizens; do an activity at a senior citizens/assisted living facility with diverse clients
8. Sponsor and deliver a work shop for parents of racially or ethnically diverse children
9. Sponsor a group of diverse elementary or middle school students on career awareness
10. Take a group of children from underserved groups on a tour of UNT DALLAS
11. Volunteer at a school for behavior or adjudicated youth who are ethnically
12. Provide social and emotional support or mentoring for a child struggling minority student in a pre-advanced placement class

Use your imagination to work in an area that matches your passion!

### **MSLE Project Schedule**

#### **1. MSLE Project Proposal Due**

**The MSLE must be completed with a community agency that serves a cultural population with which you are not a member. It must also be one in which you have little familiarity and would place you outside of your normal comfort zone. Your presence at the organization would constitute your being in the minority. The place must be one where you do not know the people who work there and it cannot be located where you work. You must also provide a description of how this location is different from you and how you hope to benefit from the experience. You must submit the signed proposal letter by the due date.**

#### **2. MSLE Project Paper Due**

**You must also submit the service learning log and survey**

**Appendix I** - Cut and paste this letter (in a Word document with 12 point font and attach a list of service duties or summary of your service) to begin your project.

**University of North Texas Dallas  
Dallas, Texas 75241**

Date: \_\_\_\_\_

Name of Student \_\_\_\_\_ Telephone number \_\_\_\_\_

\_\_\_\_\_  
Name of Agency/School Administrator/Supervisor

Counseling Culturally Diverse Clients (COUN 5790) class is required to complete an academic service-learning project. The project must meet a specific need in the school/community and provide prevention and/or intervention information focused on any aspect of helping with diverse clients, i.e. (a) person(s) of another race or ethnic minority, elderly, special needs, sexual minority, disabled, etc.

The academic service project can provide direct approved service, advocacy or giving information to support or help individuals who are underrepresented in society for the counselor in training. Each graduate student enrolled is asked to:

1. Confer and comply with the requirements of your school/agency;
2. Implement the service learning project after your agreement and approval;
3. Make a report regarding the process and assessment of participation in the service project; and
4. Reflect on whether it made a difference in their perspective of the cross cultural or multicultural needs in the school/community.

If you approve of the listed responsibilities of this student, please sign below and send the copy back with the student.

If you have questions, please call Dr. Yu-Fen Lin (972.338.1378) or email [yu-fen.lin@untDallas.edu](mailto:yu-fen.lin@untDallas.edu) for additional information.

Thank you in advance for your help in supporting this effort.

List of the Student's Duties

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\_\_\_\_\_  
Approved School/Agency Representative

\_\_\_\_\_  
Date

**Appendix II**

**COUN 5790 Multicultural Service Learning Log/Survey**

Name \_\_\_\_\_

Date \_\_\_\_\_

Name and Address of the agency \_\_\_\_\_

\_\_\_\_\_

Name and phone number of Supervisor \_\_\_\_\_

List the hours

Date	Duties Performed or Service Rendered	Student Initials	Supervisor Initials

Signature of Student \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

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**Service Learning Log/Survey**

Class: \_\_\_\_\_

Community/School Service Site \_\_\_\_\_

Telephone number \_\_\_\_\_ e-mail \_\_\_\_\_

Number of Service Hours Provided \_\_\_\_\_

- I. What do you know about the community/school that you did not know before doing the academic service learning project?
- II. Did you get any unexpected benefit from doing the service learning project?
- III. What could the instructor do to improve the link between service learning and understanding the areas covered in this class?
- IV. What could be changed to make this academic service learning experience better for the next class?
- V. Using the rating scale below, please answer the following:

<b>Very extensively</b>	<b>extensively</b>	<b>somewhat</b>	<b>very little</b>	<b>none</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

To what extent has your community/school service experience enabled you to:

- Learning about the culture or cultures different from your own \_\_\_\_\_
- Critically reflect upon your own values and biases? \_\_\_\_\_
- Improve your written communication skills? \_\_\_\_\_
- Improve your critical thinking or analytical skills? \_\_\_\_\_
- Improve your problem solving skills? \_\_\_\_\_
- Understand better how communities/schools work or function \_\_\_\_\_

VI. Course relatedness:

1. What is the most important thing you have learned from your academic service learning experience?
2. How did this learning experience compare to doing the more traditional library term paper for a course?
3. Did your experience help you gain a better insight into the material and concepts of the course? Please explain.
4. How do you feel about the academic service-learning component of this course? (Please circle the response closest to your feelings.)

**Very positive   somewhat positive   somewhat negative   very negative**

5. Do you think that community/academic service is a valuable and appropriate learning component within this course?  
 yes  no

**Expectations:**

This class is operating on the “assumption” that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

**Online Participation Policy:**

1. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:
  - a) Check the course website frequently and respond appropriately and on the subject.
  - b) Focus on one subject per message or use pertinent subject titles.
  - c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
  - d) Be professional and careful with your online interactions. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
  - e) Cite all quotes, references and sources.
  - f) Never forward someone else’s messages without their permission, this is considered to be extremely rude.
  - g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
  - h) All postings should be of top quality, on time, and rich in text. This means no comments such as “at a boy”, “you go girl”, “I agree with that”, “couldn’t have said it better myself”, etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in counseling, diversity and leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above “Netiquette” guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom.)

2. Students are expected to post all assignments in the appropriate place by the date indicated in the course outline and syllabus. Discussion Board Assignment are to be posted on UNTD Online. Other Assignments should be sent to UNTD Online Messages as attachments and saved in Rich Text Format.

- 3 Students are expected to log in regularly during the week and are expected to post a substantive contribution to the discussion at those times. Participation in the online discussions is required to pass this class. Those sessions substitute for class sessions on campus, so students should plan to spend about three or more hours each week participating online. UNTD Online course statistics will be used to monitor student activity on the course website and grade points will be assessed on consistent postings and the overall quality of their content.
- 4 Students are expected to submit all assignments by the date indicated in this syllabus. **Late work will affect your credit. There will be no make-up work.** Late assignments will be taken 10% away each day for a maximum of 3 days and then not accepted (unless documented and approved emergency).
- 5 Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program.



### Class Schedule

<i>Week/Dates</i>	<i>Instructional Activities/Assignments</i>	<i>Due Date (by 11:59pm MONDAY)</i>
Week 1 (1/26)	Course orientation, introduction to multicultural counseling	
Week 2 (2/2)	Chapter 1, 2 The color of fear	
Week 3 (2/9)	On-line instruction Chapters 3, 4	Introspective Essay
Week 4 (2/16)	Chapters 5, 6	Cultural Excursion
Week 5 (2/23)	On-line instruction Chapters 7, 8, 9	Article Review
Week 6 (3/02)	Chapters 11, 12	Community Interview Action
Week 7 (3/9)	On-line instruction Chapter 13	Community Interview Paper
<b>Week 8 (3/16)</b>	<b>Spring Break</b>	
Week 9 (3/23)	Chapters 14, 15, 16	Cultural Identity Development
Week 10 (3/30)	On-line instruction Chapters 17, 18	MSLE Proposal Due
Week 11 (4/06)	Chapter 19, 20, 21	MSLE Project Action/Service
Week 12 (4/13)	Chapters 22	
Week 13 (4/20)	On-line instruction Chapters 23, 24	MSLE Project Action/Service
Week 14 (4/27)	Chapters 25, 26	MSLE Project Action/Service
Week 15 (5/4)	Personal growth reports, course evaluation, closing celebration	
<b>Week 16 (5/11)</b>	<b>Final Exam Week</b>	<b>MSLE paper Due</b>

**Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.*

**Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

**Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.*

*In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:*

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual orientation, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.*

**EagleMail**

All UNT Dallas counseling program students are automatically issued an EagleMail account when the EUID is activated. UNT, the counseling program, and I may be communicating important information to you through EagleMail; please check it regularly. For information about Eagle Mail, including how to have Eagle Mail forwarded to your regular e-mail address, visit <https://eaglemail.unt.edu>

## UNT Dallas Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

### **Facts**

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.
4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. A grade of Incomplete is only granted the last part of the semester if (a) the student notifies the professor in writing of an unforeseen circumstances such as illness, death in the family, active military service, etc. and (b) the student is passing the class. An Incomplete is not granted just because the student did not complete their work on time or did not like the grade they received.
6. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
  - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
  - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
  - c. "Error" means a decision that is based on a mistake in fact.

### **Protocol for Grade Appeal**

1. Consult your syllabus, course webpage, and course grading rubrics to identify what was required of you in the class. Ask yourself, "Did I do what was required by the deadline that was indicated on the syllabus, course webpage, and grading rubric"? Also, ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error"? If it was the later, then proceed with the next step.
2. Contact your instructor via email. In a professional and respectful manner, state
  - a. Your specific concern (i.e. "My concern is regarding the grade of "D" on my term paper in class XYZ and my subsequent class grade of D.")
  - b. The reason you disagree (i.e. "I believe my grade does not represent the quality of my paper because I thoroughly fulfilled each item on the grading rubric.").
  - c. Your responsibility of what you did "right" and what you did NOT do "right" (i.e. "I followed the grading rubric. However, I turned in the paper a week late.")

- d. What you are requesting (i.e. “I am requesting that we meet to discuss my paper and help me understand the reason for the grade on my paper.”)
  - e. Your contact information including email and phone numbers.
3. Wait patiently for at least two business days (48 hours during a business week) for the instructor’s response to your email. Consider the instructor’s response. For example, “On page 4 of the syllabus, it says if papers are turned in late, then they will receive a lower letter grade. According to the rubric, the quality of your paper was rated as a C. Since you turned it in late, you earned a D.” Ask yourself, “Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error?” If it was the later, then proceed with the next step.
4. If your concern remains unresolved after the informal consultation with the faculty member, submit a written petition for appeal to the chair of the faculty member's department within three (3) days of learning the result of the informal conversation with the faculty member. The Chairs contact information is:

Jennifer Baggerly, Ph.D., LPC-S, RPT-S  
Chair and Professor  
Department of Counseling and Human Services  
University of North Texas at Dallas  
7400 University Hills Blvd.  
Dallas, TX 75241  
(972) 338-1575  
[jennifer.baggerly@untdallas.edu](mailto:jennifer.baggerly@untdallas.edu)
5. The chair will follow the procedures stated in the UNT Dallas Grade Appeal Policy available at [http://dallas.unt.edu/sites/default/files/page\\_level2/pdf/policy/7.007%20Grade%20Appeal.pdf](http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf)