



COUN 5392:01 Cross Cultural Issues in Counseling Spring, 2018

COUN 5392 is a required course for the M.A. Clinical Mental Health Counseling, M.A. Marriage, Couples, and Families Counseling, and M.Ed. School Counseling

College of Education, Department of COUNSELOR EDUCATION

Instructor: Ruby Rodriguez-Almendarez
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Class Format:

1. Lectures
2. Videos
3. Power Point Presentations
4. Guest Speakers
5. Class Room Discussions
6. Internet Resources
7. Experiential activities

Class day and time: Wednesday / 5:30pm – 8:30 pm

Class location: The Woodlands Center, RM 246

Course Description:

This course will examine the sociocultural characteristics and counseling issues related to the varied cultures in today's society. Hispanic, African-American, Native American, and Asian American cultures will be examined along with issues related to gender and Gay/Lesbian concerns. (3 hours)

Textbook(s):

Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0562-2

Sue, D.W. & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). New York, NY: John Wiley & Sons. ISBN: ISBN-13: 978-1119084303

2016 KEY PERFORMANCE INDICATOR (KPI): Students are able to demonstrate knowledge of multicultural counseling competencies as assessed on the Multicultural Learning Experience assignment. This KPI will be assessed again on the CPCE.

Course Objectives: The following objectives will be met during this course:

1. Survey and sample the various issues related to counseling under represented members of the population.
2. Assist to identify and address personal points regarding the counseling relationship with various members of society.

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments

2016 KEY PERFORMANCE INDICATOR (KPI): Students are able to demonstrate knowledge of multicultural counseling competencies as assessed on the Multicultural Learning Experience assignment. This KPI will be assessed again on the CPCE.			
Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CACREP 2009 (CA09) & 2016 (CA16) Standards
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally)	Chapter Discussion using <u>assigned textbook</u> Journal Article Reviews Community Interviews Objective Quizzes	Cultural Immersion Experience	CA16: II.F.2.a (CA-II.G.2.a; 2009 Standard)
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (Understanding of attitudes, beliefs, understandings, and	Chapter online Discussion Board using <u>Counseling the culturally diverse theory and practice</u> Cultural Identity Development Project Multicultural Learning Experience	Cultural Immersion Experience Multicultural Learning Experience	CA 16 II.F.2.d (CA-II.G.2.b; 2009 Standard)

acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients)			
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (Theories of multicultural counseling, identity development, and social justice)	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u> Journal Article Reviews	Group discussion Journal Article Review	CA 16 II.F.2.b (CA-II.G.2.c; 2009 Standard)
Multicultural counseling competencies (Students will demonstrate an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies)	Chapter reading Class discussion	Multicultural Learning Experience Cultural Immersion Experience	CA 16 II.F.2.c (CA-II.G.2.d; 2009 Standard)
The impact of spiritual beliefs on clients' and counselors' worldviews (Students will demonstrate an understanding of	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u> Cultural Identity Development Project	Group discussion Cultural Immersion Experience Multicultural Learning Experience Advocacy Project	CA 16 II.F.2.g CA-II.G.2.e; 2009 Standard)

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)	Multicultural Learning Experience		
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (Students will demonstrate an understanding of counselors' roles in eliminating biases, prejudices, and Processes of intentional and unintentional oppression and discrimination)	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u> Multicultural Learning Experience	Group discussion Cultural Immersion Experience Multicultural Learning Experience	CA 16 II.F.2.h CA-II.G.2.f; 2009 Standard)
The effects of power and privilege for counselors and clients (Understands the effects of racism, discrimination,	Chapter online Discussion Board using <u><i>Counseling the culturally diverse theory and practice</i></u> Cultural Identity Development Project	Group discussion Cultural Immersion Experience Multicultural Learning Experience	CACREP II.F.2.e

sexism, power, privilege, and oppression on one's own life and career and those of the client)	Multicultural Learning Experience		
Help-seeking behaviors of diverse clients	Chapter readings Class Discussions Class Presentation	Cultural Immersion Experience Multicultural Learning Experience Advocacy Project	CACREP II.F.2.f
2009 CMHC.E.1: Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	Multicultural Learning Experience Assignment	Student performance on Multicultural Learning Experience Assignment	CACREP 2009 CMHC E.1
2009 CMHC.E.3: 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	Quiz 1 Quiz 2	Student performance on Quiz 1 and Quiz 2	CACREP 2009 CMHC E.3
2009 CMHC.E.5: 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	Multicultural Learning Experience Assignment	Student performance on Multicultural Learning Experience Assignment	CACREP 2009 CMHC E.5

Program specific URL address for *Specialty Program Association (SPA) standards*:

<http://www.cacrep.org>



State Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gain factual knowledge and application

Course/Instructor Requirements:

- **Late assignment policy:** All work is due on the date specified. Late work will not be accepted or awarded credit.
- **Time requirement:** Students are expected to participate in all activities for the course on a weekly basis including all on-line discussions. Students should expect to spend time preparing for all aspects of the course.
- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics.
- **Academic Dishonesty policy:** Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an “F” for the course.**

Expectations:

This class is operating on the “assumption” that you want to gain the most you can from the class and will therefore, invest yourself in readings and assignments and come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

Course Outline

Assignments

Course Evaluation:

A. Journal Article Review (25 points)

Find an article from the **Journal of Multicultural Counseling and Development** and write a review using the following guidelines:

- Summarize the conclusions/findings in the article and include your reactions concerning the strengths/weaknesses of the article, the applicability to counseling, your reactions to the theory or position of the author(s), etc.
- Discuss how you can use research to aid in your development as a culturally competent counselor
- Include a cover page, and a reference page. Paper is not to exceed 2-3 pages not counting the cover and reference pages.
- Follow APA Publication Manual Guidelines including the use of headings found on pages 62 and 63 of the APA publications manual.
- Article must be from within the last five (5) years

Grading Rubric:

- | | |
|----------------------------|-------------|
| ▪ Following Instructions | 2.5 points |
| ▪ Following APA guidelines | 5 points |
| ▪ Grammar | 5 points |
| ▪ Content | 12.5 points |

B. Cultural Identity Development Project (100 Points)

Directions: Drawing from your knowledge about yourself and your experiences in our multicultural society, you are to describe your (a) cultural identity development, (b) your cultural underpinnings and foundations, (c) how your cultural self-understanding will enable you to be a culturally effective counselor, and (d) how your personal biases and limitations may hinder you as a counselor. You will also use the **“Cultural Self-Exploration Questionnaire”** (this will be posted in the handouts) to discuss your cultural identity development.

- This paper will be 6-8 pages (not including the cover page and reference page) and **must conform to APA writing guidelines**. (No abstract is required)
- See Page 11 of the syllabus for complete details of this paper.

C. Multicultural Learning Experience (MLE – 100 points)

Each Student will complete a Multicultural Learning Experience. A MLE is an activity designed to help students gain cultural knowledge, increase sensitivity to culturally diverse people, and become more culturally effective helpers. The purpose of the activity is through service learning to gain new and direct knowledge of a cultural with which you have little or no experience with. After the MLE experience, students will write a 5-page reaction paper.

MLE Project Schedule

1. MLE Project Proposal Letter Due

- The MLE must be completed with a community agency that serves a cultural population with which you are not a member. It must also be one in which you have little familiarity and would place you outside of your normal comfort zone. Your presence at the organization would constitute your being in the minority. The place must be one where you do not know the people who work there and it cannot be located where you work. You must also provide a description of how this location is different from you and how you hope to benefit from the experience. You must submit the signed proposal letter by the due date. (See Appendix 1 on next page for sample letter.)

2. MLE Project Paper Due

- You must also submit the service learning log and survey (found on pages 17-19 of the syllabus.).

Follow **APA style** for the creation of headings in your paper. Headings should refer to the following topics:

- A. Reasons for selecting the experience and how you see the experience will contribute to your particular multicultural learning needs.
- B. Description of the experience. How were you impacted by the interview, observations, and interactions at the volunteer site?
- C. What was learned about the cultural group involved (aspects of values, worldview, or communication style of this group; particular issues often common among this group; impact of sociopolitical history upon this group, effects of cultural and environmental factors on school performance, work, etc.)
- D. Feelings/Reactions to the experience, including what these thoughts and feelings imply about you (e.g. your identity level, prejudices/stereotypes, knowledge or lack of knowledge about this group, etc.)
- E. The value of the experience for counselors-what did you learn that counselors should be aware of in working with clients from this group, how should practice be adapted, etc.
- F. Students will present a 10 minute presentation addressing all components of the MLE.

I will particularly be looking for how you are integrating the concepts you have learned from class discussions, readings, and instruction with this hand on experience.

The process to be used:

- 1 Preparation-identifying a need, investigating and analyzing it and making a list or summary of the service to be rendered. The professor and student will work together to set the stage for learning and social action.
- 2 Action is the direct result of preparation. The service experience (list or summary) can be carried out up to two weeks prior to the final exam. It is expected to be 10 or more clock hours are documented with the Time Log
- 3 Reflection (using the Beginning, Middle and End of project in the form of a *journal*) is a vital and ongoing process in service learning that integrates learning and experience with personal growth and awareness.
- 4 Evaluation or Outcome measure-provides evidence that students have gained and accomplished stated goals through their community involvement. Writing your evaluation/outcomes of your participation will allow you to offer evidence to others and acknowledge what and how information/skills have been learned. In other words, answer the question, "What did you learn about yourself, counseling and working with diverse populations?"

Level 1: Experiential Learning: Involves contact with a culturally different community based agency. Interview the agency director or other designated individual about the purpose of the agency and concerns of the population served. For example, visit a Native American Tribal Council and interview the director about programming for both children and adults, interview the president of a culturally diverse organization (Black Student Union, International Students Organization, Hispanic/Latino Center, etc.), interview the director of a program designed to help people who are Lesbian or Gay males, or the leader of a religious group (Jewish, Muslim, etc.), volunteer at an agency that provides services to individuals and families with disabilities. **Additionally, it is expected that 10 or more clock hours are documented with the Time Log. Students will also conduct the interview and either observe the activities at the agency and/or attend an appropriate orientation. This portion of the project should be approximately two hours. The total service for this project is 10 hours.**

The chosen site must not be connected with your work or be a place that you currently volunteer or have volunteered in the past. Students must work on this project independently and not with other students. The chosen site must demonstrate a cultural difference from you as articulated in this course and should put you outside of your normal comfort zone.

The chosen site cannot be one of the sites used for your community interviews.

Volunteer duties must involve direct interaction with the population served and cannot be clerical in nature.

The chosen activity must be approved by the instructor prior to completing the MLE using the form found on the next page.



Grading:

Following Instructions	10 points
Following APA guidelines & Grammar	10 points
Presentation	30 points
Content	50 points

Move beyond your comfort zone to experience work with one of the following individuals or groups: racial or ethnic minorities, children or individuals including but not limited to African American, American Indian, Asian Americans, Arab American, and Jewish Americans.

The setting may or may not be related to professional counseling but must offer an environment that provides an opportunity for growth in cultural competence (**where your culture is in the minority**). If your racial or ethnic group is in the majority of the setting, select another site. In other words, if you are white, do not select a site with majority white clients and if you are African American, do not select a site that serves predominately African American clients.

This is an opportunity to direct your learning based on your career direction as a professional counselor.

Make this an adventure to learn about something that you have been pondering

1. Tutor a child from a different race, ethnic group, or sexual orientation
2. Do a college preparation workshop for under represented individuals in higher education
3. Volunteer at a youth program (Boys and Girls Club, YMCA, etc) to work with those who are culturally different
4. Volunteer to work in an unfamiliar faith based organization (i.e. Muslim, Jewish, etc)
5. Volunteer at a shelter or food pantry serving diverse clientele
6. Do a parenting class for mothers or families of a different race or cultural group
7. Volunteer to do 'meals on wheels' for senior citizens; do an activity at a senior citizens/assisted living facility with diverse clients
8. Sponsor and deliver a work shop for parents of racially or ethnically diverse children
9. Sponsor a group of diverse elementary or middle school students on career awareness
10. Take a group of children from underserved groups on a tour of SHSU
11. Volunteer at a school for behavior or adjudicated youth who are ethnically
12. Provide social and emotional support or mentoring for a child struggling minority student in a pre-advanced placement class

Use your imagination to work in an area that matches your passion!

D. Cultural Identity Development Project

Directions: Drawing from your knowledge about yourself and experiences in our multicultural society, you are to describe your cultural identity development. What are your underpinnings and foundations?

1. Describe how your cultural self-understanding will enable you to be a culturally effective counselor.
2. What are some personal biases and limitations that may hinder you?
3. Define the culture of your ancestors back two generations (all 4 grandparents and both parents). Include place of birth, date of birth, religion, race, marital history, presence of any disability, education, birth order, occupation, primary language, primary holidays celebrated (and how celebrated), and any other facts you feel are relevant. You will use the **“Cultural Self-Exploration Questionnaire”** (this can be found in the handouts section) to help you provide the above information and information gleaned from the questionnaire. Try to interview as many of the persons listed as possible.
4. Define your own culture by covering the topics listed for your ancestors and how they have impacted your current view of culture.
5. Discuss your current level of multicultural competence based on the Multicultural Counseling Competencies (found in your textbook).
6. Using one or more of the racial/ethnic/cultural identity development models found in your textbook, describe your racial/ethnic/cultural identity development. (Reference the model(s) used.)

****The paper must be 6-8 pages (not including cover page, abstract, and references), double-spaced, complete with reference page, APA style must be adhered to, paper must have one inch margins, and avoid sexist language.**

Grading Rubric:

Following Directions	5 points
APA Format	10 points
Grammar	10 points
Appropriate use of References	5 points
Content and Integration	70 points
Total:	100 points

E. Cultural Immersion Experience (2 @ 50 points each)

Students will engage in activities that provide the opportunity to learn about diverse populations. For each immersion experience, you must immerse yourself by participating in an activity that falls outside the boundaries of your culture (considering all dimensions). Then you must write a 3-4 page paper, following APA guidelines, detailing your experience. In your paper you should identify and briefly describe the experience; discuss why you selected this experience; discuss your feelings and reactions to it; describe what you would do differently if you were to repeat this experience; and discuss the value of this experience to you as a counselor. **You are required to complete two different cultural immersion experiences. Each experience must cover a different dimension. All activities must**

be preapproved. This activity must be done alone – *not* with other students, family members, or friends.

Grading Rubric:

Identify and describe the experience	10
Discuss why you selected the experience	10
Discuss your feelings and reactions to the experience	10
Describe what you would do differently if you were to repeat the experience	5
Discuss the value of this experience to you as a counselor	10
Following APA guidelines	5
Total	50

G. Two timed objective quizzes:

Quiz #1 (chapters 1-8, 10-12)
Quiz #2 (chapters 14, 16-20, 22- 26)
100 points each for 200 total points

Scoring:

Novice (70%)

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%)

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%)

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

H. Advocacy Project (25 points)

Based on your MLE and CIE activities what you learned from them especially in the areas of public policy and how public policy affects the accessibility of mental health services. Write a letter to a state legislator advocating for their support concerning the provision of mental health services. This letter is to be both sent to the legislator and submitted to the instructor.

Grading Rubric:

Composing Letter addressing advocacy issue	20
Sending letter (Turn in to instructor in stamped envelope)	5
Total	25



All papers must comply with APA format including the use of headings.

Grades:

Article Review	25 points
Cultural Immersion Experiences	100 points
Cultural Identity Project	100 points
Multicultural Learning Experience	100 points
Objective Quizzes	200 points
Advocacy project	25 points
Discussion Boards	30 points
Total Points:	580 points

523-580	A
465-522	B
407-464	C
Below 407	F

SHSU Advanced Dispositions and Diversity Proficiencies

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards* Sam Houston State University has adopted you are required to document **multiple and varied (diverse) field experiences**.

Additionally, you will complete written reflections highlighting your experiences.

The goal of this requirement is to record your experiences in diverse settings, reflect upon these experiences and provide evidence of your development in knowledge, skills, and dispositions. Your reflections, the location, date and time, and characteristics of your field experiences will be uploaded into TK20 as part of an existing course assignment or part of your culminating portfolio (as specified by your program of study). The reflections will also provide evidence of mastery of each the ***SHSU Advanced Dispositions and Diversity Proficiencies***. These are attached along with the rubric that will be used for scoring.

Multiple and varied areas of diverse field experiences include participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, and language groups [see the resource definitions for appropriate terminology at the end of this section]. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term “field experience” may not fully fit your circumstance and information you provide. You may use past or current employment placements.

The following guiding questions are to help in reflecting on these experiences:

- In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.
- How extensive were these experiences? How long did they last? How much did you participate (rather than observe) in this setting? How did you interact with the students?
- What issues did you confront relating to diversity that affected student learning?
- What strategies did you develop for improving student learning?
- How did this experience help you grow as an education professional and person?
- Which element(s) of the Advanced Dispositions and Diversity Proficiencies were addressed within this reflection?

Indicate the characteristics of each diverse setting using any of the following terms:

1. *Students with Exceptionalities* (e.g., students with IEPs, students identified as gifted)
2. *Ethnic and/or Religious Diversity* (may include differences in cultural characteristics, i.e., language, religion, geography/national origin, food, dress, music, etc.)
3. *Racial Diversity* (e.g., African American, Asian, Eastern European, Native American, Middle Eastern, South American, Western European, etc.)
4. *Gender Differences*
5. *Socioeconomic Diversity* (e.g., middle class, lower-middle class, homeless, children living in poverty, upper-middle class, upper class, etc.)
6. *Linguistic Diversity* (e.g., English Language Learners, Bilingual, Limited English Proficiency)

Terms used in discussions of Diversity in Education and in Educational Settings

Diversity	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
Culture	a broad concept that encompasses everything used to describe a people; e.g., their shared ways of knowing, thinking, perceiving, creating, evaluating, interacting, and doing.
Ethnicity	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.
Intercultural	respectful interchange (more than recognition) between and among individuals, groups, and nations.
Interdependence	need for and benefit in interacting with, learning from, and working together.
Minority	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
Multiculturalism	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
Race	a social construct used to classify people on visible characteristics

Modified from definitions compiled by Dr. Brenda Forster, Professor of Sociology, Elmhurst College



COUN 5392
Cross Cultural Issues in Counseling
Spring, 2018
 (Subject to Change with Notice)

Week/dates	Instructional Activities	Assignments Due	Points
Week 1/ January 17	Review Syllabus Review APA	SHSU - CLOSED	
Week 2/ January 24	Syllabus Questions Obstacles to Cultural Competence	Chapters 1-3	
Week 3/ January 31	Political & Social Justice Impact of Systemic Oppression	Journal Article Chapters 4-5	25
Week 4/ February 7	Microaggressions Barriers to Multicultural Counseling	Proposal Letter Chapters 6-7	0
Week 5/ February 14	Communication Styles Non-Western Indigenous Methods	Cultural Identity Project Chapters 8, 10	100
Week 6/ February 21	Discussion Board	Chapters 11 and 12	10
Week 7/ February 28	Counseling African Americans Counseling Asian Americans Counseling Latinas/os	Cultural Immersion 1 Chapters 14, 16-17	50
Week 8/ March 7	Mid-Term Exam Online	Chapters 1-8, 10-12	100
Week 9/ March 14	Spring Break		
Week 10/ March 21	Counseling Multiracial Individuals Counseling Arab Americans & Muslim Americans Counseling Immigrants and Refugees	Chapters 18, 19, 20	
Week 11/ March 28	Discussion Board		10
Week 12/ April 4	Counseling Individuals with Disabilities Counseling LGBT Individuals Counseling Older Adults	Cultural Immersion 2 Chapters 22 - 24	50
Week 13/ April 11	Discussion Board		10
Week 14/ April 18	Counseling Individuals in Poverty Counseling Women	MLE Paper Chapters 25-26	70
Week 15/ April 25	MLE Presentations	Presentation Advocacy Project Service Learning Log	30 25
Week 16/ May 2	Final Exam Online	(Chapters 14, 16-20, 22- 26)	100
	Total Possible Points	→	580



Appendix I

Cut and paste this letter (in a Word document with 12 point font and attach a list of service duties or summary of your service) to begin your project.

**Sam Houston State University
Huntsville, Texas 77341**

***Attach a list of duties or summary of the project**

Date: _____

Name of Student _____

Telephone number _____

Name of Agency/School

Administrator/Supervisor

The Cross Cultural Issues in Counseling (COUN 5392) class in the College of Education, Department of Educational Leadership and Counseling at Sam Houston State University is required to complete an academic service- learning project. The project must meet a specific need in the school/community and provide prevention and/or intervention information focused on any aspect of helping with diverse clients, i.e. (a) person(s) of another race or ethnic minority, elderly, special needs, sexual minority, disabled, etc.

The academic service project can provide direct approved service, advocacy or giving information to support or help individuals who are under represented in society for the counselor in training. Each graduate student enrolled is asked to:

1. Confer and comply with the requirements of your school/agency
2. Implement the service learning project after your agreement and approval;
3. Make a report regarding the process and assessment of participation in the service project
4. Reflect on whether it made a difference in their perspective of the cross cultural or multicultural needs in the school/community.

If you approve of the listed responsibilities of this student, please sign below and send the copy back with the student. A copy is provided for your records with an approved summary or list of duties signed by Dr. Rodriguez-Almendarez.

If you have questions, please call Dr. Rodriguez-Almendarez at 281-413-0939 or email stdrxr13@shsu.edu for additional information.

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

Approved School/Agency Representative

Date



Appendix II
Service Learning Log

Name _____ CNE 592
Date _____
Agency/School Name and Address _____
Name and phone number of Supervisor _____

List the hours

Date	Time	Duties Performed or Service Rendered	Student Initials	Supervisor Initials

Signature of Student _____

Signature of Supervisor _____ Date _____



Service Learning Survey

Class: _____

Community/School Service Site _____

Telephone number _____ email _____

Number of Service Hours Provided _____

I. What do you know about the community/school that you did not know before doing the academic service learning project?

II. Did you get any unexpected benefit from doing the service learning project?

III. What could the instructor do to improve the link between service learning and understanding the areas covered in this class?

IV. What could be changed to make this academic service learning experience better for the next class?

V. Using the rating scale below, please answer the following:

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



To what extent has your community/school service experience enabled you to:

1. Learning about the culture or cultures different from your own _____
2. Critically reflect upon your own values and biases? _____
3. Improve your written communication skills? _____
4. Improve your critical thinking or analytical skills? _____
5. Improve your problem solving skills? _____
6. Understand better how communities/schools work or function _____

VI. Course relatedness:

1. What is the most important thing you have learned from your academic service learning experience?
2. How did this learning experience compare to doing the more traditional library term paper for a course?
3. Did your experience help you gain a better insight into the material and concepts of the course? Please explain.
4. How do you feel about the academic service-learning component of this course? (Please circle the response closest to your feelings.)

Very positive somewhat positive somewhat negative very negative

5. Do you think that community/academic service is a valuable and appropriate learning component within this course?
 _____ yes _____ no



Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Students can use the word processing of computers and tablets only.
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: Students can use cell phones during emergencies outside of class. Cell phones should not be on or able to be heard during class.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

COUNSELING PROGRAM ATTENDANCE POLICY

The following represents the summer attendance policy for all courses in the Counseling Program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected.
2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. **Because summer classes meet fewer times than during a regular semester, missing one class will be the same as missing two classes and will result in the loss of a letter grade.**
3. A drop of a letter grade will occur for each subsequent absence.



Course Policies:

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students are expected to submit all assignments in Blackboard by the date and time indicated in Blackboard and the course schedule. Assignments should be sent as attachments. **Late work will not be accepted or awarded credit. There will be no make-up work.**
3. Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program.

Bibliography:

Root, M. P. P. (2001). *Love's revolution: Interracial marriage*. Philadelphia, PA: Temple University Press.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.