



**James I. Perkin College of Education
Department of Human Services
COU 535 Section 501 – MULTICULTURAL COUNSELING**

Fall 2019



Course Credits: 3 hours

Instructor: Wendy Killam, Ph.D., NCC, CRC, LPC-S

Office: 231

Office Hours: Tuesdays 9:00am to noon and virtual hours Wednesday 1:00pm to 3:00pm

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Text/Readings:

REQUIRED:

Baruth, L.G. & Manning, M.L. (2016). *Multicultural Counseling and Psychotherapy: A Lifespan Perspective*. (6th Ed.). New York, NY: Routledge Publishing. ISBN 9781138953543

TCCNS Credit Hour Justification Multicultural Counseling Online Lecture Course

This course spans 15 weeks. The course contains extensive written content that includes the same information received by students in a face-to-face lecture course. Students are required to engage with the online modules for at least three hours per week including responding to discussions each week which highlight cases and issues related to diversity in counseling. For discussion initial posts, students are required to use references to support ideas and they must respond to at least two peers in a substantial fashion. Students also are required to complete an in-depth project where they apply key course concepts regarding diversity and multicultural issues. Other application assignments in the course allow students to gain insight and understanding into diversity, cultural, racial and social justice issues within the field of counseling. Additionally, primary source readings are woven into the module content to support key concepts and provide multiple diverse perspectives on multicultural issues within the field of counseling. In addition, students are required complete exams over the course content. For every hour a student spends engaging with the content, he/she spends at least two to three hours completing associated activities and assessments.

LiveText Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail

concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Prerequisites: None

Course Description:

This course provides an introduction to human diversity and its impact on counseling practices. Some aspects of diversity to be addressed include culture, ethnicity, lifestyle, socioeconomic status, religion, age, gender, appearance and abilities. Identity development models and the effects of privilege, oppression and acculturation on individuals and groups will be explored. Students will be presented with opportunities to examine their own identities, worldviews and attitudes, and how these may impact the counseling process. Basic multicultural counseling competencies will be presented, with a focus on experiential practice of strategies and techniques.

Course Objectives/Intended Learning Outcomes:

Objectives

Specific objectives covered in the course include:

1. To increase the student's awareness and sensitivity to understanding their own worldview and culture and racial identity development as a basis from which counseling others proceeds.
2. To broaden students' familiarity and experience with current issues and trends in multicultural counseling and to critically examine, compare and contrast traditional mainstream values with other orientations.
3. To foster and maintain a safe environment where self-examination on issues of bias and prejudice can be explored, in particular as to how these impact counseling relationships.
4. To compare and contrast various communication styles, attitudes and beliefs and worldviews across major ethnic groups and diverse cultures.
5. To develop personal and professional development strategies for continued self-monitoring to address prejudices and biases as they arise in counseling.
6. To explore, apply, assess and integrate various assessment and counseling strategies used with diverse clinical populations into culturally relevant counseling strategies.
7. To discuss ethical implications of providing culturally competent services to those clients whose ethnic and cultural backgrounds differ from that of the counselor and to incorporate those ethical concerns into a professional development plan.

Student Outcomes

Upon completion of the course, the student should be able to:

1. Discuss multicultural and pluralistic trends in American society
2. Identify the characteristics and concerns of diverse groups in American society.

3. Describe attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.
4. Choose and apply appropriate counseling strategies for working with individuals, families and groups from diverse populations.
5. Understand ethical considerations in counseling person who identify primarily with a culture that differs from the counselors.
6. Be familiar with the multicultural counseling competency standards approved by the Association for Multicultural Counseling and Development and the American Counseling Association 2014 Code of Ethics and be able to apply these to their own professional practice and professional development.

Through the activities and objectives in COU 535 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 535 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet **CACREP, SBEC, and NCATE standards** as described in the following matrix:

Objectives/Learning Outcomes	Activities (*indicates a field-based activity)	Performance Assessment	Standards
Understand the multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Readings Discussions Lectures	Exam Challenge Paper	CACREP 2.a
Understand the attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	Readings Discussions Lectures	Exam	CACREP 2.b
Understand the theories of multicultural counseling, identity development, and social justice	Readings Discussions Lectures	Exam Journal	CACREP 2.c
Understand individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies	Readings Discussions Lectures	Exam	CACREP 2.d
Understand the counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported	Readings Discussions Lectures	Exam Journal	CACREP 2.e

behaviors that promote optimal wellness and growth of the human spirit, mind, or body			
Understand the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination	Readings Discussions Lectures	Exam Journal	CACREP 2.f
Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	Readings Discussions Lectures	Exam	CMH E.1
Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client	Readings Discussions Lectures	Exam Journal	CMH E.2
Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare	Readings Discussions Lectures	Exam Journal	CMH E.5
Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning	Readings Discussions Lectures	Exam	SCH E.1
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	Readings Discussions Lectures	Exam	SCH E.4
Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development	Readings Discussions Lectures	Exam	SCH F.1

COURSE REQUIREMENTS:

Grades will be assigned based on the quality of each student's fulfillment of the following requirements. APA writing guidelines: *Publication Manual of the American Psychological Association* (6th Ed.) should be used for all assignments and discussions (references for initial posts).

Course Requirements

1. Participation will demonstrate knowledge of the text and/or other assigned readings. Students are expected to read the chapters assigned for the discussions and be prepared to fully participate in classroom discussion (both individual and group discussions). Participation in discussions will be graded on a 20 point scale. The total number of participation points possible will be 300. Initial discussion posts are due by 11:30pm Central Time with response

posts due by at 11:30pm Central Time by the dates indicated on the timeline for individual discussions. Your initial post should be two to three paragraphs (a paragraph for our purposes is six to eight sentences). You are expected to respond to at least two of your peers per each discussion question in a substantial fashion for individual discussions (two or more normal paragraphs. For our purposes, a normal paragraph is 6 to 8 sentences). A one or two sentence comment or statement of agreement is not considered substantial. Your response posts should prompt further discussion on the topic and peer reviewed references should be used to support ideas for the initial posts. **Please note the learning modules are not considered peer reviewed sources. Information in the learning modules is based on the textbook.** You should be using the textbook at minimum. You can also use peer reviewed journal articles to support ideas in addition to the textbook. **Do not edit discussion posts.** The policy for this course is that you are expected to post your initial post without reading your peers post. The system is set to not allow you to see other posts until you make your initial post. There is also no way it can be determined what was posted before or after the deadline if the posts are edited after the deadline and it is possible to post a blank post and then go back and edit it. You would not be turning in a paper and then taking it back to edit it. Thus, make sure that you post what you want others to read and what you want graded. If you forget to list a reference at the end of the post or want to add something then do a reply post to your post and label it addendum. The same applies to papers. Be sure you submit what you want graded. You have one attempt to do so. **Missing discussions and/or not posting by the deadlines will negatively impact your final grade. Please read the attendance policy later in the syllabus. Late discussion posts and late papers will not receive credit. Also, failure to participate in the course during the first week of class may result in being dropped from the course.**

2. Annotated Bibliography is required that has at least five current (2014 to present) peer reviewed journal articles related to the population you plan to examine for your challenge project that you might use in your paper. This is worth a total of 100 points.
3. You will be required to write a summary of your thoughts and feelings that have emerged during this course through guided journal activities that will be set up in D2L. In addition to the required questions, you may write other entries about your feelings or events that may come up in the news that will evoke emotions and feelings related to multicultural counseling. Journaling is an excellent way for you to process and record your thoughts and feelings from the sensitive work we will be doing this semester. All of your entries will be read by Dr. Killam and will be kept confidential. This is worth 100 points total (10 points per journal entry). You will not be graded on what you write but that you participate in this activity on time, use proper grammar and syntax and answer the questions asked of you in an in-depth fashion that demonstrates understanding of the concepts discussed in the course.
4. Challenge Experience Paper and Presentation: The purpose of the challenge experience is to increase your contact with others from a diverse culture. Often thought of as having to “stretch” one’s self is challenging and provokes an emotional action. As counselors, we must be constantly open to experience life fully. You may select one of the following options or come up with your own with instructor approval. At the end of the course, you must write a 5 to 7 page reflection paper about your experience and discuss your experience in the course discussion. The paper is worth 180 points with 20 points given for this special discussion participation for a total of 200 points. Your options are outlined below (you can contact me if you have other ideas to get approval)

- Attend a church function of a Black or Hispanic population if you do not normally do so and interview a member or the minister about his or her experiences as a minority.
- Attend an open AA meeting if you do not normally do so and look for someone who is different from yourself that you normally would not talk to, and ask the person for an interview over coffee at the end of the meeting.
- Ask an American minority for permission to interview him or her concerning his or her experiences as a minority in American life.
- Attend a concert, or social function in which you are a minority. Make an effort to speak to as many different people as possible.
- Attend a family celebration that is culturally different from your own and learn about the history and family dynamics.
- Contact an assisted living facility or nursing home and ask the director or personnel staff for a suggestion of an elderly person or two (different from yourself) to speak about experiences in their lives.
- Attend an open meeting of Gays/Lesbians if you are not gay or lesbian and ask to speak with a person or two about their life experiences.
- Visit a hospice to understand its mission and speak with a dying patient
- Interview a person that you do not know who has a disability that you do not have to understand his or her life experiences.

The paper must be turned into both livetext and the courseroom to receive credit.
Failure to submit to both livetext and D2L will result in a 0 on the paper

5. Reflection Paper – A reflection paper over the movie Blink is required. The movie is located in the course – **do not rent a movie**. This movie is about racism. The paper needs to be four to five pages in length and should be written in APA Style. The paper is worth 80 points and the discussion over the movie is worth 20 points.
6. Final Exam – a final exam will be given that is comprehensive in nature. It will be multiple choice and short answer. It is worth 200 points

Dropbox Information: The dropbox is set to only allow one submission per assignment. You need to be sure that what you submit is what you want graded. It is difficult and time consuming to reset the dropbox to give you another chance and does not always work. Thus, I will not be attempting to reset the dropbox and will review/grade what you submit. As a graduate student I expect you to ensure that you are submitting the correct paper or assignment. You would not hand in a paper then take it back again and again in a face to face course. Also, once submitted if time permits I may actually grade the papers early and I will not be grading papers twice. Thus, once submitted there will be no opportunities for you to keep resubmitting work.

Evaluation & Assessments:

Activity	Points
Discussion Points	300
Annotated Bibliography	100
Challenge Paper	200

Journal Activity	100
Reflection Paper and Discussion over Blink	100
Final Exam	200
Total Possible Points	1000

Grades will be based on the following scale

A = 1000 – 899 B = 899-798

C = 798-699 F = 698 and below

Grading Rubric for Discussions – note all references should be peer reviewed references (websites and the learning module are not peer reviewed sources) and APA Style should be used for reference citation in initial posts.

Criteria (20 total points possible – 10 for initial and 10 for responses)	0 Non-performance	15 points max Basic	17 points max Proficient	20 points max Distinguished
Demonstrates an understanding of key course concepts, correctly. Supports position with applicable knowledge and/or real world experiences. Uses the textbook at minimum. Also may use other peer reviewed sources to support ideas.	Does not demonstrate an understanding of key course concepts or has significant APA Style or grammar errors that detracts from the post	Demonstrates a basic understanding of key course concepts. May not be using peer reviewed sources but alluding to course materials or may have some major grammar/APA Style errors	Applies relevant key course concepts, correctly. Uses the textbook at minimum. Also, may use other peer reviewed sources to support ideas and has few APA Style errors	Analyzes key course concepts, correctly, using examples or supporting evidence. Uses the textbook at minimum. May use other peer reviewed sources to support ideas. Few if any grammar or APA Style errors
Collaborates with peers (minimum 2 responses to get full points), relating the discussion to relevant course concepts.	Does not collaborate with peers regarding key course concepts or has significant APA Style or grammar errors that significant distracts from the post.	Collaborates with peers without relating discussion to the relevant key course concepts or minimally relates to the course contents or may some have grammar/APA Style errors	Collaborates with peers, relating the discussion to relevant course concepts or has few APA Style errors.	Collaborates with at least 2 peers, relating the discussion to relevant course concepts and extending the discussion in a substantial way

Annotated Bibliography

<i>Content and Organization 60 points (30 points each)</i>		Comments:
Brief Summary (Six to 10 sentence paragraphs for each article) that provides specific details about the article including the purpose of the study, methods used and results.		
Minimum of Five Recent Peer Reviewed Journal Articles (2014 to Present). Twenty points deducted if fewer than recent five articles are included.		
<i>Readability and APA Style 40 points (10 points each)</i>		Comments:
The tone is appropriate to the content and assignment. Third person is used.		
Sentences are complete, clear, and concise. Sentences are well-constructed, with consistently strong, varied sentences. Spelling is correct.		
APA style is utilized for the referencing each reference and for formatting the title page.		
Overall formatting follows APA Style.		
<i>Total Points Earned</i>		

Journal Entries

<i>Quality of Work 8 points</i>		Comments:
Provides an in-depth response to all questions asked demonstrating an understanding of course materials. Demonstrates ability to apply readings.		
<i>Readability and APA Style 2 points</i>		Comments:
Sentences are complete, clear, and concise. Sentences are well-constructed, with consistently strong, varied sentences. Spelling is correct. Grammar is correct. Paper is double spaced with one include margins and 12 point Times Romans font is used		
<i>Total Points Earned</i>		

Challenge Paper

<i>Background and Basic Information 40 points total (20 points each)</i>		
Basic Background Information – Who, what, when and where		
Observations – information you observed about the person you interviewed or the event you attended		
<i>Reflection 80 points</i>		
Provides a solid reflection of the experience. Discusses whether or not your expectations were met or were things different than anticipated or that you researched. Uses at least seven peer reviewed sources (the textbook can be one of them but please note that websites are not considered peer reviewed – references need to be current which is 2014 to present) to discuss the culture/group of the individual interviewed or culture/group of the majority of the people you encountered in the event attended		
<i>Readability and Style 40 points (10 points each)</i>		Comments:
Paragraph and sentence transitions are present, logical and maintain the flow in the paper.		
The tone is appropriate to the content and assignment. Uses at least seven peer reviewed sources (the text can be one of them)		
Sentences are complete, clear, and concise. Sentences are well-constructed, with consistently strong, varied sentences.		
Spelling is correct. Proper use of grammar/syntax.		
<i>APA Style 20 points (20 points each)</i>		Comments:
APA guidelines are followed in the paper for relevant format. The paper effectively uses headings, font styles, and white space as appropriate.		
<i>Discussion Participation 20 points</i>		Comments:
Fully participates in the discussion and responds to at least two peers		
<i>Total Points Earned</i>		

Blink Reflection Paper

<i>Background and Basic Information 10</i>		
Basic information about the character and a very brief summary of the movie		
<i>Reflection 60 points</i>		
Provides a solid reflection of the movie. Discuss the impact that environment can have on how a person views other. What did you learn? Did the movie confirm information you already knew to be true about racism and diversity issues in the US? How might understanding a person's background be helpful when providing counseling services? What challenges do you anticipate if you were to work with an individual like the one in the movie? What can counselors do to advocate for social change? Uses at least five peer reviewed sources to support ideas (the textbook can be one of them but please note that websites are not considered peer reviewed – references need to be current which is 2014 to present)		
<i>Readability and Style 10 points (2 points each)</i>		Comments:
Paragraph and sentence transitions are present, logical and maintain the flow in the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise. Sentences are well-constructed, with consistently strong, varied sentences.		
Spelling is correct. Proper use of grammar/syntax.		
APA guidelines are followed in the paper for relevant format. The paper effectively uses headings, font styles, and white space as appropriate.		
Discussion over the movie – initial post and response posts (20 points)		
<i>Total Points Earned</i>		

Tentative Course Outline/Calendar – subject to change with notice

Timeline

Initial discussion posts are due by 11:30pm Central Time on Tuesdays with response posts due by at 11:30pm Central Time by Fridays. Journals are due by Sunday nights at 11:30pm CT except for the journal in week 12 which is due by Friday at 11:30pm CT. The dropbox will close at exactly 11:30pm CT for all assignments on the date and time noted on this timeline. Please note that certain assignments must also be submitted to livetext in order for them to be graded.

Do not email me late work unless you have made arraignments in advance. It will not be accepted. All documents must be submitted as a .doc or .docx file. If I cannot open the file, it cannot be graded and you will not earn points for your work

Dates	Readings	Learning Module(s)	Assignments and Due Dates	Points
Week 1 8/26-9/1		Introduction to the Course	Introduce yourself to everyone by 8/31 Quiz over course syllabi (not calculated into final grade) by 8/31	
Week 2 9/2-9/8	Chapters 1 & 2	Introduction to Multicultural Counseling and Ethical Considerations	Initial discussion post due by Tuesday Response posts due by Friday Journal Due by Sunday	Discussion 20 Journal 10
Week 3 9/9-9/15	Chapter 2	Identity Development Models	Initial discussion post due by Tuesday Response posts due by Friday Journal due by Sunday	Discussion 20 Journal 10
Week 4 9/16-9/22	Chapters 3	Culturally Effective Counselor	Initial discussion post due by Tuesday Response posts due by Friday Journal due by Sunday	Discussion 20 Journal 10
Week 5 9/23-9/29	Chapter 4	Multicultural Human Growth and Development	Initial discussion post due by Tuesday Response posts due by Friday Journal due by Sunday	Discussion 20 Journal 10
Week 6 9/30-10/6	Chapter 17	Issues in Multicultural Counseling (including ethical concerns)	Initial discussion post due by Tuesday Response posts due by Friday Annotated Bibliography Due by 10/6	Discussion 20 Annotated Bibliography 100
Week 7 10/7-10/13	Chapters 5 and 6	Counseling African Americans	Initial discussion posts by Tuesday Response posts due by Friday *There are two discussions for this module worth 20 points each	Discussions 40 Journal 10

			Journal due by Sunday	
Week 8 10/14-10/20	Chapters 7 and 8	Counseling Native Americans	Initial discussion posts by Tuesday Response posts due by Friday Journal due by Sunday	Discussion 20 Journal 10
Week 9 10/21-10/27	Chapters 9 and 10	Counseling Asian Americans	Initial discussion posts by Tuesday Response posts due by Friday *There are two discussions for this module worth 20 points each Journal due by Sunday	Discussions 40 Journal 10
Week 10 10/28-11/3	Chapters 11 and 12	Counseling European Americans	Initial discussion posts by Tuesday Response posts due by Friday Journal due by Sunday	Discussion 20 Journal 10
Week 11 11/4-11/10	Chapters 13 and 14	Counseling Hispanic Americans	Initial discussion posts by Tuesday Response posts due by Friday There are two discussions for this module worth 20 points each Journal due by Sunday	Discussion 40 Journal 10
Week 12 11/11-11/17	Chapters 15 and 16	Counseling GLBT Clients	Initial discussion post by Tuesday Response posts due by Friday Journal due by Sunday	Discussions 20 Journal 10
Week 13 11/18-11/24	Readings in Module	Multicultural Considerations in Mental Health Settings	Initial discussion post due by Tuesday Response posts due by Friday Including Blink discussion response posts Blink reflection Paper due by 12/2	Blink Discussion 20 Blink Reflection Paper 80
11/25-12/1		Thanksgiving Break		
Week 14 12/2-12/6	Readings in Module	Multicultural Considerations in School Settings	Initial discussion post by Tuesday Response posts due by Friday Challenge Project Due by 12/3(including the discussion posts-both initial and response posts). The paper must be submitted by the	Discussion 20 Challenge Project 200

			deadline to both D2L and Livetext to receive credit) – note this is a Tuesday	points
Week 15 12/7- 12/13			Final Exam - You will have two hours to complete the final exam from when you start taking it. The final exam will be available from 10am Central Time 12/7 to 5pm Central Time 12/13	Final Exam 200 points

All assignments and discussions are due by 11:30pm on the date noted on the timeline. Late work is not accepted unless arrangements are made in advance. Do not email late work to me. It will not be accepted.

Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Attendance – Failure to participate in a discussion by the due date will count as an absence. Not responding to two peers for a discussion will count as half an absence and only responding to peers (no main post) will count as half an absence. After two absences the final grade will be lowered by one letter grade. Late discussion posts will not receive credit. Also, failure to participate in the course during the first week may result in being dropped from the course.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabiltiyservices/>.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: - using or attempting to use unauthorized materials on any class assignment or exam; - falsifying or inventing of any information, including citations, on an assignment; and/or; - helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; - submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, - incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

Plagiarizing on a paper or cheating on an exam will result in a F in the course. You are expected to complete exams independently without help or assistance from anyone else.

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <http://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936- 468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

Other Relevant Course Information:

This is a fully online course and you are expected to have a backup plan should your primary way of connecting to the course fails. Additionally, you should back up your papers in the event of a computer issues. Do not wait until the last minute to submit a paper since the dropbox will close at exactly 11:30pm. Also, if you need to contact me please use my regular email wkillam@sfasu.edu rather than the email in d2l. Sometimes there is a delay with d2l email. Additionally, using your university email will also help to prevent an email from going to my spam file.

Meeting the requirements as outlined is the student's avenue for successful completion of the course. No additional assignments will be given or accepted for "extra credit." Late work is not accepted unless arrangements are made in advance or there is a major extenuating circumstance (ie death in immediate the family or unexpected hospitalization).

Please be respectful and considerate of others. Due to the seminar nature of this course and the fact that at times even well-seasoned professionals disagree on ethical and moral issues, you may find yourself disagreeing with others. Please feel free to express your opinion but also listen to and respect opinions that may substantially differ from your own.

The instructor returns phone calls that are received within 72 hours. However, messages left on Friday may not be returned until Monday. Email is the quickest way to reach the instructor but typically the instructor does not respond to emails on weekends or holidays.