



COUN 522: Counseling Diverse Populations

Course Syllabus: Spring, 2020

Online

INSTRUCTOR INFORMATION

Instructor: Sam Bore, Ph.D., LPC-S – Associate Professor

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Preferred Method of Communication: University Email

Communication Response Time: Within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Sue, D.W. & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. (7th ed.). NY: John Wiley & Sons

Note: This course will use D2L as IT Learning Management System

**Other readings as assigned

Supplemental Readings

Ridley, C.R. (2005). *Overcoming unintentional racism in counseling and therapy: A practitioner's guide to intentional intervention* (2nd ed.). Thousand Oaks, CA: Sage.

Robinson, T. (2017). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. Thousand Oaks, CA: SAGE Publications

Recommended Textbook

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

Catalog Description of Course

522. *Counseling Diverse Populations*

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.

The syllabus/schedule are subject to change.

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

CACREP Standards Addressed in COUN 522

Core Standard	Learning Activity or Assignment	Assessment
II.G.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Readings: Chapter 2 (Sue & Sue, 2016); Lectures; Threaded Discussions	Personal Journals Rubric; Treatment Plan Rubric; Class Readings Rubric; Discussion Rubric; Final Exam Rubric
II.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	Readings: Chapter 2 (Sue & Sue, 2016); Lectures; Threaded Discussions	Personal Journals Rubric; Treatment Plan Rubric; Class Readings Rubric; Discussion Rubric; Final Exam Rubric
II.G.2.c. Theories of multicultural counseling, identity development, and social justice.	Readings: Chapter 4 (Sue & Sue, 2016); Lectures; Threaded Discussions	Personal Journals Rubric; Treatment Plan Rubric; Class Readings Rubric; Discussion Rubric; Final Exam Rubric
II.G.2.d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	Readings: Chapter 5 (Sue & Sue, 2016); Lectures; Threaded Discussions	Personal Journals Rubric; Treatment Plan Rubric; Class Readings Rubric; Discussion Rubric; Final Exam Rubric



II.G.2.e. 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.	Readings: Chapter 4 (Sue & Sue, 2016); Lectures; Threaded Discussions	Personal Journals Rubric; Treatment Plan Rubric; Class Readings Rubric; Discussion Rubric; Final Exam Rubric
II.G.2.f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Readings: Chapter 2 (Sue & Sue, 2016); Lectures; Threaded Discussions	Personal Journals Rubric; Treatment Plan Rubric; Class Readings Rubric; Discussion Rubric; Final Exam Rubric
II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Readings: Chapter 1 (Sue & Sue, 2016); Lectures; Threaded Discussions	Personal Journals Rubric; Treatment Plan Rubric; Class Readings Rubric; Discussion Rubric; Final Exam Rubric
CMHC Standard	Learning Activity or Assignment	Assessment
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Readings: Chapters 2, 4, and 5 (Sue & Sue, 2016); Lectures; Threaded Discussions, Journal Articles; Key Assignment 16: Treatment Plan	Personal Journals Rubric; Class Readings Rubric; Discussion Rubric; Article Journal Reviews Rubric; Final Exam Rubric; Key Assessment 16: Treatment Plan Rubric
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Readings: Chapters 2, 4, and 5 (Sue & Sue, 2016); Lectures; Threaded Discussions, Journal Articles; Key Assignment 16: Treatment Plan	Personal Journals Rubric; Class Readings Rubric; Discussion Rubric; Article Journal Reviews Rubric; Final Exam Rubric; Key Assessment 16: Treatment Plan Rubric
E3. 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.	Readings: Chapters 2, 4, and 5 (Sue & Sue, 2016); Lectures; Threaded Discussions, Journal Articles; Key Assignment 16: Treatment Plan	Personal Journals Rubric; Class Readings Rubric; Discussion Rubric; Article Journal Reviews Rubric; Final Exam Rubric; Key Assessment 16: Treatment Plan Rubric

E5. 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.	Readings: Chapters 2, 4, and 5 (Sue & Sue, 2016); Lectures; Threaded Discussions, Journal Articles; Key Assignment 16: Treatment Plan	Personal Journals Rubric; Class Readings Rubric; Discussion Rubric; Article Journal Reviews Rubric; Final Exam Rubric; Key Assessment 16: Treatment Plan Rubric
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Readings: Chapters 2, 4, and 5 (Sue & Sue, 2016); Lectures; Threaded Discussions, Journal Articles; Key Assignment 16: Treatment Plan	Personal Journals Rubric; Class Readings Rubric; Discussion Rubric; Article Journal Reviews Rubric; Final Exam Rubric; Key Assessment 16: Treatment Plan Rubric
SC Standard	Learning Activity or Assignment	Assessment
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Readings: Chapters 3 and 4 (Sue & Sue, 2016); Lectures; Threaded Discussions, Journal Articles	Journal Articles' Reviews Rubric; Treatment Plan Rubric; Personal Journal Rubric; Final Exam Rubric
E3. 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.	Readings: Chapters 3 and 4 (Sue & Sue, 2016); Lectures; Threaded Discussions, Journal Articles	Journal Articles' Reviews Rubric; Treatment Plan Rubric; Personal Journal Rubric; Final Exam Rubric

Content Areas include, but are not limited to, the following:

- I. Multicultural and pluralistic trends
 - A. Characteristics
 - B. Concerns between and within diverse groups nationally and internationally;
- II. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- III. Counselor and consultant 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

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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.

TEExES Competencies Related to this Course (*TEExES 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.

Competency 010 (Professionalism)

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

Students will demonstrate understanding of:

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
2. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences;
3. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the



nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

4. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
5. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
6. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
7. ethical and legal considerations related to social and cultural diversity.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This is an online class - it is important to schedule your time wisely. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different from student to student. You will be expected to participate and complete all online tasks via D2L

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. Online, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

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Assignments/Assessments

- Discussion Boards (10 points each week: 5 points for initial post and 2.5 points for each of the two responses every week; 150 points total in the semester) in D2L.**

You will need to participate in online discussion. Discussion topics will be posted on **Monday** of their assigned week and all students should post their initial response by **Wednesday at 11:59 pm** of the same week. Additionally, you should reply to/comment on at least two (2) postings made by other students. All postings should be detailed, well thought out, and must be cited (class text, articles, and etc.). Postings such as ‘I agree with you,’ will not earn any points. You must explain why you agree with another student and provide support for your stand. The rubrics for both discussion and response posts are below Weekly discussion assignments are worth **10 points – 5 points for the initial posting and 2.5 points for each reply/comment**. Please note that no late postings will be accepted.

Discussion Post Rubric

	1 – Does Not Meet Expectation (0-1.6 points)	2 – Meets Expectation (1.6-3.3 points)	3 – Exceeds Expectations (3.4-5 points)
Discussion Post Qualities (5 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work	Post presents most elements of the question OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors.

Response Post Rubric

	1 – Does Not Meet Expectation (0-1.6 points)	2 – Meets Expectation (1.6-3.3 points)	3 – Exceeds Expectations (3.4-5 points)
Response Post Qualities (5 points)	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not	Response presents most elements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few

	consistent with graduate level work.		to no grammatical/APA errors.
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2. **Treatment Plan (60 points)**

Choose and view a movie (with diversity themes/emphasis) that is at least 1 hour long and identify one character for whom you will develop a Treatment Plan. In the Treatment Plan, describe the characteristics of the character and what you think the presenting problem would be. Describe how you would play a counselor role in reference to social justice, advocacy, conflict resolution, cultural awareness, and prejudice. Please apply your theory of choice. A template for this assignment is available and downloadable in D2L.

**Key Assessment 16: Treatment Plan Rubric
(CMHC Standards: E1, E2, E3, E5, & K4)**

	1 – Does Not Meet Expectation (0-11.9 points)	2 – Meets Expectation (12-13.4 points)	3 – Exceeds Expectation (13.5-15 points)
Movie with diversity theme(s) – at least an hour long (15 points)	Student didn't follow directions and the chosen movie's theme(s) is/are not or are loosely related to diversity. The movie lasts less than an hour. Poor quality, not indicative of graduate level work	Student identified and viewed a movie with diversity theme(s). However, the movie was so short and does not allow of character development analysis. Good quality indicative of graduate level work	Student clearly followed directions and identified and watched a movie with rich diversity themes. In addition, the length of the movie far exceeded the minimum one-hour requirement. Exceptional quality indicative of graduate level work
Character description and presenting problem (15 points)	Student fails to describe the characteristics of the main character. In addition, the character chosen was not a good fit to discuss diversity issues. The character's presenting problem was not clearly presented. Poor quality, not indicative of graduate level work	Student describes a few characteristics of the main character. However, the descriptions lack in detail. While the presenting problem is clearly, it is not explained in much detail and the student fails to make a case as to how the same is the presenting problem. Good quality indicative of graduate level work	Student's description of the character is detailed with examples to support own view. There is an in-depth analysis of character. In addition, the presenting problem is clearly presented with examples to support who and why that is so. Student cites research to support identification of the presenting problem. Exceptional quality indicative of graduate

			level work
Counselor role in reference to social justice, advocacy, conflict resolution, cultural awareness, and prejudice (15 points)	There is little understanding on the counselors' role in working with the client. Student appears not be clear on what social justice, advocacy, conflict resolution, cultural awareness, and prejudice entail. There is confusion of these concepts in the student's paper. Poor quality, not indicative of graduate level work	Student demonstrates satisfactory understanding and application of course concepts in developing the treatment plan for an identified character. In discussing counselors' role(s) in social justice, advocacy and conflict resolution, cultural self-awareness, and biases, the student provides relevant and thought-provoking examples Good quality indicative of graduate level work	Student demonstrates mastery of the main concepts presented in the course by discussing how social justice, advocacy and conflict resolution, cultural self-awareness, biases, oppression, and discrimination are all correlated and supports the same with an abundance of recent research Exceptional quality indicative of graduate level work
Theory application (15 points)	Student is not clear on how she/he would apply theory in working with the client. There are errors in applying knowledge, skills, and strategies presented in the course. In addition, the student cites few or no research to support his/her writing. Poor quality, not indicative of graduate level work	Student clearly identifies theory and how they would apply the same in working with the client. Student demonstrates mastery in applying culturally sensitive strategies discussed in the course. Further, a few citations are provided to support points. Good quality indicative of graduate level work	Student demonstrates superior understanding and application of theory and multicultural concepts in the treatment plan. Clear theoretical approaches to diversity are discussed. Furthermore, a good number of citations are provided to anchor student's points in research. Exceptional quality indicative of graduate level work

3. **Journal Article Critique (45 points):** You will choose a peer reviewed journal article in the area of multicultural research and provide a 3-5 page critique of the same. The purpose of this article critique is to develop your skill to identify, interpret, and evaluate empirical research and apply research outcomes to practice relevant to diversity in counseling. The article should not be older than 5 years. The critique must be written in APA style. Include a viable link to the article or upload a copy of the article itself.

Journal Article Critique Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectation
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	(0-15.9 points)		(18-20 points)
Summary of basic article information (20 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing of name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Not representative of graduate level work	Demonstrates knowledge on how to appropriately summarize a journal article but omits one or two key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work	Demonstrates exceptional knowledge on how to appropriately summarize a journal article with no missing key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work
Critique of research and application to practice (20 points)	Critique demonstrates little to no evidence of key ideas and findings. Did not include a critique of the research. Application to practice was not addressed or insufficiently addressed Not representative of graduate level work	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student's critique is fairly developed and has well-identified supporting points but may omit one or two key points. Application to practice was addressed but missing one or two key points Representative of graduate level work	Demonstrates exceptional knowledge of key ideas and findings. Student's critique is clear, thorough, and has well-identified supporting points. Application to practice was thoroughly addressed without any missing information Representative of graduate level work
	1 – Does Not Meet Expectation (0-3.9 points)	2 – Meets Expectation (4.0 - 4.4 points)	3 – Exceeds Expectation (4.5-5 points)
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

4. Personal Journal (10 points per week – 150 points total)

You will keep a weekly journal discussing and applying weekly readings to any of your settings e.g., work, home, school, stores, play areas etc. You may also include what you hear on radio, watch on TV, trending on social media, and what you hear people talk about, among others. Any situation/experience you describe must be related to that week’s readings/content.

Personal Journal Rubric

	1 – Does Not Meet Expectation (0-3.9 points)	2 – Meets Expectation (4.0-4.4 points)	3 – Exceeds Expectations (4.5-5.0 points)
Personal Journal Qualities (5 points)	Journal is not related to the week’s readings, are too general. Journal written in an illogical and/or inconsistent manner.	Journal is somewhere relevant to the week’s readings, but relevance applied in a general manner.	Journal is clearly relevant to the week’s readings with examples from the presented situation/experience provided for support.
Writing and Grammar (5 points)	Post has several grammatical errors; not consistent with graduate level work	Journal is evident of graduate level work with some grammatical/APA errors	Journal is well written-representative of graduate level work with few to no grammatical/APA errors.

5. Comprehensive Final Examination (30 items each worth 2 points, 60 points in total)

This comprehensive exam will test your understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to cultural and ethnic diversity affect counseling. In addition, multicultural competence in knowledge, skills, and attitudes will be examined.

Final Exam Rubric

	1 – Does Not Meet Expectation (0-47.9 points)	2–Meets Expectation (48-53.9 points)	3–Exceeds Expectation (54-60 points)
Grade Percentage on Exam	Less than 80% correct on all exam items	Between 80% and 89% correct on all exam items	Greater than 89% correct on all exam items

GRADING

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

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%

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F = 59% or Below

Assignment/Assessment	Point Value
Discussion/Online Participation	150
Personal Journals	150
Treatment Plan	60
Journal Articles 1	45
Final Examination	60
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Total	465

Total points possible = 465. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 465. The resulting value is multiplied by 100 to yield a percentage. For example: $(450 \text{ [points earned]} / 465) \times 100 = 97\%$

Assignments are due on the day noted in the syllabus. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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

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- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- 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.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

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 \(version 17 or later\)](https://get.adobe.com/flashplayer/) <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.

ACCESS AND NAVIGATION

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.

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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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click on the **Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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](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>

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>

The syllabus/schedule are subject to change.



TEXAS A&M UNIVERSITY

COMMERCE

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@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. 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.

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TEXAS A&M UNIVERSITY
COMMERCE
COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	Readings	Assignments
1 Week of 1/30	-Review Syllabus		Course Introduction and Overview
2 Week of 2/3	Cultural Competence; The Superordinate Nature of Multicultural Counseling/Therapy	Chapters 1 and 2 (Sue & Sue, 2016).	Discussion post -Initial discussion post 1 due 2/5 at 11:59pm -Response post and personal journal due 2/9 at 11:59pm
3 Week of 2/10	Competence for Counselors; Sociopolitical considerations of Trust & Mistrust	Chapters 3 and 4 (Sue & Sue, 2016).	Discussion post -Initial discussion post 2 due 2/12 at 11:59pm -Response post and personal journal due 2/16 at 11:59pm
4 Week of 2/17	<ul style="list-style-type: none"> The Impact of Systemic Oppression; Microaggressions in Counseling Barriers to Counseling; Communication Styles 	<ul style="list-style-type: none"> Chapters 5 and 6 (Sue & Sue, 2016). Chapters 7 and 8 (Sue & Sue, 2016). 	Discussion post -Initial discussion post 3 due 2/19 at 11:59pm -Response post and personal journal due 2/23 at 11:59pm
5 Week of 2/24	Multicultural Evidence-Based Practice; Non-Western Indigenous Methods of Healing	Chapters 9 and 10 (Sue & Sue, 2016).	Discussion post -Initial discussion post 5 due 2/26 at 11:59pm -Response post and personal journal due 3/1 at 11:59pm Journal Article Review due 3/2/2020
6 Week of 3/2	Racial Identity Development	Chapters 11 and 12 (Sue & Sue, 2016).	Discussion post -Initial discussion post 6 due 3/4 at 11:59pm -Response post and personal journal due 3/8 at 11:59pm
7 Week of 3/9	Counseling African American; American Indians and Alaskan	Chapter 14 and 15 (Sue & Sue, 2016).	Discussion post -Initial discussion post 7 due 3/11 at 11:59pm

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	Natives		-Response post and personal journal due 3/15 at 11:59pm
8 Week of 3/16	SPRING BREAK	SPRING BREAK	SPRING BREAK
9 Week of 3/23	Counseling Asian Americans and Pacific Islanders; Counseling Latinas/os	Chapters 16 and 17 (Sue & Sue, 2016).	Discussion post -Initial discussion post 8 due 3/25 at 11:59pm -Response post and personal journal due 3/29 at 11:59pm
10 Week of 3/30	Counseling Multiracial Individuals; Counseling Arab Americans and Muslim Americans	Chapters 18 and 19 (Sue & Sue, 2016).	-Initial discussion post 9 due 4/1 at 11:59pm -Response post and personal journal due 4/5 at 11:59pm Treatment Plan due 4/6/2020
11 Week of 4/6	Counseling Immigrants; Counseling Jewish Americans; Counseling Immigrants	Chapters 20 and 21 (Sue & Sue, 2016).	Discussion post-Initial discussion post 10 due 4/8 at 11:59pm -Response post and personal journal due 4/12 at 11:59pm
12 Week of 4/13	Counseling Sexual Minorities; Counseling Older Adult Clients	Chapters 22 and 23 (Sue & Sue, 2016).	Discussion post-Initial discussion post 11 due 4/15 at 11:59pm -Response post and personal journal due 4/19 at 11:59pm
13 Week of 4/20	Counseling Older Adults; Counseling Individuals Living in Poverty	Chapters 24 and 25 (Sue & Sue, 2016).	Discussion post-Initial discussion post 12 due 4/22 at 11:59pm -Response post and personal journal due 4/26 at 11:59pm
14 Week of 4/27	Counseling Women Review for Finals	Chapter 26 (Sue & Sue, 2016).	Discussion post-Initial discussion post 13 due 4/29 at 11:59pm -Response post and personal journal due 5/3 at 11:59pm
15 Week of 5/4	Final Exam		Due Thursday, December 8th