University of St. Thomas  
Houston, Texas  
COUN 5303 Cultural Foundations  
HCC – Alief  
Summer 2016

<table>
<thead>
<tr>
<th>Instructor: Dr. Marilyn Adams</th>
<th>Office Phone: 713-831-7241; Cell 281-650-8744</th>
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<tbody>
<tr>
<td>Room: Alief</td>
<td>Office Hours: Before &amp; After Class</td>
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<tr>
<td>Day/Time: Tu - 5:00 PM – 9:00 PM</td>
<td>Email: <a href="mailto:adamsma@stthom.edu">adamsma@stthom.edu</a></td>
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**Required Texts:**


**Recommended Text:**


**Social Justice Teachings**

**Subsidiarity:** Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

**Dignity and rights of children:** The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

**People have a right to an education:** Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.
COURSE DESCRIPTION:

This graduate level course will examine the social and cultural foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education and school counseling. Unlike courses that focus on teaching methodology, this course is geared towards a more understanding of the ideological and theoretical underpinnings that underlie contemporary educational practices within a cultural and counseling context. Students will be given the opportunities to investigate educational and counseling problems and issues. These are, indeed, exciting times for the study of Cultural Foundations of Education and School Counseling.

The American society is undergoing a rapid change with rapid demographic reconfigurations due to increased immigrations, new reforms in education and counseling, ‘resegregation’ of schools, inner city decline amidst calls for urban renewal as well as increasing budgetary deficits. This course will also help you understand the evolution of education and school counseling, its challenges and victories.

Specific Course Competencies:

Counselors will:

1. Identify people, organizations and trends in the history of American education;
2. Identify people, organizations, reforms and trends in the history of school counseling;
3. Recognize the historical, continuing nature of major issues in education such as "Who should be educated and why?"
4. Understand the Counselors’ role in the organizational structure of American education.
5. Evaluate and cite specific examples of how the belief of society both shape the goals and structure of educational institutions;
6. Recognize the structure and process of educational decision making in Texas.
7. Analyze current propositions for change and betterment of schools.
8. Develop organizational and presentational skills in order to communicate recommended actions to an appropriate body of decision maker.
9. Demonstrate an appreciation of cultural issues which manifest themselves in the educational Counseling practices.
11. Understand Counselors’ duties and their leadership roles in American Schools.

Language Diversity:

The University of Saint Thomas values the speaking of more than one language. The Master of Education Program in Counselor Education at the University of Saint Thomas is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Master of Education Program in Counselor Education.

Plagiarism:

Plagiarism involves taking credit for another person’s work. Students must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or
quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism. Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if a student remains uncertain about the guidelines for using and citing source material after these issues are addressed in class, the student should seek input from the instructor.

**Integrity:**

Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of St Thomas. Integrity requires students to be authentic and honest in all academic and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics (2005) of the American Counseling Association.

Professional Counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from the Counselor Education Program students who violate their integrity.

**American with Disabilities Act:**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance.

The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

If you have a documented disability that will impact your work in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Croocker Center. This office can be reached at (713) 525-2169 or 6953.

**Class Attendance and Participation (CAP):**

Students are expected to attend all sessions, arrive on time to class, and participate in all class discussions in a professional manner. Absence in the summer is problematic and will affect grades. One (1) absence will lower the grade. Two (2) absences will result in failing the course. If you have an emergency, you need to talk with the professor. If you have a professional Conference that has to do with your job; talk to the professor. Any unprofessional behavior or non-participation will result in lowering of your grade. Three absences will result in failing the course.

**Retention:**
For retention in EDUC 53035 Cultural Foundations and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2005-2006, p. 4)

**Integrity** is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics of their profession.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity not limited to academic dishonesty and plagiarism.

**American with Disabilities Act:**
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. And most of all do not be embarrassed in discussing any problem as ALL are confidential. You can see the professor before or after class or request time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class.

Students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953.

**Language Diversity:**
The Masters’ programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Master of Education Program.

**Incompletes:**
No incompletes are granted in this course unless evidence of a medical or family documentation is provided.

**Assignments**
All copies of assignments are submitted in hard copy when due. Electronic submissions to my email account is acceptable. Assignments should be written in APA style, using Word, double spaced, and 12-point for acceptance.

**PowerPoint Presentation Topics**

**Power Point (PP) Presentation – (15%)**

Students will present a 20-30 minute PowerPoint presentation on one of the assessment instrument listed in the class Syllabus. Facilitating conversation among class members is required. Anything less than 20 minutes will result in a lower grade. Presentation schedules will be assigned during the first class meeting. You must also bring hard copies to the instructor and all of your cohort members.

**Guidelines for PowerPoint:**

**Select a leader or topic from the following list.** Research about his/her background, contributions and ideas. How relevant, helpful is this person’s work or contributions? How relevant is this organization? Discuss the influence this person/organization has on counseling and education in the United States. Use references for all sources used. The presentation should be no less than 22 slides and 20 minutes. Less than 20 minutes will result in a lower grade by “1 step.”

2. **James Conant** (1893-1978) and **Harlan Hanson** (1925-1996) -- the beginnings of the SAT and AP programs.
4. **Arne Duncan** — current Secretary of Department of Education
5. **Howard Gardner** — Psychologist, created “multiple intelligences” theory.
6. **Arthur Jenson** — Controversial writer on heredity and IQ
7. **James Banks** — father of Multicultural Education
8. **Mary Elizabeth Lange** -- (1784-1882) Catholic educator.
9. **Horace Mann** (1796-1859) - Important early American educator/writer. Mentioned in our textbook numerous times!
10. **Maria Montessori** — (1870-1952). Italian physician and early education pioneer
11. **Robert Reich** -- Department of Labor Secretary for Bill Clinton; writer on what kind of education is needed by today’s students to be globally competitive.
14. **Jesse Buttrick Davis** (1871-1955) First school Counselor
15. **Frank Parsons** (1854-1908) Founder of Vocational Guidance
16. **Lysander Richards** – Vocophy
17. **History of Apprenticeship in the United States**
18. **Developmental Guidance Program**
19. **Carl Rogers** (1902-1987) Core Conditions and Education
20. **Meyer Bloomfield** (1911) - The Vocational Guidance of Youth
In Vivo Assignment (20%)

Current rhetoric in the media suggests that schools are in dire need of repair — kids are lazy and unintelligent, teachers are unprofessional and poorly educated, and that a return to "the good old days" would be beneficial. I’m not convinced.

Your task for this assignment is to interview somebody that’s at least 65 years old about their schooling experiences. Ask them all the appropriate nuts and bolts kinds of questions:

1. where they went to school,
2. was their school very diverse,
3. Was there a school counselor on their campus; what role did they play?
4. what they liked or disliked about school… and so on.
5. Was there a difference in how rich kids and poor kids were educated?
6. Was there a difference in how Caucasian and minority kids were educated?
7. What kinds of supports were available for kids that didn’t do very well (ones that had trouble reading, concentrating… etc.)
8. Do you think the good old days were better based on all of this information?

Come up with a list of your own questions as well. Be careful in how you go about structuring this experience because you don’t want to offend the person you’re interviewing.

You will turn in a 3 - 5 page report of your interview along with a video documentary. You must take lots of notes while taping the conversation to help you in your writing. Have fun with this one but definitely extract its educative value from it. Be sure not to simply recount your person’s responses. Sum them up and make an argument based on their experiences and recollections. This will separate outstanding reports from mediocre ones.

Class Group Discussion: (15%)

Student will form groups in order to discuss various topics related to this class. Students will choose a member of the group to represent the group to present to the class in order for them to have a scholarly conversation with their classmates and can integrate the readings with their professional lives.

Final Exam – (15%)

The final exam will be given on the last class meeting in order to check your understanding of the work in this course.
Philosophy of Counseling Paper (20%) – Due Last Class Meeting

It is common to be asked to include a statement of your Counseling philosophy with your application materials when you apply for Counseling jobs. People want to know what you believe. The assumption is that what you believe will guide your actions. It doesn’t always work this way; but “often times” it does. Having an articulate philosophy at least gives you something to fight for or strive towards. Believe adamantly in something! None-the-less, this assignment is designed to help you formulate a coherent philosophy statement. Remember, you’re not only trying to state what you believe and connect to some other ideas about Counseling and learning, but you’re also trying to paint a picture for readers of the kind of counseling and guidance department you will strive to create. With that in mind; include in your paper:

(1) How you plan on helping students achieve in the classroom;
(2) how to best deal with the multicultural population on your campus;
(3) how to foster a good relationship with campus administrators, parents and the counseling department and;
(4) how to help the teachers with classroom interventions?

Blackboard Discussion Board (15%)

There will be 4 weekly discussion board assignments. Discussion Board will be open the night of class at 9:00 PM, until 11:59 PM on the night before the next class meeting. . That is 1 full week. You will be required to start a “thread” as an answer to whatever your thoughts are on a specific topic in addition to responding to 3 or more of your classmates. Therefore you must have at least a total of 4 submissions.

Evaluation/Grading

COUN 5303 - Cultural Foundations uses a modified contract system for grading, either letter grade or numbers representing the letter grade received. The requirements must be master’s level work or the assignment will not be accepted. This agreement can be renegotiated at the discretion of the professor at any time.

FINAL GRADE

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<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<td>D</td>
<td>65-67%</td>
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<td>F</td>
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Grades:

1. Blackboard Discussion Board 15%
2. Power point presentation 15%
3. Classroom Group Discussion 15%
4. Philosophy of Counseling Paper 20%
5. In Vivo Assignment 20%
6. Final Exam 15%
Class Weekly Schedule

Week 1 - 5/31/16
Go over Syllabus & Assignments
Overview of Course
Assign Groups
Assign PowerPoint (PP) Presentation
Lecture - Chapter 1-2 – Gysbers;
  Chapter 1-2 - Spring
Blackboard
Discussion Board - Due

Week 2 - 6/7/16
Individual PP Presentations
Lecture: Chapters 3 – 4 - Gysbers;
  Chapters 3-4 - Spring
Group Exercise/Class Discussion
Blackboard
Discussion Board

Week 3 – 6/14/16
Individual PP Presentations
Lecture: Chapter 5 – 6 – Gysbers;
  Chapters 5-6 - Spring
Group Exercise/Class Discussion
In Vivo Assignment Due
Blackboard
Discussion Board

Week 4 - 6/21/16
Individual PP Presentations
Lecture Chapter 7 - 8
Group Exercise
Blackboard
Discussion Board

Week 5 – 6/28/16
Individual PP Presentations
Lecture: Chapter – Epilogue - Gysbers
  Chapter 10-11 - Spring
Group Exercise
Blackboard
Discussion Board – Due ______________
Philosophy of Counseling Paper Due

June 28, 2016
Final Exam