



COUN 522 COUNSELING DIVERSE POPULATIONS

COURSE SYLLABUS: Spring 2018

Instructor: Kevin C. Snow, PhD, M.A., NCC, ACS
Office Location: Binnion 229A
Office Hours: Tuesday 2:00pm-4:30pm; by appointment (MPLX)
Wednesday 2:00pm-4:30pm; by appointment (CHEC)
University Email Address: Kevin.Snow@tamuc.edu
Course Meeting Day/Time: T 7:20p-10:05p Location: MPLX
Flex Course: runs 2/1/18-5/11/18



COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Culturally Alert Counseling: A comprehensive introduction, 2nd edition, by G. McAuliffe, 2013, Sage Publishing.

Special Topics Readings: additional readings will be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). These readings will be posted in Word or PDF format via eCollege for the assigned week. Please check eCollege for each week to locate these readings. All course readings must be done each week prior to class**

Software Required

University eCollege course management system.

Optional Texts and/or Materials

American Psychological Association (2011). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: American Psychological Association.

The syllabus/schedule are subject to change.

Course Description

522. *Counseling Diverse Populations*. Three semester hours. Emphasis on developing knowledge, skills, and attitudes for more effective counseling with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, physical disability, and religious preference. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to cultural and ethnic diversity affect counseling.

General Course Information

This course is a required course for all master's degree options. It appears on all plans leading to licensure as a professional counselor and certification as a school counselor in Texas. The course provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

Student Learning Outcomes

Students will demonstrate understanding of:

1. Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally
2. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
3. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients
4. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
5. 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
6. Theories of multicultural counseling, theories of identity development, and multicultural competencies
7. Ethical and legal considerations related to social and cultural diversity.

CONTENT AREAS include, but are not limited to, the following:

At a minimum, this course will cover:

- I. Multicultural and pluralistic trends
 - A. Characteristics
 - B. Concerns between and within diverse groups nationally and internationally;

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- II. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- III. Counselor characteristics that influence helping processes including:
 - A. Age
 - B. Gender
 - C. Ethnicity
- III. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- IV. Diverse counselor and consultant characteristics and behaviors that influence the helping process including:
 - A. Age
 - B. Gender
 - C. Ethnic Differences
- IV. Counselors' roles in a diverse society
 - A. Social justice
 - B. Advocacy and conflict resolution
 - C. Cultural self-awareness
 - D. The nature of biases, prejudices
 - E. Processes of intentional and unintentional oppression and discrimination
 - F. Other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- V. Theories of multicultural counseling
- VI. Theories of identity development
- VII. Multicultural competencies
- VIII. Legal and ethical issues related to diversity.

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

The syllabus/schedule are subject to change.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, and related computer skills, etc.

Instructional Methods

Lecture, discussion, reading and writing assignments, in-class activities, and experiential activities- course is web enhanced.

Student Responsibilities or Tips for Success in the Course

Do all readings, including any supplemental readings posted to eCollege (under Doc Sharing folder) prior to class. Actively engage in critical thinking and dialogue (i.e., sharing your reactions, opinions, disagreements, questions) in class. Your open participation in class discussions, assignments, and other activities is essential to your learning and final grade. Engage in thoughtful self-reflection and evaluation, as well as offer and receive feedback from others in class. For assignments, contact the instructor well in advance of due dates with any questions- do not expect last minute responses the day assignments are due- prepare ahead of time. Also, use best practices of APA 6 writing style. Many online resources, such as the OWL at Purdue APA website exist to help you craft quality papers- please use them.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% or 180-200 pts

B = 80%-89% or 160-179 pts

C = 70%-79% or 140-159 pts

D = 60%-69% or 120-139 pts

F = 59% or below or 119 pts and below

Final Grade = 200 points

Attendance, readings, participation	15 points
Personal Culture Essay	45 points
Mid-Term: Ethnic Diversity Paper	50 points
Cultural Immersion Proposal	10 points
Cultural Immersion Presentation	20 points
Final: Immersion Experience Paper	60 points

Assessments

*All written assignments must be uploaded to eCollege by start of class time on the due date listed on the course calendar, in the appropriate Drop Box, unless otherwise noted below. Late assignments are NOT accepted and will result in a grade of zero

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(extenuating circumstances may apply based on communication in advance with the professor)*

****All papers MUST use headings to organize. Use assignment questions as guides to create your headings and comply fully with APA 6 formatting****

1. **Attendance, Readings, Homework Assignments, In-Class Activities.**

Participation. Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Students are allowed 2 absences without penalty. If you are absent for any reason, please make arrangements with a classmate to get any missed notes or assignments. A person who does not participate in class, or only does so minimally, may lose additional points off their final grade. All readings **MUST** be done prior to class. You must be familiar with the material to engage in class discussions and activities- being an active member of class is key to success in this course (if you are introverted, there are still many ways for you to participate and be active). Do not expect/rely on class lecture for your learning. My approach is that you are responsible for your own learning, but I am responsible for the learning environment. This class requires you to be an active and critical thinker, to share your thoughts respectfully, and to engage with the material honestly and openly **(missing more than 2 classes or arriving late or departing early more than 2 times, or a combination of the two, will result in a drop in final letter grade).**

2. **Personal Culture Essay:** Write a **5 page minimum** APA 6 formatted essay discussing the following (include a cover page- not counted in the paper page count- follow APA 6 formatting and good writing style). No references- focus on you and your **personal** response to these questions. Use in-text headings to organize!!! Include all of the following:

1. Your ethnic and cultural background in detail.
 - a. Discuss the aspects/qualities of your ethnic/cultural background that are prominent in your life (e.g., language, religion, character traits or birth-related things, sexuality, family dynamics, heritage, social class, gender, education) and the past experiences that reinforced them. If you are uncertain about your ethnicity/culture explain this in detail and why you are uncertain (include any aspects that are prominent)
 - b. What unique ethnic or cultural things do you celebrate or participate in within your family or home? If none, explain why not in detail.
 - c. Describe the earliest memory you have where you knew you were “different” from another.
 - d. Describe other past experiences or relationships that shaped your view of people who are culturally different than you.
 - e. What is your current view of people who are culturally different than you?
2. The cultural values you currently hold.

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- a. What cultural values do you currently hold (concerning time, activity, relational, basic human nature, religion)?
 - b. Which of these values might be different from common values of other ethnic groups you know about?
 - c. Review Appendix A in text (Cross-cultural counseling competencies). How do you plan to manage values conflicts with your clients? Relate your answers **specifically** to the competencies in the multicultural competencies.
3. **Mid-Term: Ethnic Diversity in Counseling Paper.** Select one of the Major Ethnic Groupings in your text (Chapters 6-12) different from your own ethnic group. In a **5 page minimum** paper (APA 6, plus cover page, MUST use in-text headings to organize), synthesize what you learned to answer the following questions. 1. What unique characteristics of this group are discussed in the chapter? 2. How would you work with those characteristics or other aspects of this ethnic group as someone who IS NOT a member of this group? 3. What fears, worries, concerns, or cautions do you have about working with this ethnic group AND your ability to counsel them effectively? 4. Identify one recent issue from the national or international news connected to this ethnic group and locate one peer-reviewed journal article from counseling or a related field from the past 5 years that could help you work with that issue with this group. Briefly explain the issue, summarize the article, and detail the information learned and how it might help in counseling for this issue with this group. Use full APA 6 references.
4. **Cultural Immersion Project.** You will be asked to locate, visit, observe, and participate in a new cultural immersion experience. This activity must be pre-approved by the instructor and needs to involve **significant** interaction with members of a cultural group different from any cultural group you belong to (or are close to) and must represent a new experience for you. The first cultural group that pops into your mind that you say “I hope I don’t have to work with them” is the BEST place to start- do your assignment with that group!!! Types of activities are open to discussion but must involve at least 2 hours (or more) of your time outside of this class. We will brainstorm in class for ideas. If you plan something with lots of observation but less direct participation, than you will be expected to engage for a longer period of time than 2 hours to match others commitment to the quality of this experience.

Part 1: Complete Cultural Activity Proposal: You must seek approval for the experience in this assignment. To accomplish this, you will answer a questionnaire (below) proposing your activity for this assignment. Answer each question in brief, but thorough details (1 page minimum). The instructor reserves the right to refuse the proposed activity, or ask for a more detailed response. If the initial proposal is not approved or needs significantly modified, you will redo and resubmit the proposal after consultation with the instructor. This is done to ensure the quality, quantity, and sensitivity of the immersion experience rather

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than to be a harsh grader, etc. I want to be certain you get an in-depth experience that is new for you and sensitive to the cultural group you will be interacting with. The more “intimate” the experience the more cautious we need to be and the less time involved (at least 2 hours minimum). You may send your response in an email or submit it as a Word document to me.

Cultural Immersion Activity Proposal Questions

1. Explain the cultural group you have selected and how they are different from you.
2. Explain why you selected this cultural group?
3. Explain in brief, but thorough, detail the type of activity or experience you plan to immerse yourself in. Please specifically explain the time commitment involved and what activities you expect to engage in for the immersion experience.
4. Explain why you chose this activity or experience?
5. List 4 learning goals/objectives for yourself for the immersion experience.

Part 2: Presentation: You will prepare a **10 minute** presentation to share with the class about your cultural group and what you have learned (using Power Point, Prezi, or some other format). Please be creative in your presentation and use graphics to illustrate, etc. The presentation should summarize the paper and address what you learned from this experience and address items 1-5 from the proposal at the minimum. This should also include an overview of the group and activity you engaged in and your reaction to and self-reflections from the experience. Presentation time may be adjusted depending on size of class.

5. **Final Paper: Immersion Experience Paper:** You will write a **6-10 page** paper (in APA 6, with a cover page, references not required but cite properly if you use them, **MUST** use in-text headings to organize) detailing the cultural immersion experience and the cultural group, what you did on the experience, who you met and talked to (respect confidentiality please!), how this cultural group differed from you, why you chose them, what expectations, fears, concerns, etc. you had going into the experience, how those expectations were or were not met, and what you learned about yourself from the experience and how you can apply that to working with this group as a counselor. This paper should be very thorough in your discussion and emphasize personal self-reflections and address all the points above. Grammar, writing, and technical formatting issues will be closely graded (use spell check, proofread, consult APA 6 style guides, etc.). The quality of your writing and your degree of self-disclosure and personal reflections are very important. Be thorough!
6. **Pop Quizzes:** the instructor reserves the right to give pop quizzes if it appears as if students are not reading the materials. Pop quizzes will not be announced in advance and final grades will be adjusted based on the number of pop quizzes.

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Each pop quiz will be worth 10 points- no make-up will be offered if student is not present in class. You and I both would prefer not to have these be necessary, so please read, think critically, discuss, share, participate, etc.

7. **Special Topics Readings:** additional readings will be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). These readings will be posted in Word or PDF format via eCollege for the assigned week under Doc Sharing. Please check eCollege for each week to locate these readings. All course readings must be done each week prior to class. Not every week may have a special topic reading, but check!!!!

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.
Pop-ups are allowed.

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JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

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If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

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myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out

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- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Good communication is essential to the counseling profession and to getting the most out of your education. If you have any special needs, questions, concerns, or personal issues that impact the class and/or your attendance in class, please let me know. I cannot help unless I am aware. Therefore, if you need to reach me the best way to do so is via email using your official university email (or through eCollege). I teach in various locations- calls to my office may not be immediately returned, but I make every effort to return emails within 24-48 hours, M-F. I check email many times a day. Please be respectful of my free time on weekends and understand any email sent after Fridays at 5pm may not be answered until the following Monday. In particular, do not wait until the last minute or weekends to contact me about assignments with pending deadlines. It is your responsibility to manage your time appropriately and plan ahead for all assignments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance in the course is mandatory and lateness is not acceptable. Tardiness after the first 15 minutes or leaving early more than 15 minutes is considered a full absence. Work is not to be turned in late without prior approval and/or under emergencies. Any missed work is handled on a case-by-case basis, but in general will get a grade of zero. Extra credit may be added at the instructor's discretion, but is not built into the course.

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Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including experiential activities and in-class conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical and you will face consequences for disclosing it to non-class members. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

Personal computers, cell phones, or other electronic devices are a privilege and not needed for regular participation within this class. You will get by just fine with your course text, a notepad, and a writing utensil. Do not do non-class work on these devices during class (no texting, emailing, tweeting, etc.). It is very obvious when you are surfing online, etc., whether you think you are covert or not. If you abuse this policy, the instructor reserves the right to revoke all usage of electronic devices for you and/or the class. Please be respectful of the class and instructor. If you are expecting an emergency call or you are on call for work, you must let the instructor know prior to class.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

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Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE/CALENDAR

Class #	Date	Topic	Readings/Assignments Due
1	2/6/18	Course Introduction; How to Select a Cultural Immersion Group & Activity; Culture and Diversity Defined; Cross-Cultural Competencies	Review syllabus, course requirements, & engage in opening activities; Read Ch. 1 & Appendix A Special Topics Reading: MSJCCs
2	2/13/18	Culture: Clarifications and Complications	Read Ch. 2 Special Topics Reading: TBA
3	2/20/18	Equity, Advocacy, & Social Justice; Advocacy Competencies	Read Ch. 3 & Appendix B Special Topics Reading: TBA Personal Culture Essay Due
4	2/27/18	Ethnicity	Read Ch. 4 Special Topics Reading: Immigration's Growing Impact on Counseling
5	3/6/18	Conceptualizing Race & Racism	Read Ch. 5 Special Topics Reading: TBA Submit Immersion Experience Proposal
6	3/13/18	Spring Break!!!!	Rest, relax, and catch up on naps!!!
7	3/20/18	Social Class	Read Ch. 13 Special Topics Reading: TBA Mid-Term Assessment: Ethnic Diversity Paper Due
8	3/27/18	Men & Women: Gender & Sex	Read Ch. 14 Special Topics Reading: TBA
9	4/3/18	LGBTQQIA Clients	Read Ch. 15 Special Topics Reading:

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			LGBQQIA Competencies & Transgender Competencies
10	4/10/18	Religion & Spirituality	Read Ch. 16 Special Topics Reading: ASERVIC Competencies & Inclusive Definition of Spirituality article
11	4/17/18	Individuals with Disabilities	Read Ch. 17 Special Topics Reading: CRCC Code of Ethics
12	4/24/18	Presentations & Special Topic: Navigating National/Global Opposition to Multiculturalism	Presentations (be ready to do yours today!!!) Special Topics Reading: TBA Potluck Sign-Up
13	5/1/18	Last Class: Reflections, Catch Up, and Closure Activities (cultural potluck)	Presentations Continued **End of Class Cultural Potluck Dinner: Bring a dish to class that is representative of your culture** Final: Cultural Immersion Paper Due

CACREP Standards Addressed in Course

CMHC Standard	Course	Learning Activity or Assignment	Assessment
	COUN 522		
E1.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
E2.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities

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E3.	x	Lecture, Readings, & in Class Activities specific to select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
E4	x	Lecture, Readings, & in Class Activities specific to select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Advocacy Competencies	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
E5.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
E6	x	Lecture, Readings, & in Class Activities specific to select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
F3.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special Topics articles, various Competencies and Ethics Codes, Cultural Immersion Activity	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative review of discussions & activities
K4.	x	Lecture, Readings, & in Class Activities specific to Chps. 1-5, 13-19 & select readings from Chps. 6-12 of McAuliffe text, Special	Personal Culture Essay, Ethnic Diversity Paper, Cultural Immersion Project (proposal, presentation, & paper), in class qualitative

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		Topics articles, various Competencies and Ethics Codes	review of discussions & activities
Core Standard	Course	Addressed in Course	
II. G. 2A.	COUN 522	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson	
II. G. 2B.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, Cultural Immersion Project, and infused within every lesson	
II. G. 2C.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson	
II. G. 2D.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson	
II. G. 2E.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson	
II. G. 2F.	x	Lecture, Readings, in Class Activities specific to Chp.1-19, Special Topics Readings, Ethnic Diversity Paper, Various Competencies and Ethics Codes, and infused within every lesson	

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