

**CNE 592 CROSS CULTURAL ISSUES IN COUNSELING (On-Line)**  
*CNE 592 is a required course for the LPC program*  
**College of Education**  
**Department of Educational Leadership and Counseling**

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**Text/Readings:**

Sue, D.W. & Sue, D. (2003). 4<sup>th</sup> ed. *Counseling the Culturally Different: Theory and Practice*. John Wiley & Sons: New York.

ISBN 0-471-41980-X SHSU Barnes & Noble Bookstore 936.294.1862

**Recommended Text:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup>. ed.). Washington, D.C.: Author.

**Course Description:**

This web-based course, CNE 592, will examine the socio-cultural characteristics of counseling issues related to the varied cultures in today's society. Hispanic, African American, Native American and Asian American cultures will be examined along with issues related to the elderly, persons with disabilities, women, gays, lesbians, and other under-represented members of the population.

The curriculum for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

**CACREP Objectives:**

**K 2. Social and Cultural Diversity** – studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, religious and spiritual

values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

**K 2a.** multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

**K 2b.** attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

**K 2c.** individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

**K 2d.** counselors' role in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

**K 2e.** theories of multicultural counseling, theories of identity development, and multicultural competencies; and

**K 2f.** ethical and legal considerations.

<b>Objectives/ Learning Outcomes; Upon completion of this course, students will:</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>State Standards</b></li> <li>• <b>Specialty Organization Standards</b></li> </ul>
1. demonstrate an increased awareness of a wide spectrum of diverse culture in American society	Discussion board posting using <u>Counseling the culturally diverse theory and practice</u>  Service Learning Project	Group presentation	SBEC Standard I- (7), (9) SBEC Standard IV- (1) SBEC Standard V- (1) SBEC Standard VI- (1), (2) NCATE Standard 4 CACREP- K 2a, K 2b, K 2c, K 2e
2. demonstrate an increased awareness of the characteristics and attitudes of their own cultural teachings	Chapter presentations using <u>Counseling the culturally diverse theory and practice</u>  Service Learning Project	Group presentation	SBEC Standard I- (7), (9) SBEC Standard IV- (1) SBEC Standard V- (1) SBEC Standard VI- (1), (2) NCATE Standard 4 CACREP- K 2 a, K 2b
3. demonstrate an awareness of the presence of racism, cultural stereotyping and prejudicial behavior that is exhibited in society	Chapter presentations using <u>counseling the culturally diverse theory and practice</u>  Service Learning Project and Discussion Board	Group presentation  Individual presentations	SBEC Standard I- (7), (9) SBEC Standard IV- (1) SBEC Standard V- (1) SBEC Standard VI- (1), (2) NCATE Standard 4

			<i>CACREP- K 2a, K 2d, K 2e, K 2f</i>
4. demonstrate a capacity to communicate in written format their personal learning pertaining to the range of diverse cultures in society	<p>Three introspective essays (2-3 pages that will concern the following topics:</p> <p>A. Discuss your culture of origin (e.g., growing up, family, class, traditions, values, prejudices, stereotypes etc.).</p> <p>B. Discuss an experience or experiences you personally have had with racism, discrimination, or prejudice.</p> <p>C. Develop and discuss your personal value system and counseling philosophy related to persons who are culturally different from you.</p>	Completion and discussion of introspective essays	<p><u>SBEC Standard I- (7), (9)</u></p> <p><u>SBEC Standard IV- (1)</u></p> <p><u>SBEC Standard V- (1)</u></p> <p><u>SBEC Standard VI- (1), (2)</u></p> <p><i>NCATE Standard 4</i></p> <p><i>CACREP- K 2b</i></p>
5. demonstrate a capacity to orally present and relate professional material related to multicultural issues	<p>introspective essays</p> <p>Service learning discussion</p> <p>Discussion of articles:</p> <p><i>Cross cultural competencies: A conceptual framework</i></p>	<p>Group presentation</p> <p>Class participation in discussion of articles</p>	<p><u>SBEC Standard I- (7), (9)</u></p> <p><u>SBEC Standard IV- (1)</u></p> <p><u>SBEC Standard V- (1)</u></p> <p><u>SBEC Standard VI- (1), (2)</u></p> <p><i>NCATE Standard 4</i></p> <p><i>CACREP- K 2a, K 2c, K 2d, K 2e, K 2f</i></p>
6. demonstrate a capacity to respect the worth, dignity, and value of those they encounter on a professional basis	<p>Discussion through introspective essays</p> <p>Discussion of articles:</p> <p><i>Understanding ethnicity</i></p> <p><i>DSM-IV and culturally sensitive diagnosis: some observations for counselors</i></p> <p><i>Cross cultural competencies: A conceptual framework</i></p>	Class participation in discussion of introspective essays and articles	<p><u>SBEC Standard I- (7), (9)</u></p> <p><u>SBEC Standard IV- (1)</u></p> <p><u>SBEC Standard V- (1)</u></p> <p><u>SBEC Standard VI- (1), (2)</u></p> <p><i>NCATE Standard 4</i></p> <p><i>CACREP- K 2a, K 2b, K 2c, K 2d, K 2e, K 2f</i></p>
7. Students will demonstrate a capacity to creatively propose solutions to cultural, ethnic, gender, racially motivated individual and social dilemmas	<p>Discussion of introspective essay C</p> <p>Chapter presentations and introspective essays</p> <p>Discussion of articles:</p> <p><i>Understanding ethnicity</i></p> <p><i>DSM-IV and culturally sensitive diagnosis: some observations for counselors</i></p> <p><i>Cross cultural competencies: A conceptual framework</i></p> <p><i>How Real is Race?</i></p>	<p>Class participation in discussion of introspective essays and articles</p> <p>Group presentation</p>	<p><u>SBEC Standard I- (7), (9)</u></p> <p><u>SBEC Standard IV- (1)</u></p> <p><u>SBEC Standard V- (1)</u></p> <p><u>SBEC Standard VI- (1), (2)</u></p> <p><i>NCATE Standard 4</i></p> <p><i>CACREP- K 2d, K 2e, K 2f</i></p>

**Standards:** At the completion of this course, the student should be able to demonstrate the following competencies set forth by these professional and certification agencies (Course Objectives; CACREP [Council for Accreditation on Counseling & Related Educational Programs], SBEC [State Board for Educator Certification] Standards [TEXES – Texas Examinations of Educator Standards], and NCATE [National Council for Accreditation of Teacher Education]. Course objectives will be articulated with standards from other professional organizations. The following Standards Matrix will outline the Objectives/Learning Outcomes, Activities, Performance Assessment, and the Standards. For brevity, initials CA = CACREP, SB= SBEC, and NC = NCATE. Standards and competencies for these professional organizations are available through these websites.

**CACREP:** <http://www.counseling.org/cacrep/2001standards700.html>

**SBEC: Standards for the School Counselor Certificate**

[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc)

**NCATE:** <http://www.ncate.org>

### **Course Format:**

This web based course will survey and sample the various issues related to counseling under represented members of the population. It will also assist to identify and address personal points regarding the counseling relationship with various members of society. The course will consist of various reading materials, students' participation on the Blackboard discussion board, activity and discussion video presentations, service learning projects, and other activities that may stimulate the growth and knowledge of ethnic/cultural studies. Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

### **Course (Individual Development & Educational Assessment/IDEA) Objectives:**

*Essential:* 1) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to cross cultural/multicultural counseling (i.e. understanding culturally appropriate intervention strategies, identity development, and counseling and therapy with racial/ethnic minorities)

*Important:* 1) Developing a clearer understanding of and commitment to, personal values (understanding through discussion boards and reflection, your personal values as related to counseling racial/ethnic minorities; and

2) Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view (und

## **ONLINE PARTICIPATION POLICY:**

1. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:
  - a) Check the course website frequently and respond appropriately and on the subject.
  - b) Focus on one subject per message or use pertinent subject titles.
  - c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
  - d) Be professional and careful with your online interactions. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
  - e) Cite all quotes, references and sources.
  - f) Never forward someone else’s messages without their permission, this is considered to be extremely rude.
  - g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
  - h) All postings should be of top quality, on time, and rich in text. This means no comments such as “at a boy”, “you go girl”, “I agree with that”, “couldn’t have said it better myself”, etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in counseling, diversity and leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above “Netiquette” guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom.)

2. Students are expected to submit all assignments by electronic mail by the date indicated in the course outline and syllabus. Assignments should be sent as attachments and saved in Rich Text Format.
3. Students are expected to log in regularly during the week and are expected to post a substantive contribution to the discussion at those times. Participation in the online discussions is required to pass this class. Those sessions substitute for class sessions on campus, so students should plan to spend about three hours each week participating online. Blackboard course statistics will be used to monitor student activity on the course website and grade points will be assessed on consistent postings and the overall quality of their content.
4. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.

- 5 Students are expected to submit all assignments by electronic mail by the date indicated in this syllabus. Assignments should be sent as attachments and saved in Rich Text Format.
- 6 Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program.

## **ASSUMPTIONS**

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

I assume the following:

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

You can assume the following:

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

## **DISABILITY STATEMENT:**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by telephone at (936) 294- 1720.

## **INSTRUCTIONAL PROCEDURES**

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected. Students are required to participate on the discussion board or chat room each week. Not

## **INSTRUCTIONAL ACTIVITIES:**

1. **Introductions**-Introduce yourself to your class. Include those things that are important to you or that you value; your career goals and what you would like to learn or experience from this course (limit-one page). **Post by Sunday, January 27<sup>th</sup>**. Discussion Board #1
  
2. **Three short introspective essays** (2-3 pages) that will concern each of the following topics: (20 points each) **60 points**
  - A) Discuss your culture of origin (e.g., growing up, family, class, strata, traditions, values, prejudices, stereotypes, etc.)
  - B) Discuss an experience or experiences you personally have had with racism, discrimination, or prejudice.
  - C) Develop and discuss your personal value system and counseling philosophy related to persons who are culturally different from you.
  
3. **Online Participation** (weekly post is the same as attendance). Blackboard must be used weekly as we are an online learning community. Reading and participating in the discussions is critical for movement to a deeper understanding of being a culturally competent professional counselor. **120 points** (12 x 10)
  
4. **Service Learning-Project and implement a 10 hour \*Service-Learning Project in a school or agency where you are a minority focused on a real need.** (See Appendix for additional information). **120 points**

Service-Learning Plan (p. 10)	10 points
Signed Agreement (p. 11)	5 points
Reflections (4 x 15pts) (see p. 9)	60 points
Final Report & Evaluation (p. 12)	35 points (25/10 points)
Post Serving Learning Survey (pgs 13 & 14)	10 points

\*Note: You may work in **pairs** (limit) for a project too complicated for one person. Approval must be given before planning the project
  
4. **Quizzes** (3 x 50 points each) **150 points**

TOTAL POINTS 400 pts.

Points to Grade Equivalency:

A	=	360 - 400
B	=	359 - 320
C	=	280 - 319
F	=	218 or below

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A	=	360 - 400
B	=	359 - 320
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F	=	218 or below

**Expectations:**

The following is the attendance policy for all courses in the SHSU Counseling Program

1. Students are permitted to miss one class (3 hours) during summer classes with no penalty, but a call to the professor is expected. In the event of a second absence, a drop of one letter grade for the final course grade will occur.

2. During the long terms, students who have two absences should write a letter to the professor explaining the absences. That letter will go before the faculty committee for approval. In the event of a third absence, the final grade will be lowered.

## CNE 592; - Class Schedule

Spring 2008

**Key-Bold print means that you do something significant!**

Semester Week	Dates	Assignments	Readings
1	January 16-19	Complete and post "Introductions" Discussion Board #1 (online Discussion Board) <b>Due: Post by Monday, Jan 28</b>	<b>Read Ch 1</b> The Multicultural Journey to Cultural Competence; <b>Ch 2</b> The Subordinate Nature of Multicultural Counseling and Therapy
2	January 20-26	Discussion Board (#2) Service Learning- How can I use my service learning project to support my professional growth? <b>Post by Monday, Feb 4</b>	<b>Read Ch 3</b> The Politics of Counseling & Psychotherapy
3	January 27- Feb 2	Post service learning idea on Discussion Board (#3) <b>by Monday, Feb 11</b> Culture of origin (growing up, family, class, strata, traditions, values, prejudices, stereotypes, etc)	<b>Read Ch 4</b> The Sociopolitical Implications of Oppression And <b>Ch 5</b> Race, Gender, & Sexual Orient. Microaggressions
4	February 3-9	<b>Quiz</b> (Chapters 1-5) <b>Opens Saturday, February 2, 12AM</b> <b>Closes Sunday, Feb 10, 11:55</b>	
5	February 10-16	Service Learning <b>Beginning Reflection posted</b> by Monday, Feb 18 <sup>th</sup> <b>Discussion Board (#4)</b> <b>Post by Tuesday, February 19</b> <b>Submit Introspective <u>essay</u> – "A" Sunday, Feb 17</b>	<b>Read Ch 6 &amp; 7</b> Barriers to Multicultural Counseling and Therapy & Culturally Appropriate Intervention Strategies
6	February 17-23	Submit Service-Learning Plan and Signed Letter of Agreement Form <b>Submit via email, by Tuesday, February 26</b> <b>Discussion Board (#5) Post by Monday, February 25</b>	<b>Read Ch 10 &amp; 11</b> Racial/Cultural Identity Development in People of Color & White Racial Identity Development
7	February 24- March 1	Discussion Board (#6) <b>Post by Tuesday, March 4</b>	<b>Read Ch 12</b> Social Justice Counseling
8	March 2-8	<b>Quiz #2</b> (Ch 6, 7, 10-12) <b>Opens Friday, March 1</b>	



		<b>Closes, Sunday, March 9</b>	
	<b>March 9-15 Spring Break</b>	<b>Spring Break – Relax!</b>	
9	March 16-22	<b>Discussion Board (#7)</b>  <b>Post by Tuesday, March 25</b> <b>Submit via email by March 23 , <u>Essay “B”</u> –</b> experience with racism, discrimination, or prejudice	<b>Read Ch 13 &amp; 14</b>
10	March 23- March 29	<b>Service Learning Middle Reflection</b> <b>By Tuesday, April 1</b>  <b>Discussion Board (#8)</b> <b>Post by Wed, April 2</b>	<b>Read Ch 16 17 &amp; 18</b>
11	March 30- April 5	<b>Discussion Board (#9)</b>  <b>Post by Tuesday, April 8</b>	<b>Read Ch 23-26</b>
12	April 6-12	<b>Quiz #3,</b> <b>(Ch 13, 14, 16, 17, 23-26)</b> <b>Opens Friday, April 4, 12:01am; Closes</b> <b>Monday, April 14,</b>	
13	April 13-19	<b>Service Learning End Reflection, Post by</b> <b>Tuesday, April 22</b>  <b>Discussion Board (#10)</b> <b>Post by Wednesday, April 23,</b> <b>Submit by email, <u>essay “C”</u> by April 27–</b> your personal value system & counseling philosophy	
14	April 20-26	<b>Post Service Learning Survey</b> <b>Due Monday, April 28,</b> <b>Discussion Board (#11)</b> <b>Post by Tuesday, April 29</b>	
15	April 27-May 3	<b>Service Learning Report and Evaluation</b> <b>Due by Wednesday, May 7,</b> <b>Discussion Board (#12), May 7</b>	

Disability Statement:

**Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).**

Academic Honesty

**The Graduate Faculty of SHSU expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the university.**

**Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.**

**The University’s policy on academic honesty and appeal procedures can be found in the manual entitled *Student Guidelines*, distributed by the Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)**

Commonly Asked Questions

1. *Can I turn in assignments late?* I expect all assignments turned on by the due date. The deductions are as follows: 1-day late starts at a "B"; 2 days late start at a "C"; etc. In the event of a very serious situation, call for a phone conference.
2. *Can I redo an assignment or earn extra credits?* Extra credit assignments are not available in this course. However, if in grading your work, if it is below graduate level expectations ("C" or below), I will give it back to you and ask you to revise it with the understanding that the highest grade you will receive will be a "B."
3. *Will you review my work prior to handing it in to be graded?* Yes, provided I have a week in which to read it and get it back to you.
4. *What happens if I have computer problems?* If your computer is on the blink, have a back-up plan to access another computer. Having a reliable computer is vitally important to your success in this class. If you have questions, call the SHSU help desk at 936-294-1950. Note that you have one opportunity to take a quiz.

## Appendix 1

### Service Learning

**Definition**—a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired;

Definition by what it does for the student—structured way that connects classroom content, literature and skills to community needs, students will: (1) apply academic, social and personal skills to improve the community; (2) make decisions that have real, not hypothetical, results; (3) grow as individuals, gain respect for peers, and increase civic participation; gain a deeper understanding of self, the community and society; develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while and through helping others. (Kaye, 2004, pg. 7).

#### Kinds of Service Categories:

1. *Direct Service*—Students' service directly affects and involves the recipients. The interactions are person-to-person and face-to-face, such as tutoring younger children or working with parents related to prevention or intervention to enhance academic success
2. *Indirect Service*—Indirect activities do not provide service to individuals but benefit the school, community or environment as a whole. One example might be conducting a workshop on classroom strategies for helping students prepare for success in college for the faculty.
3. *Advocacy*—The intent of advocacy is to create awareness of or promote action on an issue of public interest. Related activities include writing letters or and public speaking on topics related to policy or intervention/prevention regarding school policy or programs) for children.
4. *Research*—Research activities involve students in finding, gathering, and reporting on information in the public interest. For example, students may develop surveys or conduct formal studies, evaluations, experiments or interviews on leadership topics related to children, parents, teachers or other stakeholders.

#### The process to be used:

1. *Preparation*-identifying a need, investigating and analyzing it and making a plan for action. The professor and student will work together to set the stage for learning and social action.
2. *Action* is the direct result of preparation. The plan can be carried out up to two weeks prior to the final exam. It is expected to be 3 or more clock hours
3. *Reflection* (in the form of a *journal*) is a vital and ongoing process in service learning that integrates learning and experience with personal growth and awareness. Using reflection, students consider *how the experience, knowledge and skills you are acquiring relate to your own lives and your communities*; one entry per week required (may be hand written or electronic version retained)

A **reflection** is a one page double-spaced written comment that refers to the topic and expresses your thoughts about past experiences or insights that have new meaning based on what you are learning. Reflections are designed to help you make better discussions or improve relationships when working with people, in particular, those who are culturally diverse.

- 4 *Demonstration (Presenting/Evaluation)*-provides evidence that students have gained and accomplished through their community involvement. Presenting will allow you to teach others and acknowledge what and how information/skills have been learned (Evaluation matrix will be provided).

## Appendix II

### Reflection Journals

#### Counseling Emphasis

There are a number of formats used for journaling required for the service learning project. For this class, your reflective journal will have three parts using the following sections: ***Beginning, Middle and End.*** You may continue to add to your Reflections anytime and only post (limit one to two pages) the portion on blackboard that you want your classmates see on the due dates. **The three entries are a sample of the process of thinking and writing about the experience.**

**Beginning** (covering the planning of the project)– Connecting the project with course content. In this section, you will answer at least **one of the following questions:** 1) How does this project relate to the roles and responsibilities of a professional counselor?; 2) How does this project relate to becoming a culturally competent professional counselor; 3)How does this project relate to the counseling themes of unconditional positive regard, advocacy, cultural competence, and/or social justice?; 4)How does the project relate to culturally appropriate interventions?

For school counselors----5) How does this project relate to the management system , the accountability system, or implementation of a school counseling program?

*You may also include:* an analysis of how the course content relates to the project; how you felt about the project after meeting with the school or agency personnel; events that puzzled you; how you analyzed the choices for the project; how the decision was made to select the project, etc.

**Middle** (covering the implementation of the plan)-Connecting the plan to the implementation of the project. What did you actually do for your service learning project? Did you make changes? Why? What were you feeling during the implementation of the plan?

**End** (covering your evaluation of the success of the project and any changes in thinking about the role of a professional counselor)-Connecting what you learned by doing the project and the actual outcome of the project (in other words, what was accomplished according to your evaluation?). What feedback (for example, by way of a *survey, focus group, quotes from the supervisor, counselors or others* you worked with) did you receive?

What do you know now that you did not know before? What did you learn? Apply the course material to the service learning experience. Did you experience any personal growth as a result of the experience?

Appendix III

Name \_\_\_\_\_

**Service Learning Plan**

1. **Title of Project:**
2. **Describe the Service Needed:**
3. **Data or information source that indicates that the service is needed:**
4. **Preparation:** Research; meetings with administrators or supervisors at the agency or school, etc
5. **References Used (to date):**
6. **Planned presentation, report, OR dissemination of data from the project**
7. **Community/School/Agency Contacts:**

Name of Agency or School \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Telephone: \_\_\_\_\_

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

Date: \_\_\_\_\_

Name of Student \_\_\_\_\_ Telephone number \_\_\_\_\_

\_\_\_\_\_  
Name of Agency/School

\_\_\_\_\_  
Administrator/Supervisor

The Cross Cultural Issues in Counseling (CNE 592) class in the College of Education, Department of Educational Leadership and Counseling is required to complete an academic service- learning project. The project must meet a specific need in the school/community and provide prevention and/or intervention information focused on any aspect of counseling and/or student academic achievement in the school or community.

The academic service project can provide direct approved service, indirect service, advocacy or giving information to improve academic achieve, school climate, or, intrapersonal/interpersonal relationships. Each graduate student enrolled is asked to:

1. Confer and comply with the requirements of your school/agency
2. Plan and implement the service learning project after your agreement and approval;
3. Make a report regarding the process and assessment of implementing the project
4. Reflect on whether it made a difference in their perspective of the needs in the school/community and how they can use their graduate training.

If you approve of the plan of this student, please sign below and send the copy back with the student. A copy is provided for your records with an approved plan signed by Dr. Parker.

If you have questions, please call Dr. Carol H. Parker (936.294.4414) or email [cparker@shsu.edu](mailto:cparker@shsu.edu) for additional information.

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

\_\_\_\_\_  
Approved School/Agency Representative

\_\_\_\_\_  
Date

**Service Learning Report**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Title of Project \_\_\_\_\_

1. The **need** for the project
2. The **population/person served**
3. Description of the **planning process** (*who you met with; what needed to be done before starting the project; the steps from idea to project completion*)
4. Explanation of **how the project related to the class** (i.e. concepts, constructs, etc.)
5. Description of the **project evaluation** (How did you measure the success of the project?)
6. **References** (using APA format)

**Complete:**

Contact Information

Site Supervisor/Administrator \_\_\_\_\_

School/Agency Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Telephone \_\_\_\_\_ email \_\_\_\_\_





