

University of North Texas at Dallas
Spring 2016
SYLLABUS-Hybrid

COUN 5790: COUNSEING CULTURALLY DIVERSE CLIENTS		3Hrs
Department of Counseling & Human Services		Division of Education & Human Services
Instructor Name:	Yu-Fen Lin	
Office Location:	Building 2 Room 330	
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Classroom Location:	DAL2 339	
Office Hours:	Monday 1:30pm- 5:30pm Wednesday 3:30-5:30pm By appointment	
Class Meeting Days & Times:	Monday 5:30-8:20 (Portion On-Line)	
Course Catalog Description:	Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients. 3 hours.	
Prerequisites:	COUN 5680 & 5710	
Required Text:	Sue, D. W., & Sue, D. (2013). <i>Counseling the culturally diverse: Theory and practice</i> (6th ed.). New York: John Wiley & Sons.	
Recommended Text and References:	<p>Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2010). <i>Handbook of multicultural counseling</i> (3rd ed.). Thousand Oaks, CA: Sage.</p> <p>Lee, C. C. (2006). <i>Multicultural issues in counseling</i> (3rd 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> (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p>	
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p> <p>Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 http://www.coe.unt.edu/tk20 (TBA) Student subscriptions are effective for 7 years from date of purchase)</p>	
Course Goals:	<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. 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.

Student Learning Outcome (SLO)	Evaluation	CACREP Standard (2009)
1. Demonstrate an understanding of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Community Interviews Objective Unit Quizzes: Using <i>Counseling the culturally diverse theory and practice</i>	CACREP II.G.2.a
2. 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.	Discussion Board: Introspective Essays Cultural Excursion Cultural Identity Development Project	CACREP II.G.2.b
3. Demonstrate an understanding of theories of multicultural counseling, identity development, and social justice.	Cultural Identity Development Project Objective Unit Quizzes: Using <i>Counseling the culturally diverse theory and practice</i>	CACREP II.G.2.c
4. Demonstrate an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	Community Interviews Objective Unit Quizzes: Using <i>Counseling the culturally diverse theory and practice</i>	CACREP II.G.2.d
5. Demonstrate an understanding of counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution.	Cultural Identity Development Project Objective Quizzes: Using <i>Counseling the culturally diverse theory and practice</i>	CACREP II.G.2.e

6. Demonstrate an understanding of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Objective Unit Quizzes: Using <i>Counseling the culturally diverse theory and practice</i>	CACREP II.G.2.f
CHMC Outcome	Evaluation	CACREP Standard
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Objective Unit Quizzes: Using <i>Counseling the culturally diverse theory and practice</i>	CMHC-C8
Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Objective Unit Quizzes: Using <i>Counseling the culturally diverse theory and practice</i> Community Interview	CMHC-D5
Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	MSLE project	CMHC-E1
Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	MSLE project	CMHC-E2
Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Community Interviews Objective Unit Quizzes: Using <i>Counseling the culturally diverse theory and practice</i>	CMHC-E3
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.	Cultural Identity Development Project	CMHC-E5
Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Quiz	CMHC-F3
School Counseling Outcome	Evaluation	CACREP Standard
Understands the cultural, ethical, economic, legal, and political	MSLE	SC-E1

issues surrounding diversity, equity, and excellence in terms of student learning.		
Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	MSLE	SC-E2
Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	MSLE	SC-E3
Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	MSLE	SC-E4
Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	MSLE	SC-F1
Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	MSLE	SC-F2
Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	MSLE	SC-F3
Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	MSLE	SC-F4

ATTENDANCE POLICY

Class Attendance, Timeliness, and Constructive Participation is a professional responsibility. Students will have 50 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. Chapter Presentation (150pts)

- a. Present an assigned chapter in a classroom meeting.
- b. Prepare a PowerPoint presentation for 30-35 minutes that includes 15 minutes chapter's content, 10 minutes activity and video clips (you tube, movie clip, etc), 5-10 minutes discussion or activity time (at least incorporate two discussion questions in the presentation process).

2. 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).

3. 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.

4. 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.**

5. 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**.

6. 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.

7. 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):

- | | |
|--|---------------|
| 1. Chapter Presentation | (150 points) |
| 2. The Introspective Essay | (100 points) |
| 3. Cultural Excursion | (100 points) |
| 4. Community Interview | (100 points) |
| 5. Cultural Identity Development Project | (100 Points) |
| 6. Article Review | (50 Points) |
| 7. MSLE | (150 Points) |
| 8. Quiz/Exam | (180 Points) |

TOTAL=930 pts

Grading:

930-880=A
879-840=B
839-800=C
F<800

Chapter Presentation Rubric

Total 150 points

Total Presenting Time: 30 min

Presentation 15 min
Activities and Videos 10 min
Discussion 5 min

Content

60 pt

Uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas

EXCELLENT (60-50 pt) an exceptional introduction and conclusion provides an exceptionally clear and logical progression within and between ideas. The introduction engages a majority of the audience in an appropriate manner, the body of the speech reflects clarity in organization, and the conclusion reflects the content of the speech and leaves a majority of the audience with a clear message or call to action.

SATISFACTORY (49-40 pt) the introduction and conclusion provides a reasonably clear and logical progression within and between ideas. The introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects clarity in organization, and the conclusion reflects the content of the speech and leaves a majority of the audience with a clear message or call to action.

UNSATISFACTORY (39 & under) The introduction and conclusion fails to provide a reasonably clear and logical progression within and between ideas. The introduction fails to engage the audience in an appropriate manner, the body of the speech reflects lack of clarity in organization, and the conclusion fails to leave the audience with a clear message or call to action.

Supplementary Material (Video)

25 pt

Provides appropriate supporting material based on the audience and occasion.

EXCELLENT (25-20 pt) The supporting material is exceptional in quality and variety, linked to your presented chapter, and is of such quality that it enhances the credibility of the speaker and the clarity of the topic.

SATISFACTORY (19-15 pt) The supporting material is appropriate in quality and variety, linked to the thesis of the speech, and adds a measurable level of interest to the speech.

UNSATISFACTORY (14 & under) The material is inappropriate in quality and variety only vaguely related to the thesis, either too great or too little to do anything but detract from the effectiveness of the speech.

Activity

20 pt

Take discussion as an example,

Uses language that is appropriate to the audience, occasion, & purpose and demonstrates an ability to insert spontaneous comments in adapting ideas to the specific audience.

EXCELLENT (20-16 pt) the language is exceptionally clear, vivid, and appropriate and inserts spontaneous comments with ease and confidence. The language enhances audience comprehension and enthusiasm, while adding a measure of creativity adapting to the audience and displays exceptional sensitivity with denotation and connotation of meaning.

SATISFACTORY (15-10 pt) The language is clear, vivid, and appropriate and occasionally inserts spontaneous comments. Language is free of inappropriate jargon, is nonsexist, is no racist, etc. and exhibits a limited degree of comfort with impromptu additions to his/her text.

UNSATISFACTORY (9 pt) the speaker uses unclear or inappropriate language with no spontaneous additions to the speech. The speaker used inappropriate jargon, or language, which is sexist, racist, etc. and exhibits discomfort with anything but delivery of the prepared text.

Power Point

15-25 slides
30 pt

Time control
15 pt

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 Rubric:

Category	NEED IMPROVEMENT	OK	EXCELLENT
Paper APA/ Grammar	<6 points	6-9 points	10-20 points
Paper Content	<40 points	40-50 points	50-60 points
Hour Log	<10 points	10-14 points	15-20 points
Survey	<10 points	10-19 points	20-30 points
Proposal	<20 points	20-39 points	40-50 points

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 or a school 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 for additional information.

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

List of the Student's Duties

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 _____

Service Learning Log/Survey

Class: _____

Community/School Service Site _____

Telephone number _____ email _____

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:

Very extensively	extensively	somewhat	very little	none
5	4	3	2	1

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 _____

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

Class Schedule

<i>Week/Dates</i>	<i>Instructional Activities/Assignments</i>	<i>Due Date (by 11:59pm MONDAY)</i>
Week 1 (1/19-1-24)	Reviewing Syllabus; Start Here Module; Course information; Get Textbook Ready	
Week 2 (1/25-1/31)	Course orientation, introduction to multicultural counseling The color of fear	
Week 3 (2/1-2/7)	On-line instruction Chapter 1, 2	Introspective Essay
Week 4 (2/08-2/14)	Chapter 3, 4, 5	
Week 5 (2/15-2/21)	On-line instruction Cultural Excursion Chapter 6	Cultural Excursion
Week 6 (2/22-2/28)	Chapters 7, 8, 9	
Week 7 (2/29-3/6)	On-line instruction Community Interview Chapter 10	Community Interview
Week 8 (3/07-3/13)	Chapters 11, 12, 13	
Week 9 (3/14-3/20)	Spring Break	
Week 10 (3/21-3/27)	On-line instruction Cultural Identity Development Chapter 15	Cultural Identity Development
Week 11 (3/28-4/03)	Chapters 14, 16, 17	
Week 12 (4/04-4/10)	On-line instruction MSLE Proposal Due Chapter 19	MSLE Proposal Due
Week 13 (4/11-4/17)	Chapters 20, 22	
Week 14 (4/18-4/24)	On-line instruction Article Review Chapters 21, 26	Article Review
Week 15 (4/25-5/1)	On-line instruction MSLE Project Chapter 23	MSLE Project
Week 16 (5/2-5/5)	Chapters 24, 25 Personal growth reports, course evaluation, closing celebration	
Week 17 (5/7-5/13)	Final Exam Week	MSLE paper Due

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

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.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

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

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>

- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13

https://learn.unt.edu/bbcswbdav/institution/BrowserCheck/check_full.html

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:
Constance Lacy, Ph.D., LCSW
Chair
Department of Counseling and Human Services
University of North Texas at Dallas
7300 University Hills Blvd.
Dallas, TX 75241
(972) 338-1381
constance.lacy@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

Rubric-Personal reaction paper - Cultural Excursion

Category	Emerging 1	Developing 2	Proficient 3	Excellent 4
Events	Central event is not described.	Central event is minimally focused. Some supporting details are specific but most are general and/or of limited relevance.	Central event is sufficiently focused. Most supporting details are specific and relevant.	Central event is clearly focused. All supporting details are specific and clearly contribute to the central event.
Relevance	No relevance is described due to cultural exposure.	The event is not relevant to cultural exposure.	The event is proficiently relevant to cultural exposure	The event is highly relevant to cultural exposure.
Impact	Little or no mention of the thoughts and the emotional description.	Describe some of one's own emotional and cognitive reaction to the event on a surface level.	Recognize the emotional and cognitive reaction to this cultural exposure proficiently.	Recognize the emotional and cognitive reaction to this cultural exposure and interpret the experience from the perspectives of own and from the social constructive perspectives.

Rubric

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

Rubric

Category	Emerging 1	Developing 2	Proficient 3	Excellent 4
Events	Central event is not described.	Central event is minimally focused. Some supporting details are specific but most are general and/or of limited relevance.	Central event is sufficiently focused. Most supporting details are specific and relevant.	Central event is clearly focused. All supporting details are specific and clearly contribute to the central event.
Relevance	No relevance is described due to no central event is identified.	The event is not relevant to racism, discrimination, or prejudice.	The event is proficiently relevant to racism, discrimination, or prejudice.	The event is highly relevant to racism, discrimination, or prejudice.
Impact	Little of no mention of the emotional description.	Describe some emotional and cognitive impact of the event to oneself on surface level.	Recognize the emotional and cognitive impact of the event to oneself proficiently.	Recognize the emotional and cognitive impact of the event to oneself and Interpret the experience from the perspectives of own and from the social constructive perspectives.