

EDPC 5346 - Counseling Multicultural and Diverse Populations

The University of Texas at El Paso
College of Education
Department of Educational Psychology and Special Services
Counselor Education

COURSE SYLLABUS

fall 2022

Time: primarily asynchronous online with several (in-person) synchronous meeting dates -

Location: College of Liberal Arts: (LART) Rm. 318

Please check syllabus for dates

(Syllabus is subject to revision with notice)

INSTRUCTORS: Anjanette Todd, Ph.D.

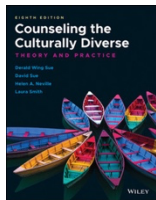
E-mail: atodd3@utep.edu

Virtual Office hours:

Tues: 1:30pm-3:30pm Thursday: 1:30pm-3:30pm

(Please make an appointment in advance and I will send you a link)

REQUIRED TEXTBOOK AND RESOURCES:



Sue, W. S., Sue, D. Neville, H., and Smith L. (2019). *Counseling the culturally diverse: Theory and practice, (Eighth Edition)*. New York: John Wiley & Sons.

ISBN: 978-1-119-44824-2

Student Companion website:

<http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1119448247&bcsId=11550>

COURSE DESCRIPTION:

Students will explore multicultural counseling theories and practice in addition to the social, psychological, cultural, economic, and environmental influences that affect various client populations including the specific counseling issues related to gender, race, ethnicity, sexual orientation, and disability status.

RELEVANT ACCREDITATION STANDARDS/ STUDENT COMPETENCIES:

Standards and Competencies for Counselors

The State of Texas, including the Texas Administrative Code (TAC), TExES School Counselor Competencies, and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) have required certain standards and competencies for counselor in training programs to address. Those that relate to this course are included below:

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:

- (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;**
- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;**
- (9) 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.**

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 lifestyles;**

Texas School Counselor Competencies

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to that ensure the developmental guidance and counseling program is responsive to all students.

The beginning school counselor:

- A. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.**
- B. Knows and applies strategies for positive, effective communication with all students and their families.**
- C. Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style) and knows how to provide a developmental guidance and counseling program that meets the needs of all students.**
- D. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).**
- E. Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive and purposeful learning environment.**
- F. Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.**
- G. Advocates for a school environment in which diversity is acknowledged and respected.**

CACREP Standards Social and Cultural Diversity

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally**
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy**
- c. multicultural counseling competencies**
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others**
- e. the effects of power and privilege for counselors and clients**
- f. help-seeking behaviors of diverse clients**
- g. the impact of spiritual beliefs on clients' and counselors' worldviews**
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination**

COURSE GOALS/OBJECTIVES

Goals/Objectives	2016 CACREP Standards	School Counselor Certification Standards	Learning Activities	Outcome Measures
GOAL A: Increased understanding of own beliefs, feelings, attitudes and behavior toward different groups. (CACREP Standards: 2.F.2.a, b, c, d.)				
Objective A-1 Describe the relationship factors between beliefs, feelings and behaviors.	2.F.2.a. 2.F.2.b. 2.F.2.C. 2.F.2.d.	a,b,c	Readings, lectures, and discussion boards Reflection journals	Evaluation of MJA
Objective A-2 Identify thoughts and behaviors held toward different groups.	2.F.2.a. 2.F.2.b. 2.F.2.C. 2.F.2.d.	d,e,f	Readings, lectures, and discussion boards Reflection journals	Evaluation of MJA
Objective A-3 Demonstrate use of cultural awareness.	2.F.2.a. 2.F.2.b. 2.F.2.C. 2.F.2.d.	g	FCC	Evaluation of FCC
GOAL B: Increased awareness of barriers to communication and strengthen skills which enhance inter-group communication. (CACREP Standards: 2.F.2.h.) (Clinical Mental Health Standards: 5.C.2.j)				
Objective B-1 Identify surface and deep level communication barriers to inter-group communication.	2.F.2.h.	h	Readings, lectures, and discussion boards Discussion Board cultural exercises	Evaluation of Discussion Boards/MJA
Objective B-2. Demonstrate verbal and non-verbal methods to bridge communication between cultural groups for helping relationships.	2.F.2.h. 5.C.2.j	i	online-class cultural exercises FCC	Evaluation of Discussion Boards/MJA Evaluation of FCC/Quizzes
GOAL C: Greater awareness of the various effects of racism and discrimination by examining subtleties in the environment. (CACREP Standards: 2.F.2. d,e,h) (Clinical Mental Health Standards: 5.C.2.j)				
Objective C-1 Distinguish prejudice concepts and their relationship to	2.F.2.d. 2.F.2.e.	j	Readings, lectures, and Discussion Board	Evaluation of Discussion Board/ MJA Evaluation of FCC/Quizzes

discrimination in the helping relationship.				Evaluation of MACB
Objective C-2 Identify covert and overt actions of discrimination, racism and sexism.	2.F.2.d. 2.F.2.e.	k	Readings, lectures, and discussions boards FCC	Evaluation of FCC
Objective C-3 Demonstrate use of techniques to develop positive behavioral response options with different cultural groups.	2.F.2.h. 5.C.2.j	e	FCC Project	Evaluation of FCC Evaluation of FCC/Quizzes
GOAL D: Increased knowledge of multicultural and pluralistic characteristics, concerns and trends. (CACREP Standards: 2.F.2.a, 2.F.2.h)				
Objective D-1 Identify societal trends and standards which support multicultural and pluralistic responses/behaviors.	2.F.2.a.		Readings, lectures, and discussion boards	Quizzes
Objective D-2 Demonstrate counseling interventions which use a multicultural world view.	2.F.2.h.		Cultural Scrapbook FCC	Evaluation of Cultural Scrapbook Evaluation of FCC
GOAL E: Increase knowledge of the ethical considerations in counseling diverse populations. (CACREP Standards: 2.F.1.i., 2.F.2.c., 2.F.3.i., 2.F.4.j., 2.F.5.d., 2.F.6.g., 2.F.7.m., 2.F.8.j.) (Clinical Mental Health Standards: 5.C.2.j.)				
Objective E-1 Identify counseling standards and ethics related to issues of diversity.	2.F.1.i. 2.F.2.c. 2.F.3.i. 2.F.4.j. 2.F.5.d. 2.F.6.g. 2.F.7.m. 2.F.8.j.		Readings, lectures, and discussion boards Cultural Scrapbook	Evaluation of Cultural Scrapbook

Objective E-2 Recognize counseling interventions and approaches which support the use of ethical standards.	2.F.3.i. 2.F.4.j. 2.F.5.d. 2.F.6.g. 2.F.7.m. 5.C.2.j		Readings, lectures, and discussion boards Cultural Scrapbook	Evaluation of Cultural Scrapbook
Objective E-3 Demonstrate case-management strategies that integrate “appropriate” ethical standards.	5.C.2.j		Cultural Scrapbook	Evaluation of Cultural Scrapbook
GOAL F: Strengthen knowledge of individual family and group strategies with diverse populations. (CACREP Standards: 2.F.2.a, b, f, g)				
Objective F-1 Identify world views of diverse cultural groups and impact on parenting, decision making and ways of relating	2.F.2.a 2.F.2.f. 2.F.2.g.	d,e,f,g	Readings, lectures, and discussion boards Cultural Scrapbook FCC	Evaluation of Cultural Scrapbook and FCC
Objective F-2 Demonstrate the use of theoretical and practical strategies which guide the counseling of diverse families and groups.	2.F.2.b. 2.F.2.f.		Readings, lectures, and discussions boards Cultural Scrapbook	Evaluation of Cultural Scrapbook

EXPECTATIONS OF STUDENTS:

- 1. Professionalism is expected at all times.** Professionalism includes, but is not limited to, arriving to class and other meetings with classmates on time; completing assignments on time; working collaboratively and effectively with professors and classmates; apprising your professors of issues with the class or attendance in a timely manner; communicating with professors and fellow students in a courteous respectful, and honest manner; appropriately working out disagreements with professors and classmates; attending all classes unless there is a documented emergency or work conflict that has been excused by your professor; and following the ethical codes that pertain to your profession (e.g. ACA Code of Ethics).

ASSIGNMENTS

All assignments will be posted on Blackboard. Please submit assignments to Blackboard by the deadline.
(There will be a deduction for ALL late assignments)

Multicultural Journal Assignments (MJA) (See- template example in BB):

Value= 50 points

- **You will turn in (2) (MJA) to Blackboard on the assigned due date/time**
- **Each worth 25 points, for a (MJA) total of 50 points**

As you read the assigned chapters in the textbook make sure that you highlight the passages and terms that stand out for you. **For each of the (2) assigned MJA's for this semester,** you will create a typed document that includes the following: Words, R/D questions.

- **(WORDS/TERMS-/25 pts): Select five (5) key words/terms from the chapters assigned**
 - **After the word/term write its meaning/definition.**
 - **After each word/term, begin a new paragraph, and in *italics* include your reflections. For this reflection, please**
 - **a.) connect the substance of the word/term to your own life experiences**
 - **b.) discuss how you feel this word/term connects to your future career as either a school, mental health or rehabilitation counselor.**
 - **For letter (b), also reflect on the pros & cons of this response/view**
 - **For letter (b), also review the MSJCC and/or the MCC for School Counselors and include the domains/competencies that aligns with and supports the answer/reflection you provide.**

MLC Points to remember:

Please include chapter and page numbers for each area
(note: points will be deducted if not presented in this format.

Movie Analysis: CRASH Questions (MACQ):

The purpose of this assignment is to consider how this film depicts the lives of (and interactions between) several connected stories about race and racism, white privilege, gender and class.

- **Value = 40 points**
- **You will complete a movie analysis by answering the “Crash Movie Analysis Questions” (format is below)**
- **Submit to BB**

Answer the following questions regarding the movie "Crash:"

Be sure to use your textbook and peer-reviewed journal articles when defining terms like sexism, classism, racism, discrimination and power etc. Do not try to answer these questions simply using your opinions... critically analyze the movie using information you are learning in the course.

PLEASE NOTE: Although this assignment does not need to be in APA format; you still need to use information from our textbook/peer reviewed literature to support your answers and you must **include intext citations and references.**

1. Define the following terms:
 1. Stereotype
 2. Prejudice
 3. Discrimination
2. What were some examples of characters who demonstrated an interracial or interethnic bias in this movie?
3. In your experience, does the movie accurately depict the extent of racial inequity in daily life in America?
4. Which character(s) in the film displayed the most overt racist or prejudiced behaviors? Explain.
5. How does “power” influence and perpetuate oppression in this film?
6. What were some of the different ways classism and sexism were exemplified in the movie? (Give examples of each)
7. What are some examples of scenes where characters in this movie used non-verbal communication— Please provide examples for the following: (1) proxemics, (2) kinesics, (3) paralanguage, (4) high/low-context communication
8. Racial microaggressions are brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group. Identify and describe examples from the film of racial microaggressions (at least one of each):
 - Microassault: _____
 - Microinsult: _____
 - Microinvalidation: _____
9. What social justice issues are present in this film? Explain and provide examples
10. Reflect in depth on your experience in viewing this film. Provide feedback on how you were able to connect your learning from our textbook to this assignment.

Film Case Conceptualization (FCC):

This project will help you apply the theoretical and applied constructs learned in this course to a culturally diverse client based on the chosen film. It is recommended that you preview the film in order to make the best choice for your multicultural competence learning and indicate your film choice on the sign-up sheet (link is provided on BB) by the date listed. **PLEASE NOTE:** Although this assignment does not need to be in APA format; you still need to use information from our textbook/peer reviewed articles to support your answers and include citations and references. ***In addition, you need to provide headings for each area discussed below (e.g. Title of movie; Character name; Biases/Stereotypes;...etc...)

Value= 50 points

Step-by-Step Procedures:

- **(3pt) Include headings for each of the areas discussed below**
- **(2pt) Choose a movie from the list provided and submit this on the sign-up sheet by due date. (If interested in movies not listed, please email me and once approved, use sign-up sheet)**
- **(5pt) Select a character who could have experienced the most intense challenges or situations. Describe your reasons for selecting this character. Explain in detail what are some examples of these intense challenges or situations.**

Pretend the character is your counseling client:

- **(5pt) What biases/stereotypes might you hold about the client? What steps would you take to effectively deal with your own biases and stereotypes about this client?**
- **(5pt) Elaborate on what issues or concerns the client could encounter (or did encounter in the film) that deal with race, racism, social justice themes. How might their experiences affect their perceptions of you?**
- **(5pt) Analyze the client's racial/cultural identity development based on appropriate model(s) addressed in the textbook. Review Chapters 11-12 in our textbook and choose one of the following models:**
 - **(The R/CID Model, Cross Model, Hardiman Model, or Helms Model)**
 - **Identify which stage the client might be experiencing. Provide examples.**
 - **Explain why it is not any other stage or status (use textbook/literature to support your responses).**
- **(5pt) Include and discuss possible (counseling strategies, skills, theoretical orientation) that you may choose for this client (similar to what you may include in a treatment plan) (use and cite textbook/literature to support your responses).**
- **(5pt) How would you begin to address their experiences with race and racism in counseling? What would you do to help them feel more comfortable with you as their counselor? (use and cite textbook/literature to support your responses).**
- **(5pt) What social justice/advocacy opportunities might you explore with this client? Explain in detail.**
- **(5pt) Reflect on this assignment What aspects of this assignment were challenging? What aspects were helpful? How did this assignment have an impact on your multicultural competence and cultural awareness?**
- **(5pt) Citations and references included**

Film suggestions:

Always Be My Maybe; Amistad; American History X; Amreeka; Antwone Fisher; Boys Don't Cry; Boyz in the Hood; Come See the Paradise; El Norte; Finding Forrester; Freedom Riders; Higher Learning; House of Sand and Fog; Incendies; Love, Simon; Mi Familia/My Family; Moonlight; My Life in Pink (Ma Vie en Rose); Nowhere In Africa; Pariah, Real Women Have Curves; Saving Face; Schindler's List; The Joy Luck Club; The Hate You Give; The Namesake; The Pursuit of Happyness; The Wedding Banquet; Towelhead; Trembling Before G-d; When They See Us; Years and Years.

This assignment is excerpted/adapted from: Shen, Y.-J. (2015). Cultivating multiculturally competent counselors through movies. *Journal of Creativity in Mental Health, 10*, 232-246. DOI: 10.1080/15401383.2014.959679

Cultural Scrapbooks (CS)-Small Group Project:

As a “scrapbook,” this multimedia project is intended to be a creative and engaging method for students to learn about a culture of interest. Creativity is highly encouraged.

- Value = 110 points
- You will be assigned a racial/cultural group (from our textbook). Please review the racial/cultural groups within our textbook

WHEN SUBMITTING:

- Please upload your scrapbook & handout
 - 1.) in the “Assignments” submission area so that I can grade your presentation/handout
- Please ALSO upload your handout
 - 1.) to the blog post titled “Cultural Scrapbook Handout” so your classmates can view and download your handout

SCRAPBOOK INFO:

- In order to create a comprehensive scrapbook, you must do the following:
 - (a) Using the assigned cultural group, your small group will create a scrapbook (using a multimedia platform such as PowerPoint, sway...) of your selected group:
 - a. Each topic/area addressed must have a heading/title
 - b. For EACH bulletin point below please include a detailed (approx. 2-3 paragraphs) typed information/reflection page that follows each scrapbook page (For example, if you were presenting this to the class write down what you would say).
 - i. You can include this as a ppt slide (separate slide that follows each topic)
 - ii. Or, you can include this in the “notes section” of the ppt.
 - iii. Or, you can provide me (upload) a word document that has this info and is labeled to correspond with each slide #
 - c. You are encouraged to be creative in this assignment while also addressing the required information below:

The scrapbook should address the following areas and have a separate corresponding reflection page-(as described above):

- (8pts) Acculturation issues for this particular group
- (8pts) Religion / Spirituality
- (8pts) Educational issues
- (8pts) Socioeconomic issues (SES)
- (8pts) Perceptions, misperceptions (stereotypes) about your group
- (8pts) Strengths and challenges for your group in the U.S.
- (8pts) Counseling strategies & approaches (supported by research-include citations on slide and include in references)
- (8pts) Racial Identity Development Model (detailed description with citations on slides and include in references)
- (8pts) Implications for counselors: ethical concerns

- (8pts) Choose 2 additional issue pertinent to your group such as:
 - Age-related issues
 - Marital and parenting issues
 - Gender roles
 - Health care

- (3pts) Include 3 photos as part of the presentation on social justice and advocacy needs of your selected cultural group. These photos are meant to serve as a learning experience and a vehicle for advocacy. You will use visual evidence (3 photos) to recognize and voice the problems/concerns faced by your selected cultural group. (ex: photos from newspapers/journal articles, online sources-
 - (12pts) Each photo should have its own separate reflection page.
 - In your reflection, describe in depth:
 - 1). What is the story behind the photographs?
 - 2.) Why you chose the photographs you selected.
 - 3.) Why it is important to advocate on this topic
 - 4.). Highlight the social justice implications using terms identified from our book. Please identify these terms in “bold.”

- (3pt) under each photo-- please include the citation.

- Create a 1–3-page handout

Your handout should include:

- (5pts) relevant information about your selected cultural group with key information from this scrapbook
 - (5pts) Include a list of community resources available to the cultural group (e.g., associations, counseling services, outreach groups...etc.
 - (2pts) You should have at least 5 (or more) references (in APA format). Your textbook can be one of your references. The (3 photo citations) should also be included in your references.
-
- *****Please remember to upload your scrapbook & handout**
 - 1). in the “Assignments” submission area so that I can grade your presentation/handout
 - Please **ALSO** upload your handout
 - 1.) to the blog post titled “Cultural Scrapbook Handout” so your classmates can view and download your handout

Cultural Autobiography (CA):

Value= 50 points

Reflect on own racial/ethnic cultural identity and intersectionality as well as expand on your understanding of culture, discrimination, prejudice and privilege. **This paper is written in APA format (7th edition).**

Exploration of Cultural Identity Formation

Review the social identity wheel chart: (**handout-attached to this assignment in BB**) in order to reflect on your multiple identities. Then answer the following questions in this section.

1. What are your multiple identities (privileged/oppressed) and where do they intersect?
2. What strengths or privileges are provided to you as a result of these intersecting identities? What barriers or challenges do you face as a result of these intersecting identities?
3. Are there identities you wear at different times due to comfort, safety, etc.?
4. Do you see yourself and your multiple identities mirrored in literature and in the media? Is it accurate or inaccurate and what is that like for you?

Impact of Discrimination, Prejudice and Privilege

5. How do you think your multiple identities/oppressions will impact your work as a professional counselor?
6. Describe a past instance of discrimination, privilege and/or prejudice (racism, classism, sexism, homophobia, xenophobia, ableism, ageism etc.) which could have occurred at school, work neighborhood etc... How did you feel about it then and how do you feel about it now?
7. How can you use this experience in your future work as a professional school counselor or mental health counselor?

My Racial/Cultural Identity Development

Select the most appropriate model of racial identity development for your primary cultural identity and *provide a brief overview of this model*. **Review Chapters 11-12 in our textbook and choose one of the following models:** (The R/CID Model, Cross Model, Hardiman Model, or Helms Model)

8. Using your selected model, explain how you formed your cultural identity and determine what stage/status you are currently at in your personal racial/cultural identity development. Provide examples to support your statements.
9. What happened in your past that moved you, or allowed you to move, from one stage to the next to get you where you are today?

My Plan to Increase Cultural Competence

10. What will you do to help you in your continued growth? (you can use the identity development model you selected above as a framework to explain this). List any areas for improvement and your plan for improvement of culture competence?

Cultural Autobiography (CA) -- Paper Content and Format:

Requirements: 5-7 double-spaced pages

You **MUST HAVE** the following headings (**in bold**) separating each section of the paper

Exploration of Cultural Identity Formation
Impact of Discrimination, Prejudice and Privilege
My Racial/Cultural Identity Development
My Plan to Increase Cultural Competence

(PLEASE NOTE: for this paper you do not need to include an abstract)

- Your paper should have a title sheet with the following information:
 - Title
 - Your name
 - The course name
 - Date
- The title sheet is not counted in the length of the paper.
- Papers should be written in 12-point font
- Papers should have 1-inch margins around the paper
- Paper should be page-numbered
- Times New Roman
- The last page of your paper will be your reference sheet. Please follow APA style for listing your references. This page will not be counted in the page total of your paper

Students can use your textbook as a reference for this assignment; however, there should also be at least 2 additional sources from the peer-reviewed literature that were not used in class readings.

Use UTEP online Library and/or Google Scholar to locate articles:

APA Help: <http://owl.english.purdue.edu/owl/resource/560/06/>

EXAMPLE of APA: student paper format;

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/20200128APA7StudPaper.pdf

Small Group Collaboration:

You have a “small group collaboration” assignment. The purpose of this assignment is so that you can connect with peers in this course and discuss and critically analyze course content from our textbook.

- Value = 10 points
- You will meet with your small group
- **One person** in your group will synthesize the information discussed and post your group’s thoughtful and reflective feedback
 - (click on small group collaboration link in Module 2 in BB to submit)

Discussion Board Posts (4): w/responses to at least two other posts:

- Value = 40 points total (10 points each)
- There will be (4) assigned discussion board posts throughout the semester
- For these posts, you need to also respond to at least 2 other students’ posts

When answering the assigned questions for the discussion board posts, keep this in mind:

- Click on “create thread” and post your answer
- References, citations: (e.g. include in-text citations and references in your initial post)
- In addition please review the MSJCC and/or the MCSC and in your original post you must include the domain/competency that align and support your overall answer
- **ALSO**, you *must* provide well thought-out and reflective responses/feedback to *2 other students’ posts*.
- Posted by due date: (post your initial post and responses by the due date on the syllabus)

Quizzes:

- Value = 90 points
- You will take (6) quizzes on Blackboard (you can use your notes/textbook)
- Each worth 15 points, for a quiz total of 90 points
- You will have (1 attempt) for each quiz

Final Exam:

- Value = 120 points
- You will take (1) final exam
- Please make sure that you have good internet connection, as you will only have (**One attempt**) for the final exam. You can use your notes/textbook

Participation/Professionalism:

- Value = 20 points
- (some examples include: welcome blog post, watching all videos/films, turning assignments in on-time, integrating materials viewed & read into discussion board posts/assignments, professional/respectful communication, feedback provided by your small group in the evaluation form will also be used to inform your grade)
 - At the end of the semester, each small group member will email me the completed: Small Group Evaluation Form (form found in the “instructor/course introduction” module on BB)

EVALUATION:

1. Multicultural journal assignments (MJA) (2).....	50
2. Movie analysis: CRASH questions (MACQ).....	40
3. Film case conceptualization (FCC).....	50
4. Cultural scrapbook (CS)-small group assignment.....	110
5. Discussion posts (4).....	40
6. Small group collaboration	10
7. Quizzes (6).....	90
8. Cultural autobiography (CA).....	50
9. Final exam (1).....	120
10. Participation/Professionalism	20

Assignments must be submitted on Blackboard by the due dates and all quizzes must be completed by the due date. ****All late assignments will not receive full credit.**

Grading Scale

The scale used to assess the demonstration of achievement of student learning outcomes is as follows (grades are based on percentage of possible points):

90-100% of Total Points =	A
80-89% of Total Points =	B
70-79% of Total Points =	C
60-69% of Total Points =	D
<59% of Total Points =	F

Syllabus Adjustments

The instructor reserves the right to alter as necessary information listed in the syllabus to improve student-learning needs and in response to unplanned circumstances. ***Online announcements take precedent over syllabus.***

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a graduate-level course; therefore, all communication should reflect professional and respectful consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Universal Design

In this Multicultural course, I will make it my top priority to build a community that is fully inclusive of all body types, identities, and ways of learning. This will require each of us to be self-aware, respectful and compassionate. If I'm engaging in any practices throughout the semester that lead you to feel overlooked, unwelcome, or alienated, I encourage you to please come talk with me. I'm available for you.

Classroom Accommodations

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students needing potential accommodation must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal. You should also visit the CASS website at: <https://www.utep.edu/student-affairs/cass/>

Current physical location of CASS is at Room 106 Union East Building.

Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist your needs in this class.

COVID-19 ACCOMMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

- For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

- **“Cheating”** includes:
 1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test (taken either in class or online).

2. Possession and/or use during a test of materials which aren't authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes".
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor (including downloaded tests or parts of online tests from previous semesters), or accessing a test bank without instructor permission.
4. Collaborating with or seeking aid from another student for an assignment without authority.
5. Substituting for another person, or permitting another person to substitute for oneself, to take a test.

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