

**The Citadel Graduate College  
Zucker Family School of Education  
Division of Counselor Education**

**EDUC 561-81: Counseling Diverse Populations**

**Summer I Evening Online 2020 (May 11 June 22)**

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<i>Credit Hours:</i> 3	



### **Conceptual Base of the Zucker Family School of Education:**

Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

preparation of educational leaders and of the place where they work. Specifically, Professional Education Unit seeks to develop **principled educational leaders** who:

Have mastered their subject matter and are skilled in using it to foster student learning;

Know the self who educates (Parker J. Palmer) and integrates this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents are committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and

Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, we transform cadets and graduate students into **principled educational leaders** capable of committed to transforming our schools into learning communities where all children and youth succeed.

to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical professionals**:

#### **Knowledgeable**

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning; and
5. Demonstrate a commitment to lifelong learning.

#### **Reflective Principled Educational Leaders**

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understandings







minimum of one hour duration and may include a wide range of possibilities such as a musical event, a sporting event, a faith-based spiritual service, an AA meeting, dining at a restaurant specializing in ethnic food, a community event, or a political event. You are expected to submit a report using the following 15 items format:

- 1) Event identified
- 2) Date and time (beginning and ending) of event
- 3) Location of event
- 4) Reason for you selecting this event
- 5) Estimated number of people in attendance
- 6) Dress attire of attendees
- 7) Who accompanied you while attending event (i.e., self, spouse, family, significant other, friend, etc.)?
- 8) What were your observations about the environment and people?
- 9) What feelings did you experience during the event?
- 10) What stereotypes might exist for this event and/or the people attending?
- 11) What event in your past was most similar to this cultural experience?
- 12) Are you likely to visit this place/event in the future (include reasoning for yes or no response)?
- 13) What have you learned about yourself from this experience?
- 14) What questions do you have related to this experience?
- 15) Include a 2-3 page summary of the cultural event.

**Intercultural Interview Report:** This assignment requires you to type a report of an interview you conduct. You are expected to choose someone to interview that you do not know very well. It is fine to interview acquaintances, neighbors, co-workers, etc., but not your close friends or intimate partners. You should choose someone who is different from you on multiple dimensions of diversity (i.e., race, gender, sexual orientation, nationality, age, social class, etc.). It is preferred that you do not interview another Citadel graduate student. Talk to your instructor as soon as possible if you anticipate difficulty finding someone to interview.

Your interview should last at least 45 minutes. It is up to you to determine the questions for the interview. You can use questions from the course text as a guide. However, you are encouraged to also make up your own questions and use your intuition to probe and follow-up. Your interview should focus on one of the following topics: (a) issues of difference and group -group relationships.

**Structure for Intercultural Interview Report (3 Sections):**

- a.) Description: This section should present a brief description of the interviewee and the interview content. You should include a few quotes from the interviewer and interviewee.
- b.) Reactions: This section describes your experience of, and reactions to, the interview (thoughts, feelings both during and after the interview).
- c.) Conceptualization: This section should present a conceptualization of the interview content and process integrating course material. It should identify central issues and intercultural dynamics for both the interviewer and interviewee. How can you use what you have learned in the course to understand: (a) what was said (or not said) in the interview? (b) chemistry/dynamics of interactions between yourself and your interviewee? and (c) your thoughts during and after the interview.

**Details for Intercultural Interview Report:**

- a.) Include attention to punctuation, grammar, and spelling.

**Evaluation of the Intercultural Interviews:**

High scores indicate a well-organized and well-written paper that demonstrates an understanding of intercultural dynamics and integrates course material in a substantive manner. Low score Evaluations are indicative of superficial conceptualization, disorganization, ineffective or inappropriate use of readings, poor writing skills, and/or problems with logic or coherence.

**In-Class Culture Presentation:** Every student is expected to give a 45-50 minute professional in-class presentation on a topic relevant to counseling and culture. The course instructor must approve of the topic selected and he is available for consultation in preparing your presentation.



Other class members will evaluate each of the in-class presentations using the following format:

**RATING:** 1 = Very Poor 2 = Poor 3 = Fair 4 = Very Good 5 = Excellent

<u>ACTIVITY CHARACTERISTICS</u>	<u>SATISFACTION RATING</u>					<u>COMMENTS</u>
1. Evaluation of Content	1	2	3	4	5	
2. Effectiveness of presenters in delivery.	1	2	3	4	5	
3. Organization of presentation.	1	2	3	4	5	
4. Effect program had on you.	1	2	3	4	5	
5. OVERALL evaluation.	1	2	3	4	5	

Suggestions \_\_\_\_\_  
\_\_\_\_\_  
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The course instructor will evaluate each group presentation independent of the evaluations given by other class members.

**Written Comprehensive Examination:** The course instructor will discuss in class, at least one week in advance of the scheduled testing date, the exact format for the written comprehensive examination.

**Classroom Expectations:**

As we begin this multicultural journey, it is essential that the following conditions be assured.

- 1.) Confidentiality.
- 2.) A non-
- 3.) A willingness to not attack persons holding diverse viewpoints in order to preserve a
- 4.) Be honest and reflective with yourself. Get into the spirit of wanting to know more about yourself, your identity, your cultural world view, and your impact on others.



**Poor Participation** (11-12 points):

**Wed June 3**

**Student Presentation #4: Topic ?**

Chapter 12 (Individuals and Families of Latin-American and Latin  
Descent, pp. 363-393)

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**Mon June 8**

Chapter 10