CLASS INFORMATION
Instructor: Karl Witt, Ph.D., LPC-S, NCC, CSC
Time: R 5:00 p.m. – 7:45 p.m.
Location: HPR 252
Office: HPR 112
Office Hours: M, R 3:30 – 5:00 p.m. Central Time and by appointment
Phone: 903-565-5899
Email: kwitt@utttyler.edu (This is the best way to contact me.)

NOTE: A student at UT Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

I. Course Catalog Description

COUN 5324: Cultural Diversity and Advocacy (3 hours)

Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

II. Rationale

Living in a diverse society provides counselors and counselors-in-training the opportunity to encounter a wide array of cultures in their practices. This course allows students to explore their own cultures and the biases and internalized messages about those who are different from themselves. Awareness, in turn, leads to the possibility of positive change more consistent with the ethics and aspirations of the counseling field.

III. Proficiencies for Counselors

Proficiencies that counselors-in-training must master are derived from two sources: the State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Applicable portions for this course include:

TAC, Title 22, §681.83 Professional Counselors – Academic Requirements for Licensure – Academic Course Content

(a) An applicant must complete at least one three-semester hour course in each of the following areas:
   (8) social, cultural, and family issues – the studies of change, ethnic groups, gender studies, family systems, urban and rural societies, population patterns, cultural patterns, and differing life styles;

TAC, Title 19, §239.15 Standards Required for the School Counselor Certificate

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:
   (1) the history and philosophy of counseling;
(6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
(7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;
(10) the characteristics and educational needs of special populations;
(13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
(16) how cultural factors and group membership impact individual students;

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;
(3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
(7) understand how family values, group membership, and culture intersect;

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;

CACREP Common Core Standards II.G.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
c. theories of multicultural counseling, identity development, and social justice;
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
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; and f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
CACREP Clinical Mental Health Counseling Standards

1. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (III.A.3)

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (III.D.2)

3. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (III.D.5)

4. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (III.E.1)

5. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. (III.E.2)

6. 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. (III.E.3)

7. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (III.E.4)

8. 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. (III.E.5)

9. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (III.E.6)

10. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

CACREP School Counseling Standards

1. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (III.A.3)

2. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (III.D.1)

3. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (III.E.1)

4. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (III.E.2)

5. 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. (III.E.3)

6. 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. (III.E.4)

7. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)

8. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (III.F.3)

9. Understands the important role of the school counselor as a system change agent. (III.O.4)
IV. Student Learning Outcomes & Assessments

The student learning outcomes from this course are as follows:

Clinical Mental Health Counseling

5.0 Social/Cultural Diversity Issues and Skills: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on clinical assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

Assessment: Students in COUN 5324: Cultural Diversity and Advocacy will take exams that are wholly comprised of items related to cultural diversity and counseling with diverse clients. The exam will be scored by the course instructor. 90% of students will achieve a score of 80% or higher on each exam.

School Counseling: Domain I – Understanding Students

2.0 Student Diversity: School Counseling students will demonstrate knowledge and understanding of human diversity and how to apply this knowledge to ensure that the comprehensive, developmental school counseling program is responsive to all students.

Assessment: Students in COUN 5324: Cultural Diversity and Advocacy will take exams that are wholly comprised of items related to cultural diversity and counseling with diverse clients. The exam will be scored by the course instructor. 90% of students will achieve a score of 80% or higher on each exam.

V. Evaluation and Grading

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
Below 60 points = F

Points will be awarded for the following activities:

A. Examinations

Final Exam 25 points

The final examination consists of the chapter quizzes from the Sue and Sue textbook. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due on Thursday the week after the reading is assigned by class time (5:00 p.m. Central Time). The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. Because you have at least a week to complete each quiz, I will not re-open quizzes after the due date has passed.

The quizzes are open-book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is meant to reward reading and to diminish the stress often associated with final exams.
Due Date: Weekly each Thursday as assigned

This assignment assesses CACREP standards II.G.2.a, c; CMH: III.A3, E1, E2, E3, E4, E5, E6, and SCH: III.A3, E1, E2, E3, E4, O4.

B. Pop Culture Assignment 5 points

Watch at least 2 episodes of any television situation comedy that has aired new episodes within the last five years. After watching the programs, identify any minority characters, and write a two to four page paper in APA format describing how any one of these minority characters was portrayed. Detail if the portrayal was accurate or stereotypical and whether the character’s minority status alone was used as a source of humor. The page count does not include the title, abstract, or reference pages, though title and reference pages are still required.

Due Date: Thursday, February 7, 2019

This assignment assesses CACREP standards II.G.2.b, and SCH: III.D1.

C. Multicultural Event or Activity 15 points

Attend at least one activity that relates to a cultural, ethnic, value, or identity issue. You should spend at least 2 hours engaged in the activity/event. You are encouraged to attend an event with a group about which you have the MOST preconceived ideas, and a primary purpose is to experience noticeably being in the minority. Past experiences and religious activities related to your own current or former faith system may not be used for this assignment. For example, if you or your family of origin identify with Christianity, attending the service of another denomination does not qualify. Provide a 2-page paper in APA format that discusses why you chose this activity, when it took place, your expectations before the event, your experience through the event, and your reflections of the experience following the event. A portion of the paper should include ways this experience might influence your work as a counselor and ways in which you can better prepare for this future client. Activities may include, but are not limited to, attending a religious service, attending a funeral of another religion, attending a meeting for a campus multicultural organization, or participation in any other activity that may be related to a cultural, ethnic, value, or identity issue different from your own. Please note that you must receive prior instructor approval for the event you choose.

Proposal Due Date: Thursday, January 31, 2019

Due Date: Thursday, March 7, 2019

This assignment assesses CACREP standards II.G.2.b, and SCH: III.D1.

D. Cultural Self-Analysis 20 points

Write a paper examining your cultural identity and its impact on your life and interactions with others in terms of the following questions. Please be sure to explicitly address all of the questions in each section. Papers should flow as a narrative story rather than a question and answer format.

Race, Ethnicity, Geography, and National Origin

What do you identify as your national background, racial group, and ethnic identity? In what geographic region were you reared? Are you the product of a rural or urban environment? What values are typical of that region? Where did your ancestors come from? Why and how did you or your ancestors come to the United States? In what ways did you/they adjust to this new home? What aspects of your/their culture of origin were retained? What impact does this
way of entering the United States and the subsequent adjustment have on your culture? On your identity?

Religion and Spirituality

What was your religious affiliation (if any) during your childhood? How did this come to be in your family? How are conflicts due to religious values resolved? What do you think this religious preference reflects about your heritage/culture? What is your religious/spiritual affiliation now (if any)? If it has changed, how did that transformation happen?

Gender and Sexuality

What are your gender and sexual orientation? How are gender and orientation differences handled in your family of origin? How is sexism in your culture addressed? What behaviors, characteristics, beliefs, and values are defined by gender in your culture? How are gender roles divided? How is conflict between gender roles handled? What are some specific rules for marriage and childrearing in your culture?

Age and Accessibility

What is your age? Consider your interactions with your peers. Consider interactions with those in your age group. Give two examples of how you treat those the same age as your children or younger; your parents; your grandparents or older. How does your age affect your experience in your family of origin? How has your degree of ability and accessibility shaped you as a person?

Class and Socioeconomics

What is the socioeconomic history of your family? What role or meaning does socioeconomic have for people with backgrounds like yours? If your socioeconomic history is different now, how did that transformation happen? What were music, art, and clothing preferences like in your family of origin? What were the political preferences of your family of origin? How did this come to be in your family? What do you think this political preference reflects about your heritage/culture? What is your political preference now? If it has changed, how did that transformation happen?

Personal Relationships

Think of significant people in your life when you were a child/adolescent (e.g., parents/guardians, close relatives, teachers, clergy, siblings, etc.). What do you remember about their attitudes and feelings toward multicultural and diverse populations? How were racism, heterosexism, genderism, ageism, classism, etc. addressed? What did you overhear them saying about multicultural and diverse groups? Who determined the “social norms” and “rules” of your family? How were they enforced? How were they passed to younger members of the family/group? What events can you remember that involved personal contact with diverse groups? What were/are your thoughts, feelings, and reactions? How many of your close, long-time friends were members of multicultural and diverse groups? In what ways, if any, were these friendships different from other friendships you have with friends who reflect your own cultural groups? What significant events have affected your family and those closest to you?

Group Membership

When did you first become aware that you were a member of each of the groups that have shaped your identity, whether you chose to embrace or reject those aspects? Please add any other information you think is pertinent to your cultural identity.
Introduction
Introductory text for the entire paper goes here.

Race, Ethnicity, Geography, and National Origin
Witty and insightful text goes here.

Religion and Spirituality
Witty and insightful text goes here.

Gender and Sexuality
Witty and insightful text goes here.

Age and Accessibility
Witty and insightful text goes here.

Class and Socioeconomics
Witty and insightful text goes here.

Personal Relationships
Witty and insightful text goes here.

Group Membership
Witty and insightful text goes here.

Conclusion
Concluding text for the entire paper goes here.

To receive full credit, the paper must be written and formatted in correct APA 6 style. This includes font, margins, spacing, capitalization, indentation, page numbers, headers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. Please refer to the APA 6 manual for details and examples. Papers should consist of at least ten full pages of content, which does not include title, abstract, or reference pages. Papers may contain more than ten full pages of content. Since this is primarily a person narrative, I do not expect a reference page or citations unless you are drawing facts and opinions from other sources.

Due Date: Thursday, March 28, 2019

This assignment assesses CACREP standards II.G.2.b, e; CMH: III.E2; and SCH: III.D1, E4.

E. Journal and Final Reflection 15 points
Throughout this course, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe your experience in this course, its impact on your day to day life, and how your life, perceptions, biases, etc., have changed based on what you learned in class, what you read outside class, and your interactions with your classmates. Explicit guiding prompts for each week will be listed on Canvas. Each journal entry should be at least half a typed page. Entries will be submitted through Canvas each week and will be due by class time (5:00 p.m. Central Time).
At the conclusion of this course, you will prepare a final reflection paper. In this paper, you will review your experiences in this class, using your journal to guide you. You will address what you have learned, what has been the most valuable, what may have surprised you to learn about yourself, how this class has impacted you, etc. This should not be a simple restatement of your journal content. This paper should be 3 full pages in APA format, not including the title page, abstract, or references (if applicable).

Journal Due Date: Weekly each Thursday as assigned
Due Date: Thursday, April 25, 2019
This assignment assesses CACREP standards II.G.2.b.

F. Case Studies 10 points
Provide written evaluations of case studies. Additional details will be provided later in the semester.
This assignment assesses CACREP standards II.G.2d, 2f; CMH: III.D2, D5, F3; and SCH: III.F1, F3, O4.
Due Date: Thursday, May 2, 2019

G. Class Participation 10 points
Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities which preclude the ability to be fully present with the class are strongly discouraged. Please be on time, and complete reading assignments by their due date. Reductions in participation may come from absences (2.5 points per occurrence), lateness, and the activities alluded to above. Three tardies or exceptional/persistent lateness may qualify as a full absence.
Due Date: As assigned

VI. Teaching Strategies
Instructional methods for this course include:

Lecture and discussion
Student presentations
Case studies
Individual activities
Group activities
Canvas postings and discussion

VII. Related Field Experiences
There are no additional field experiences beyond those described above for this course.

VIII. Required Text, Materials/Supplies, and Related Readings

Required
IX. Course and Departmental Policies

A. Diversity

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

B. Attendance

Regular attendance is expected. Each absence will result in a 2.5 point deduction in the final average. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

C. Late Work

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

D. Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
• At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

• Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).

• Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

• Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

• It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

E. Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of

**Evaluating Student Fitness and Performance**

Members of the faculty, using professional judgment, continuously evaluate each student’s fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor’s observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: [http://www.utttyler.edu/psychology/](http://www.utttyler.edu/psychology/).

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

F. Other

Students are strongly encouraged to read The University of Texas at Tyler’s Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate during face-to-face and synchronous classes. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers and presentations are expected to follow APA format. Please see Canvas course content or the *APA Publication Manual, 6th edition*, for more information. If you do not have a copy of the APA Manual, *purchase one*.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the APA Manual, 6th edition, or visit the Writing Center.

**X. Topical Outline and Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>DUE TODAY</th>
<th>Readings for Next Time</th>
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</thead>
<tbody>
<tr>
<td>01.17</td>
<td>Introduction; Syllabus and Overview</td>
<td>INFORMED CONSENT DUE</td>
<td>Sue &amp; Sue 1-3; Sue, Arredondo, &amp; McDavis (1992); Multicultural Competencies (2015)</td>
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<tr>
<td>01.24</td>
<td>The Nature of Multicultural</td>
<td>QUIZZES CH. 1, 2, and 3;</td>
<td>Sue &amp; Sue 4-6; ACA</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Quiz/Activity Details</td>
<td>Due</td>
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<td>01.31</td>
<td>The Political Dimensions of Mental Health Counseling; Systemic Oppression; Microaggressions</td>
<td>QUIZZES CH. 4, 5, and 6; JOURNAL; EVENT PROPOSAL DUE</td>
<td>Sue &amp; Sue 7</td>
</tr>
<tr>
<td>02.07</td>
<td>Barriers to Multicultural Counseling</td>
<td>QUIZ CH. 7; JOURNAL; POP CULTURE DUE</td>
<td>Sue &amp; Sue 8-10</td>
</tr>
<tr>
<td>02.14</td>
<td>The Practice of Multicultural Counseling</td>
<td>QUIZZES CH. 8, 9, and 10; JOURNAL</td>
<td>Sue &amp; Sue 11-12</td>
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<tr>
<td>02.21</td>
<td>Racial Identity Development</td>
<td>QUIZZES CH. 11 and 12; JOURNAL</td>
<td>Sue &amp; Sue 14, 17, 18, and 20</td>
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<td>02.28</td>
<td>TACES</td>
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<td>03.07</td>
<td>Counseling with Members of Racial/Ethic Minority Populations</td>
<td>QUIZZES CH. 14, 17, 18, and 20; JOURNAL; MULTICULTURAL EVENT DUE</td>
<td>Sue &amp; Sue 15-16, 19, 21</td>
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<td>03.14</td>
<td>SPRING BREAK</td>
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<td>03.21</td>
<td>Counseling with Members of Racial/Ethic Minority Populations (con.)</td>
<td>QUIZZES CH. 15-16, 19, and 21; JOURNAL</td>
<td>Sue &amp; Sue 23</td>
</tr>
<tr>
<td>03.28</td>
<td>Counseling with Members of Sexual and Gender Minority Populations</td>
<td>QUIZ CH. 23; JOURNAL; SELF-ANALYSIS DUE</td>
<td>Sue &amp; Sue 22, 24, and 25</td>
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<td>04.04</td>
<td>Counseling with Poverty, Members of Older Populations, and Members of Ablended Minority Populations</td>
<td>QUIZZES CH. 22, 24, and 25; JOURNAL</td>
<td>Sue &amp; Sue 26</td>
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<td>04.11</td>
<td>Counseling with Women</td>
<td>QUIZ CH. 26; JOURNAL</td>
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<td>04.18</td>
<td>Counseling with Religion and Spirituality</td>
<td>JOURNAL</td>
<td>Sue &amp; Sue 13</td>
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<td>04.25</td>
<td>Multicultural Assessment</td>
<td>QUIZ CH. 13; FINAL REFLECTION DUE</td>
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<td>05.02</td>
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<td>FINAL EXAM; CASE STUDIES DUE</td>
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Chapter reading quizzes, journals, and other activities are due each week as detailed on Canvas. Other readings may also be assigned during the course of the semester. The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

**XI. University Policies**

A. **UT Tyler Honor Code**

   Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

B. **Student Rights and Responsibilities**
C. Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

D. UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

E. Grade Replacement/Forgiveness and Census Date Policies

Census Date for Spring 2019: January 28, 2019

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade.)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.
F. State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See the Academic Calendar for the specific date.)

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

G. Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including non-visible disabilities such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, #3150, or call 903.566.7079.

H. Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

I. Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

J. Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

K. Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire Department, or Fire Prevention Services.

L. Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:
   - copying from another student’s test paper;
   - using during a test materials not authorized by the person giving the test;
   - failure to comply with instructions given by the person administering the test;
   - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
   - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   - collaborating with or seeking aid from another student during a test or other assignment without authority;
   - discussing the contents of an examination with another student who will take the examination;
   - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
   - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   - paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
   - falsifying research data, laboratory reports, and/or other academic work offered for credit;
   - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
   - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. All written work that is submitted will be subject to review by plagiarism software.

M. UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
• The Mathematics Learning Center, RBN 4021. This is the open access computer lab for math students with tutors on duty to assist students who are enrolled in early-career courses.
• UT Tyler Counseling Center (903.566.7254)

XII. CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.