

TROY UNIVERSITY
CP 6651
Counseling Diverse Populations

COURSE SYLLABUS
Pensacola Campus
Term: T3 January 7-March 9
Tuesdays, 5:00 -10:00 PM

INSTRUCTOR INFORMATION

Dr. Sharon Thompson
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850-450-5769

INSTRUCTOR EDUCATION

PhD, Educational Psychology, University of Alabama
MAMFC, Marital and Family Counseling, Southwestern Baptist Theological Seminary
BS, Belmont University, Psychology
Nationally Board Certified Counselor
LMHC, Florida
LPC, MS
Licensed School Psychologist. MS and GA

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

Counseling the CULTURALLY DIVERSE Theory and Practice, 5th Edition, Derald Wing Sue & David Sue, John Wiley & Sons, Inc.

Other Materials: Students enrolled in this course are required to purchase Livetext and must have access to computer and internet. Students enrolled as if purchasing a regular textbook. You need only to register once and it is good for five years.

Students should order textbooks as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at <http://bookstore.mbsdirect.net/troy.htm> MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). **Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.**

The textbook provider for Troy University is MBS Direct. The Web site for textbook purchases is <http://direct.mbsbooks.com/troy.htm> .

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work.

ADDITIONAL READING

Required : Additional handouts and journal reprints will be provided by the instructor throughout the semester. The student will be responsible for this material on the examinations.

**OFFICE HOURS
(virtual office)**

I am available by e-mail Monday –Thursday 9-5, and by cell Monday –Thursday 9-5.

PREREQUISITES

Admission to the Counseling and Psychology Graduate Program.

ENTRANCE COMPETENCIES

The student must possess the knowledge and skills of a college graduate and the capability to perform on a college level. Knowledge of basic mathematics, such as multiplying and dividing fractions and using percentages, simple algebra, and the ability read and construct graphs, is assumed. Students who feel they do not possess the needed graphical skills should work through the tutorial listed in the "Useful Web sites" section of this syllabus. *****>

STUDENT EXPECTATION STATEMENT

- The student is expected to participate in the course each week by reading the assigned readings, submitting assignments, and completing exams in a timely fashion.
- Students are expected to participate in class discussion i

CATALOG DESCRIPTION

A study of the psychological and sociological factors relative to cultural diversity. Special emphasis is placed on current practices utilized in counseling interventions with diverse populations as well as increasing counselor sensitivity to the unique needs and experiences of such populations.

PURPOSE (COURSE OBJECTIVES)

1. To develop awareness of multicultural and pluralistic trends, characteristics, attitudes and concerns of diverse groups. CII.K.2.a Alabama State Department of Education School Counseling (2) (a) 2
 2. To develop a clearer understanding of the beliefs, attitudes and behaviors associated with diverse groups and how these characteristics impact adjustment and learning.CII.K.2.b
 3. To develop and understanding of legal and ethical considerations relative to cultural diversity. C II.K.2.f
 4. To become more culturally self-aware and competent by developing theoretical and technical skills that are respectful of individual differences and adequately address the needs and concerns of diverse populations. C II.K.2.e
 5. To demonstrate adequate knowledge of the counselor's role in social justice, advocacy, and conflict resolution as well as develop skills and abilities necessary to challenge culturally supported behaviors that are detrimental to individualize change and growth. C II.K.2=specific standard
- Legend: C=CACREP, CC=Community Counseling standards, SC=School Counseling standards, II.K.2= specific standard

STUDENT LEARNING OUTCOMES

The Clinical Mental Health Counseling Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be

innovative, informed, reflective decision-makers. In addition, this course provides opportunities to demonstrate knowledge of:

1. To develop awareness of multicultural and pluralistic trends, characteristics, attitudes and concerns of diverse groups. CII.K.2.a Alabama State Department of Education School Counseling (2) (a) 2
 2. To develop a clearer understanding of the beliefs, attitudes and behaviors associated with diverse groups and how these characteristics impact adjustment and learning. CII.K.2.b
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MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A.** Compare and contrast his/her own cultural background with his/her current family of origin practices
(meets CACREP standards 2b & 2d).
- B.** Analyze his/her own emotional responses in culturally different contexts to identify potential biases
(meets CACREP standards 2b & 2d).
- C.** Contrast the impact of the native language verses "English as a second language" in the therapeutic progress *(partially meets CACREP standards 2c, 2e, & 2f).*
- D.** Differentiate the role of social justice/advocacy strategies in multicultural counseling *(meets CACREP standard 2d).*
- E.** Critique the role of indigenous healer consultation in mental health *counseling (partially meets CACREP standard 2c).*
- F.** Identify some community interventions as a component of multicultural counseling *(meets CACREP standards 2c, 2d & 2e).*
- G.** Distinguish the roles of subtle racism (unintentional discrimination) and overt racism (intentional discrimination) in ethnic clients' experiences *(meets CACREP standard 2d).*
- H.** Understand the variety of cultures nationally and internationally *(meets CACREP standards 2a).*
- I.** Differentiate the roles between and within group differences in the production of individual client differences *(meets CACREP standards 2a).*
- J.** Distinguish how diverse client lifestyle experiences impact hi life *(meets CACREP standards 2b & 2d).*
- K.** Recognize other worldviews and how these views impact a client's cultural beliefs and behaviors *(meets CACREP standards 2a & 2b).*
- L.** Consider a biblical/theological perspective that promotes respect for diversity in spirituality while maintaining a distinctively Christian viewpoint.
- M.** Apply basic assessment skills necessary for multicultural counseling. Assessment areas include the following: Racial identity development, acculturation assessment, and religious/spiritual assessment *(meets CACREP standard 2c & 2e, partially meets 7f).*
- N.** Comprehend ethical and legal aspects of multicultural treatment *(meets CACREP standard 2f).*
- O.** Explain basic multicultural counseling competencies *(meets CACREP standards 2e & 2f).*

- P.** Understand the influence culture and worldview assumptions have on research strategies, interpretation of data, and clinical assessment (partially meets CACREP standard 2c).
- Q.** Examine sociocultural aspects of stress and abuse in families along with treatment strategies (including social justice interventions) to alleviate them (partially meets CACREP standard 2c).
- R.** Consider cultural aspects of substance abuse along with treatment strategies that address these elements (partially meets CACREP standard 2e).
- S.** Comprehend how mental and physical characteristics impact client experience and influence treatment (partially meets CACREP standard 2a).

COUNSELING PSYCHOLOGY ASSESSMENT:

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

5.1 Assessment: During their first 30 semester credits in the program, students in COUN 5324: Cultural Diversity of Clients will take exams that are wholly comprised of items related to cultural diversity and counseling with diverse clients.

SCHOOL COUNSELING ASSESSMENT:

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

1.1 Assessment: During their final 15 semester credit hours prior to graduation, students in COUN 5324: Cultural Diversity of Clients will take exams that are wholly comprised of items related to cultural diversity and counseling with diverse clients.

Relevant APA Ethics Code General Principle E (2002): *Psychologists respect the dignity and worth of all people and the rights of individuals to privacy, confidentiality, and self-determination.*

Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons in communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices

Relevant ASCA Ethical Standards: (Code E.2. Diversity) *The professional school counselor: Affirms the diversity of students, staff and families, expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence, possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally, and acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.*

M.S CLINICAL COUNSELING PROGRAM OUTCOMES

1. Competence in appropriate assessment practices and issues.
2. Appropriate use of interventions at the individual and systems levels.
3. Active and skillful consultation with other professionals and consumers.
4. Awareness of the needs of a culturally diverse clientele.
5. Ethical decision-making and resolution of moral dilemmas

TROY E-MAIL

Effective July 1, 2005, all students were required to obtain and use the TROY e-mail address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, e-mails from instructors and grades, etc.) will be sent ONLY to the troy.edu (@troy.edu) address.

- **If this course is web-enhanced or a "hybrid" course, all students are responsible for ensuring that the correct e-mail address is listed in Blackboard by the beginning of Week #1.** E-mail is the only way the instructor can, at least initially, communicate with you. It is your responsibility to make sure a valid e-mail address is provided. Failure on your part to do so can result in your missing important information that could affect your grade.

Your troy.edu e-mail address is the same as your Web Express user ID following by @troy.edu. Students are responsible for the information that is sent to their TROY e-mail account. You can get to your e-mail account by logging onto the course and clicking "E-mail Login". You will be able to forward your TROY e-mail to your eArmy e-mail account. You must first access your TROY e-mail account through the TROY e-mail link found on the Web site. After you log in to your TROY e-mail account, click on "options" on the left hand side of the page. Then click on "forwarding." This will enable you to set up the e-mail address to which you will forward your e-mail.

COURSE REQUIREMENTS

The focus of this class is both on theory and experiential learning :1-Lectures, active class and small group discussion; 2-Student group panel discussions; 3-Students activities; 3-Videos and Website Assignments; 4-Analysis of Text; 5- Participation.

Requirements:

Because we learn from each other, interactive discussion is encouraged during class. The instructor's role will be that of mentor and learning facilitator. This stance will be encouraged and modeled in class. Please be prepared to engage in discussion with your classmates about their experiences and provide feedback and support accordingly.

The expectation for this class should be that work outside the class in the group is mandatory in order to complete the research project. Each group will meet periodically to discuss the progress of the project and individual participation in the project of each student

-Participation is essential to this course (200 points). The factors used to assess your grade include participation in all discussions and staying current with assigned readings. **15 minutes late arrival** will count as an **absence**. **Leaving the class early** will count as an **absence**. Make sure you arrive on time and stay till the end of class period. **ALL CELLULAR PHONES MUST BE TURNED ON VIBRATE DURING CLASS PERIOD.** **No text messaging is allowed during class time.**

1. LiveText Assessment I: ESSAY

- Essay - Racial Identity Development Models

Student Directions: Prepare a response to the following essay question. Submit the response to the instructor via LiveText. Submit in WORD document.

Essay question: Briefly describe each stage of Racial/Cultural Identity Development Model and discuss how the minority client’s level of racial/cultural identity development can impact the counseling process.

Purpose

The purpose of this assessment is to evaluate counseling students’ knowledge of the Racial/Cultural Identity Development Model and how minority clients’ level of racial/cultural identity development can impact the counseling process. The student’s response should demonstrate KNOWLEDGE of the theory and ABILITY/SKILLS to perform as effective culturally competent counselors.

**ESSAY LIVETEXT RUBRIC
INSTRUCTOR GRADES ESSAY AFTER STUDENT SUBMITS RESPONSE**

Topic Standard Essay	(1pt) No Understanding 0-59%	(2 pts) Below Average 60-69%	(3 pts) Average 70-79%	(4 pts) Mastery 80-89%	(5 pts) Advanced 90-100%
1. KNOWLEDGE of stages of R/CID Model CACREP: G.2.c	Demonstrates no understanding of the stages of the R/CID Model.	Demonstrates minimal understanding of the stages of the R/CID Model.	Demonstrates understanding of at least 50% of the stages of the R/CID Model.	Demonstrates understanding of at least 80% of the stages of the R/CID Model.	Demonstrates exceptional understanding of the to the stages of the R/CID mo Model.
2.ABILITY/SKILLS to assess how a minority client’s level of racial/cultural identity development can impact the counseling process. CACREP: G.	Demonstrates no understanding of the impact of the client’s identity level on the counseling process.	Demonstrates minimal understanding of the impact of the client’s identity level on the counseling process.	Demonstrates average understanding of the impact of the client’s identity level on the counseling process	Demonstrates mastery understanding of the impact of the client’s identity level on the counseling process.	Demonstrates exceptional understanding of the impact of the client’s identity level on the counseling process.

2.c					
3. Format Students use of correct grammar and APA format.	Demonstrates no knowledge of correct grammar and APA format.	Demonstrates minimal knowledge of correct grammar and APA format.	Demonstrates average knowledge of correct grammar and APA format,	Demonstrates mastery level knowledge of correct grammar and APA format.	Demonstrates exceptional knowledge of correct grammar and APA format.

2. LiveText Assessment II: CASE STUDY

- Case Study-Ethics, Social Justice & Advocacy Dimensions

Student Directions: Review the case study posted in LiveText and respond to the five questions to analyze the case. The questions follow the case study in the LiveText document.

**CASE STUDY RUBRIC
INSTRUCTOR GRADES ASSIGNMENT 2 CASE STUDY
AFTER STUDENT SUBMITS ASSIGNMENT IN LIVETEXT**

	No Understanding 0-59 (1pt)	Below Average 60-69% (2pts)	Average 70-79% (3pts)	Mastery 80-89% (4pts)	Advanced 90-100% (5pts)
1. Cultural Competency/ Tripartite framework CACREP 2009-2a, 2e, 2f	0-59% No Knowledge or understanding of cultural Competency and the tripartite framework.	60-69% Below average knowledge and understanding of cultural competency and the tripartite framework.	70-79% Average knowledge and understanding of cultural competency and the tripartite framework.	80-89% Mastery knowledge and understanding of cultural competency and the tripartite framework., and able to relate it from a personal and professional perspective	90-100% Exceptional knowledge and understanding of cultural competency and the tripartite framework. Able to synthesize information by relating to it from a personal perspective, and incorporate it into professional practice.
2. Racial Identity	0-59% No knowledge or	60-69% Below average	70-79% Average	80-89% Mastery	90-100% Exceptional

<p>Models (RIM) CACREP 2009-2b, 2c</p>	<p>understanding of the racial identity models.</p>	<p>knowledge and understanding of the racial identity models.</p>	<p>knowledge and understanding of racial identity models.</p>	<p>knowledge and understanding of racial identity models. Able to relate it from a personal and professional perspective.</p>	<p>knowledge and understanding of racial identity models. Able to synthesize information by relating to it from a personal perspective, and incorporate it into professional practice.</p>
<p>3. Ethics, Social Justice & Advocacy Dimensions CACREP 2009- 2a, 2c, 2d, 2e</p>	<p>0-59% No knowledge or understanding of ethics, social justice & advocacy dimensions.</p>	<p>60-69% Below average knowledge and understanding of ethics, social justice & advocacy dimensions.</p>	<p>70-79% Average knowledge and understanding of ethics, social justice & advocacy dimensions.</p>	<p>80-89% Mastery knowledge and understanding of ethics, social justice & advocacy dimensions. Able to relate it from a personal and professional perspective.</p>	<p>90-100% Exceptional knowledge and understanding of ethics, social justice & advocacy dimensions. Able to synthesize information by relating to it from a personal perspective and incorporate it into professional practice.</p>
<p>4. Cultural Competency and MCC Theory CACREP 2009- 2a-2f</p>	<p>0-59% No knowledge or understanding of the cultural context of relationships, issues, and trends in a multicultural society.</p>	<p>60-69% Below average knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society.</p>	<p>70-79% Average knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society.</p>	<p>80-89% Mastery knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society. Able to relate it from a personal and professional perspective.</p>	<p>90-100% Exceptional knowledge and understanding of the cultural context of relationships, issues, and trends in a multicultural society. Able to synthesize information by relating to it from a personal perspective and incorporate it into professional practice.</p>
<p>5. Writing and Format: Students use of correct grammar and mechanics and APA format.</p>	<p>Demonstrates virtually no knowledge of writing skills, grammar and mechanics, and does not use APA format.</p>	<p>Demonstrates minimal level of knowledge of writing skills, grammar and mechanics, and somewhat uses APA format.</p>	<p>Demonstrates average level of knowledge of writing skills, grammar and mechanics, and employs some APA formatting.</p>	<p>Demonstrates mastery level of knowledge of writing skills, grammar and mechanics, and uses APA format.</p>	<p>Demonstrates exceptional level of knowledge of writing skills, grammar and mechanics, and expert use of APA format.</p>

3. Common Assessment III: FINAL EXAMINATION

- Multiple Choice and Short Answer Final Examination

Student Directions - This final exam is a multiple choice and short essay exam found in Blackboard or given face-to-face by the instructor. All students enrolled in CP 6651 at all Troy University locations take the same final exam.

Purpose

The purpose of this assessment is to evaluate counseling students' comprehensive understanding of the cultural context of relationships, issues, and trends in a multicultural society.

CP 6651 Counseling Diverse Populations (Instructor) LiveText Instructor's Standards Summary Form CACREP 2009 Standards Section II G. 2. a-f

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

The following is a summary of common assignments/assessments that assess CACREP 2009 Standards Section II G. 2 a-f.

Student Directions – The student will submit the assignment named CP 6651 Counseling Diverse Populations Instructor's Summary Student Document to the instructor in LiveText

Topic Standard Assignments/ Assessments Summary	(1pt) No Understanding 0-59%	(2 pts) Below Average 60-69%	(3 pts) Average 70-79%	(4 pts) Mastery 80-89%	(5 pts) Advanced 90-100%
<u>Assignment I</u> Essay Racial Identity Model CACREP Section II. G 2.c	Demonstrates no understanding of of the R/CID Model.	Demonstrates minimal understanding of the R/CID Model.	Demonstrates average understanding of the R/CID Model.	Demonstrates mastery understanding of the R/CID Model.	Demonstrates exceptional understanding of the R/CID Model.
<u>Assignment II</u> Case Study – Ethics, Social Justice & Advocacy Dimensions	Demonstrates no understanding of Ethics, Social Justice & Advocacy Dimensions	Demonstrates minimal understanding of Ethics, Social Justice & Advocacy	Demonstrates average understanding of Ethics, Social Justice & Advocacy	Demonstrates mastery understanding of the impact of Ethics, Social	Demonstrates exceptional understanding of Ethics, Social Justice & Advocacy Dimensions

CACREP Section II. G. a-f		Dimensions	Dimensions	Justice & Advocacy Dimensions	
<u>Assessment III</u> Final Exam CACREP Section II G. a-f	Demonstrates no knowledge of process and concepts of counseling diverse populations.	Demonstrat es minimal knowledge of process and concepts of counseling diverse populations .	Demonstrat es average knowledge of process and concepts of counseling diverse populations .	Demonstrat es mastery level knowledge of process and concepts of counseling diverse populations .	Demonstrates exceptional knowledge of process and concepts of counseling diverse populations.

Evaluation:

Evaluation of course objectives may include, but are not limited to class discussions, exams, student presentations and completion of assigned projects. Methods of evaluation will vary by instructor.

- 4. Develop a group presentation on an assigned topic.** Each individual in the group should develop a separate handout on their portion of the presentation, and should have equal time. Presentations should include powerpoint, video, and interactive/creative teaching methods.
- 5. Field Project**
Students will engage in a cultural awareness project and write a 2-5 page paper on their experiences and how they might counsel this particular cultural group. This could be attending a religious service, rite of passage or celebration, festival, or family gathering. Instructor must approve experience proposal.

ATTENDANCE POLICY

Students are expected to attend all classes for the duration of each class meeting. Attendance may be taken each week since sponsors of some students may request verification of attendance. Such requests by sponsors will be granted.

MAKE-UP WORK POLICY

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

If I have not heard from you **by the deadline dates for assignments, exams, etc.**, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" are not an acceptable excuse.

INCOMPLETE GRADE POLICY

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of incomplete or "INC" is not automatically assigned to students, but rather must be requested by the student by submitting a *Petition for and Work to Remove an Incomplete Grade* Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. A grade of "INC" does not replace an "F" and will not be awarded for excessive absences. An "INC" will only be awarded to student presenting a valid case for the inability to complete coursework by the conclusion of the term. ***It is ultimately the instructor's decision to grant or deny a request for an incomplete grade, subject to the policy rules below.***

Policy/Rules for granting an Incomplete (INC)

- An incomplete cannot be issued without a request from the student.
 - To qualify for an incomplete, the student **must**:
 - a. Have completed over 50% of the course material and have a documented reason for requesting the incomplete. (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
 - b. Be passing the course at the time of their request.
- If both of the above criteria are not met an incomplete cannot be granted.**
- **An INC is not a substitute for an F. If a student has earned an "F" by not submitting all the work or by receiving an overall F average, then the F stands.**

METHOD OF EVALUATION

Class participation 10%
Live Text 1 10%
Live Text 2 15%
Field Project 10%
Group Project 30%
Final Exam 25%

ASSIGNMENT OF GRADES

All grades will be assigned according to the following or similar scale:

A	90 – 100%
B	80 – 89%

- C 70 – 79%
- D 60 – 69%
- F 59% and below
- FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the **Attendance** section of this syllabus for additional information.

SUBMITTING ASSIGNMENTS

- There are five assignments listed in the course schedule: Please note the due dates on them. Your responses must be typed, **using 12pt. font, double-spaced, in MS-Word format.** Failure to comply will result in point deductions. The assignments for Live Text must be turned into the Assignments Section by mid-night of the due date (note: Blackboard and I operate on central US time).
- Include your names on the assignments and submit the assignment to the digital drop box. Points will be deducted for failure to follow the format requirements. No e-mail attachments will be accepted, due to the risk of viruses. *****>
- For the group presentations, make copies of your handout for all class members and professor. Be sure that your material is included on the group powerpoint and that you are familiar with your material so that you are not reading it to us.

TECHNOLOGY REQUIREMENTS

Students must have:

- A reliable working computer that runs Windows XP or Windows Vista.
- A TROY e-mail account that you can access on a regular basis (see "TROY e-mail" above)
- E-mail software capable of sending and receiving attached files.
- Access to the Internet with a 56.9 kb modem or better. (High speed connection such as cable or DSL preferred)
- A personal computer capable of running Netscape Navigator 7.0 or above, Internet Explorer 6.0 or above, or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Blackboard.
- Microsoft WORD software. (I cannot grade anything I cannot open! This means NO MS-Works, NO WordPad, NO WordPerfect)
- Virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail. It should be continually updated! Virus protection is provided to all Troy students free of charge. Click on the following link <https://it.troy.edu/downloads/virussoftware.htm> and then supply your e-mail username and password to download the virus software.

TROY UNIVERSITY POLICY STATEMENTS

NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT

Troy University expects students to treat fellow students, their instructors, other TROY faculty, and staff as adults and with respect. No form of "hostile environment" or "harassment" will be tolerated by any student or employee.

AMERICANS WITH DISABILITY ACT (ADA)

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision

of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:
<http://www.troy.edu/humanresources/ADAPolicy2003.htm>.

STANDARDS OF CONDUCT: HONESTY AND PLAGIARISM

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standard of Conduct in each TROY *Catalog*). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University Catalog and Oracle, and may be disciplined by any means including warning, resubmission, loss of marks, failure on a particular assignment or the course and up to and including suspension and expulsion from the University.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA formatting, is required, as described by the instructor. All students are required to read the material presented at:
<http://troy.troy.edu/writingcenter/research.html>

- Students must properly cite any quoted material. No term paper, business plan, term project, case analysis, or assignment may have **no more than 20% of its content quoted** from another source. Students who need assistance in learning to paraphrase should ask the instructor for guidance and consult the links at the Troy Writing Center. If students have questions about plagiarism, they should go to <http://uclibrary.troy.edu/help/helps-plagiarism.htm>
- This university employs **plagiarism-detection software**, through which *all* written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same *and* other classes in this *and all previous terms*. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student's permanent file.

LIBRARY SUPPORT

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which serves all Global Campus students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as links to all Campus libraries and online or telephone assistance by Troy Library staff. Additionally, the Library can be accessed by choosing the "Library" link from the University's home page, www.troy.edu.

FACULTY EVALUATION

In the eighth week of each term, students will be notified of the requirement to fill out a course evaluation form. These evaluations are completely anonymous and are on-line. Further information will be in the email notifying you of the location and availability of the evaluation.

COURSE SCHEDULE**CP 6651**

Dates	Notation or Assignment
Week 1	Introduction and Syllabus Review (Read Chapters 1-5)
Week 2	Read Chapters 5-9 and Racial Cultural Identity Dev. Model
Week 3	Read Chapters 12-13 and 24 panel
Week 4	Read Chapters 18, 19, 20, 23 panel
Week 5	Group Presentations: African Americans, Asian Americans and Pacific Islanders Read Chapters 14-17 *Live Text 2 Due .
Week 6	Group Presentations: Immigrants and Refugees, Hispanic Americans Read Chapters 21, 22, 24 and 25
Week 7	Field Project
Week 8	Group Presentations: Individuals with Disabilities, Deaf *Field Project due (be prepared to discuss) Read Chapter 26
Week 9	Final Exam