CLASS INFORMATION
Instructor: Karl Witt, Ph.D., LPC-S, NCC, CSC
Time: Asynchronous online
Location: Online
Office: HPR 112
Office Hours: TBD and by appointment
Phone: 903-565-5899
Email: kwitt@uttyler.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 5199: Independent Study (1 hour)

Independent study in specific areas of counseling not covered by organized graduate courses. A maximum of six credit hours of independent study courses may be applied toward a graduate degree. Prerequisite: Departmental consent.

Experiences in Cultural Diversity

Designed to expose students to experiences with different cultures to supplement and enhance academic studies in cultural diversity and advocacy. This course is not meant to serve as a substitute for a full course in multicultural studies.

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 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 of counseling;
2. changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
3. environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
4. the characteristics and educational needs of special populations;

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, ethnicity, 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 cultures; and
3. facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

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)
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. Ethics Assignment  25 points

Read the 2014 ACA Code of Ethics and the Multicultural Counseling Competencies. Identify three areas of Knowledge, Attitudes, and Beliefs and three areas of Skills (six areas total) from the Multicultural Counseling Competencies that you hope to improve upon this semester. Write a three page paper in APA format describing the specific areas you intend to address, their connection to specific areas of the 2014 ACA Code of Ethics with citations of the code (e.g., section A.4.b), and the concrete steps you will take. The page count does not include the title, abstract, or reference pages.

This assignment assesses CACREP standards II.G.2.b, G.2.e, CMH: III.D2, F3, and SCH: III.D1.

B. Pop Culture Assignment  25 points

Watch at least 2 episodes of any television situation comedy. 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.

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

C. Multicultural Event or Activity  25 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 may not be used for this assignment unless written permission is provided by the instructor. 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.

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

D. Journal and Final Reflection  25 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 Blackboard. Each journal entry should be approximately half a typed page. Entries will be submitted through Blackboard each week.
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 paper should be 3 pages in APA format, not including the title page, abstract, or references (if applicable).

This assignment assesses CACREP standards II.G.2.b.

VI. Teaching Strategies

Instructional methods for this course include:

- Student presentations
- Individual activities
- Experiential activities

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**


**Supplemental**


**Supplies**

Because this is an online course, the following is required:

- regular weekly internet access
- noise cancelling headset and microphone
- webcam

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 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. 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 pop-quizzes 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 (2005).
- 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 Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004. (2012-2014 Graduate Catalog)

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.uttyler.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 when 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 Blackboard 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>
</tr>
</thead>
<tbody>
<tr>
<td>05.11</td>
<td>Introduction; Syllabus and Overview</td>
<td>INFORMED CONSENT</td>
</tr>
<tr>
<td>05.13</td>
<td>Ethics and Multicultural Competencies</td>
<td>ETHICS ASSIGNMENT</td>
</tr>
<tr>
<td>05.18</td>
<td>Media Portrayals of Diverse Groups</td>
<td>POP CULTURE ASSIGNMENT</td>
</tr>
<tr>
<td>05.20</td>
<td>Implementation of Multicultural Counseling</td>
<td></td>
</tr>
<tr>
<td>05.25</td>
<td>MEMORIAL DAY – NO CLASS</td>
<td>MULTICULTURAL EVENT ASSIGNMENT</td>
</tr>
<tr>
<td>05.27</td>
<td>The Reflective Multicultural Practitioner</td>
<td>FINAL REFLECTION</td>
</tr>
</tbody>
</table>

CASE STUDIES AND OTHER ASSIGNMENTS WILL BE DUE AS NOTED ON BLACKBOARD. 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. Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

B. Grade Replacement/Forgiveness and Census Date Policies

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 that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, request 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

C. 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.

D. Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), the University offers accommodations to
students with learning, physical, and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD, or ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to contact the Student Accessibility and Resources office and schedule and interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you but have questions or concerns, please contact the SAR office. For more information or to set up an appointment, please visit the SAR office located in the University Center, Room 3150, or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

E. 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.

F. 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.

G. Social Security and FERPA Statement:

It is the policy of The University of Texas as 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.

H. 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.

I. Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, 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 administering 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 “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 UT-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 other 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.
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.
Informed Consent

COUN 5199 Independent Study: Experiences in Cultural Diversity requires a higher degree of personal examination and self-disclosure than many of the courses in the program. Topics may cause some discomfort, which is a normal consequence of self-examination and growth. I expect us to be honest with ourselves and one another. At the same time, I expect us to listen to each other and to respect both the words spoken and the emotions behind them, whether we agree or not. Furthermore, due to the content involved, I ask you to consider any personal disclosures to be of a confidential nature, not to be shared outside the context of the classroom.

I have read and understand the information above.

________________________________  _____________________________
Signature      Date