I. Course Description

This course is a study abroad cultural immersion experience designed to familiarize students with diversity across the globe. Emphasis of this course is on intrinsic awareness and personal reflection regarding multiculturalism in counseling, and the conceptualization and experiential activities relative to Costa Rican populations. Stronger emphasis is placed on the culture and social change in Costa Rica - reflective of mental, physical, and regional characteristics; history, economy, government, and politics; education, religion, family; and leisure activities of this population. This population is examined in relation to the larger global community.

II. Course Rationale

Participants in the study abroad cultural immersion program will be exposed to the Costa Rican population through experiential activities such as visiting a school and university, a psychiatric hospital, a church, participating in a cultural event, and taking a nature and/or farm tour. Students will integrate their current knowledge of the Costa Rican population and develop their various limitations through course reading, completion of course assignments, interactions with other course participants and individuals of the Costa Rican population, and offer participation in an end of course research study. This course will assist participants in improving their counseling effectiveness by developing appropriate attitudes, knowledge, and self-understanding of diversity in the 21st century.

III. State Adopted Proficiencies for Counselors covered in this class are the following:

Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to create developmentally appropriate guidance and counseling programs.
2. Counseling students understand environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to guidance and counseling programs.

Learner-Centered Process:
3. Counseling students learn to create an environment that supports and encourages exploring options, sharing new ideas, and innovative problem solving.

Learner-Centered Guidance Curriculum:
4. Counseling students learn to create and utilize a guidance curriculum that values the diversity of others, builds self-confidence, teaches decision-making and problem-solving skills, effective communication, responsible behavior, and increases motivation to achieve.
Learner-Centered Planning:
5. Counseling students demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development and advocates for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; (CACREP F1)

Learner-Centered Professional Development:

Equity in Excellence for All Learners:
7. Counseling students learn multicultural sensitivity.
8. Counseling students learn to respect all learners, be sensitive to their needs, and to encourage them to use all their skills and talents.

Learner-Centered Communication:
9. Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

IV. TExES Competencies Covered in this Course
Competency 001: Knowledge of human development in creating a counseling environment that fosters a sense of empowerment and self-determination.

Competency 002: Knowledge of a wide range of social, cultural, language, and economic factors in the home, the community, and school that affect clients’ personal growth and success.

Competency 003: Multicultural respect, knowledge about respecting beliefs and values of others.

Competency 006: Knowledge of a variety of strategies to establish rapport and to develop a trusting relationship.

V. Course Objectives/Learning Outcomes:

PLEASE NOTE: The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.

CORE
1. CACREP Standard II-G-2-a: Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally, and internationally.
2. CACREP Standard II-G-2-b: Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.
3. CACREP Standard II-G-2-d: Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
4. CACREP Standard II-G-2-e: Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.
5. CACREP Standard II-G-2-f: Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
CLINICAL MENTAL HEALTH COUNSELING
6. CACREP Standard III-D-2: Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
7. CACREP Standard III-E-1: Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
8. CACREP Standard III-E-2: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
9. CACREP Standard III-E-5: Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

MARRIAGE, COUPLE, AND FAMILY COUNSELING
12. CACREP Standard III-E-4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).
13. CACREP Standard III-E-5:. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

SCHOOL COUNSELING
14. CACREP Standard III-D-1: Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
15. CACREP Standard III-E-1: Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
16. CACREP Standard III-E-4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
17. CACREP Standard III-F-1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

The following Student Learning Outcomes will be met in this course:

1. Students will demonstrate their knowledge of multicultural and pluralistic trends including characteristics among diverse groups internationally as evidenced by rated rubrics for Participation in Study Abroad Program, and the Application of the Multicultural Counseling Competencies/American Counseling Association.
2. Students will express their attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients as evidenced by rated rubrics for the Participation in Study Abroad Program, Journals, Personal Integration of Costa Rican Culture papers and Doctoral Student Evaluation.
3. Students will understand counselors’ roles in developing cultural self-awareness, eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body as evidenced by rated rubrics for Participation in Study Abroad Program, Personal Evaluation of Multicultural Competencies and American Counseling Association Code of Ethics, Personal Integration of Costa Rican Culture Papers, and Journal.
4. Students will demonstrate their knowledge of how living in a multicultural society affects clients who are seeking clinical mental health counseling services and the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client as evidenced by rated rubrics for Participation in Study Abroad Program and Personal Integration of Costa Rican Culture.
5. Students will demonstrate their knowledge of the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare as evidenced by rated rubrics for the Participation in Study Abroad Program, Journal, and Personal Integration of Costa Rican Culture Paper.

6. Students will demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms as evidenced by rated rubrics for the Participation in Study Abroad Program, Application of the Multicultural Counseling Competencies/ American Counseling Association, Journal, and Personal Integration of Costa Rican Culture.

7. Students will demonstrate their knowledge of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning as evidenced by rated rubrics for the Participation in Study Abroad Program, Journal, and Personal Integration of Costa Rican Culture.

VI. Course Topics
Major topics to be covered include: Cultural self-awareness, the Costa Rican culture, and multicultural counseling competencies. Additional topics are described below in the course schedule.

VII. Instructional Methods and Activities
Instruction will be implemented through a travel and study abroad program. Activities will include visiting a school and university, a psychiatric hospital, a church, participating in a cultural event, and taking a nature and/or farm tour. The format to deliver instruction is supplemented through small and large group discussions within a classroom setting, participation of daily activities, and completion of course assignments. Given the focus on experiential activities, students will be expected to engage in discussion with faculty, individuals from the Costa Rican population, with other masters and doctoral level students from our campus and other A&M campuses, and a self-reflective process.

VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>MEANS OF ASSESSMENT:</th>
<th>Activity</th>
<th>Outcomes</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation, Professionalism, and Research in Study Abroad Program</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Personal Integration Paper</td>
<td>2, 3, 4, 5, 6, 7</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>2, 3, 5, 6, 7</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Personal Evaluation of Multicultural Competencies and American Counseling Association (COE’s)</td>
<td>1, 3, 6</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>Doctoral Student Evaluation- Given by Doc Student</td>
<td>2</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Personal Doctoral Evaluation- Given by Masters Stu.</td>
<td>2</td>
<td>05 points</td>
<td></td>
</tr>
</tbody>
</table>

Participation and Professionalism in Study Abroad Program (20 pts.)
Students are expected to attend and remain for all meetings before, during, and after the Costa Rica trip. Daily attendance will be taken. Students should participate and engage in discussions during class. Discussions should be constructive, honest, well thought of, and informed (based on completed class readings). Participation includes, but is not limited to, participation in all daily, experiential, and research activities, class assignments and submission of work, small and large group discussions, and group exercises. Participation is also measured by punctuality to class. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor of record. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.
The time designated as classroom time will be utilized by discussing the chapters in the book (instructor or doctoral student led), focusing on assignments, working with their colleagues, and preparing for and reflecting on site visits.

Professionalism is demonstrated through the students’ ability to move within the structure of the program with no appearance and evidence of resistance. Arriving on time to scheduled activities and making sound behavioral judgments (e.g. disposition, language, safety of self and others), when not in the presence of faculty, is expected. Students should have high levels of cooperation and collaboration exuded when working with others, and should give strong consideration to their attire and outward appearance.

Following is an excerpt from the Student Competency Evaluation Document in the masters student handbook. Students are expected to exhibit

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- an awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- a productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity

Personal Integration of Costa Rican Culture (20 pts.)
Students will write a reflective paper that compares your current culture to that of the Costa Rican culture. Your discussion should be honest, and reflect an analysis of how your culture shares common beliefs or practices. Conversely, this paper should outline differences in your culture when compared to Costa Rican culture. The purpose of this exercise is to have you begin thinking about the cultural truths that may align you more with those who appear vastly different. Additionally, it helps you understand and define your own culture. Using your textbook, please select six of the twelve available chapters to use as a reference point. It is recommended that you use experiences obtained as examples of or justifications for your perspective and response on this assignment. This assignment should be between 5-10 pages. This assignment is due on August 8, 2013.

Journal Reflections (15 pts.)
This assignment requires students to keep a “daily” personal journal. This journal should be kept electronically in one Microsoft Word document. Journal writing should begin on the first day of travel when we arrive in Costa Rica on July 29, 2013, and is due on August 8, 2013. While journals should be personal reflections of each day’s events, it is expected that each entry includes comments about the following:

1. Describe the location visited. This description is to include the name of the facility, and as much information as you can gather about the physical location, history, the purpose of the facility and how it functions on a day-to-day basis. How you conceptualized and experience the facility will be unique to you. Discuss your positive and negative reactions. Did you enjoy the visit? Why or why not? Were there any emotions experienced at this site?

2. Did the visit provide a learning experience for you? Explain your response. Discuss the
new information learned and how this information will benefit you professionally. Discuss how the visit broadened, enhanced, clarified, or challenged ideas you may have had about issues, people, or situations prior to the visit.

3. Conclude your daily journal entry with a discussion of things you learned about the Costa Rican/Hispanic population that you believe will benefit and impact how you work with or counsel members of this culture.

4. The last journal entry (August 5, 2013) should summarize the educational experience and personal benefit of participating in this international study experience. Discuss how an international study abroad experience can be an effective way to open students’ mind to the world awakening their interest in and knowledge of other diverse cultures.

**Personal Evaluation of ACA Ethical Code (15 pts.)**

Students are to read the following sections of the ACA codes of ethics: A) Counseling Relation [A.2.c, A.6.a], B) Confidentiality, Privileged Communication, and Privacy [B.1.a], C) Professional Responsibility [C.5], E) Evaluation and Assessment [E.5.b., E.5.c, E.8], F) Supervision and Training [F.2.b, F.6.b, F.11.a, F.11.b, F.11.c], G) Research [G.1.g]. Once these sections have been read, students should document and be prepared to discuss each section and their current or limited understanding of each on the last class day in Costa Rica. Students should work to close the gaps of their knowledge and skills pertaining to multiculturalism and diversity, and if needed, be able to articulate their personal growth and development.

Students then should read and refer to the glossary. Please describe the similarities and differences in the following terms and what it means to you as a counselor-in-training to be the following:

1. Multicultural/Diversity Competence and Multicultural/Diversity Counseling
2. Culture/Diversity

**Personal Evaluation of AMCD Multicultural Competencies (15 pts.)**

This assignment requires students to critically evaluate the Multicultural Competencies. Prior to our departure, you should spend some time critically evaluating where you currently stand in relationship to the competencies. The multicultural competencies are created in three sections: 1) Counselor Awareness of Own Cultural Values and Biases, 2) Counselor Awareness of Client’s Worldview, and 3) Culturally Appropriate Intervention Strategies. Under those sections are the following sub-sections: A) Attitudes and Beliefs, B) Knowledge, and C) Skills. Please read each section and respond to your current understanding of each sub-section.

At the end of the trip, add a header under each sub-section titled “Personal Growth and Development”. This section will address how being immersed into Costa Rican culture has changed, impacted, or influenced your previous understanding of each section. **This assignment is due on August 8, 2013.**

**Doctoral Student Evaluation (10 pts.)**

As a part of the doctoral student course expectations (CNEP 6355), doctoral students are responsible for evaluating your performance during the site visits at the high school and special needs school. The relationship between you and your assigned doctoral student is key and necessary for everyone’s development throughout this study abroad program. The doctoral student will submit their evaluation to me at the end of the trip to Costa Rica and will serve as 10% of your overall grade.

**Personal Doctoral Evaluation (05 pts.)**

LAW 4/11/13
As a part of the courses expectations, you will provide feedback to your assigned doctoral student in the area of leadership, pedagogy, and diversity.

**IX. Course Daily Schedule and Policies**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Activities Due</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/29/2013</td>
<td>Arrival to Costa Rica; Participation and Professionalism; Journal Reflection Personal Integration; Evaluations of Multicultural and ACA Competencies; See Travel and Activity Schedule</td>
<td>Begin Reading Chapter 1 and 2</td>
</tr>
<tr>
<td>7/30/2013</td>
<td><strong>Doctoral Student Teachers</strong> Participation and Professionalism; Journal Reflection Personal Integration; Evaluations of Multicultural and ACA Competencies; See Travel and Activity Schedule</td>
<td>Chapter 1- The Land of People Chapter 2- History</td>
</tr>
<tr>
<td>7/31/2013</td>
<td><strong>Doctoral Student Teachers</strong> Participation and Professionalism; Journal Reflection Personal Integration; Evaluations of Multicultural and ACA Competencies; See Travel and Activity Schedule</td>
<td>Chapter 3- Economy Chapter 4- Government/Politics</td>
</tr>
<tr>
<td>8/1/2013</td>
<td><strong>Doctoral Student Teachers</strong> Participation and Professionalism; Journal Reflection Personal Integration; Evaluations of Multicultural and ACA Competencies; See Travel and Activity Schedule</td>
<td>Chapter 5- Class and Ethnicity Chapter 6- Community</td>
</tr>
<tr>
<td>8/2/2013</td>
<td><strong>Doctoral Student Teachers</strong> Participation and Professionalism; Journal Reflection Personal Integration; Evaluations of Multicultural and ACA Competencies; See Travel and Activity Schedule</td>
<td>Chapter 7- Housing, Health, and Everyday Living Chapter 8- The Family</td>
</tr>
<tr>
<td>8/3/2013</td>
<td><strong>Doctoral Student Teachers</strong> Participation and Professionalism; Journal Reflection Personal Integration; Evaluations of Multicultural and ACA Competencies; See Travel and Activity Schedule</td>
<td>Chapter 9- Education Chapter 11- Leisure</td>
</tr>
<tr>
<td>8/4/2013</td>
<td><strong>Doctoral Student Teachers</strong> Discuss ACA Review of COE Participation and Professionalism; Journal Reflection Personal Integration; Evaluations of Multicultural and ACA Competencies; See Travel and Activity Schedule</td>
<td>Chapter 10- Religion Chapter 12- Continuity and Change</td>
</tr>
<tr>
<td>8/5/2013</td>
<td><strong>Return from Costa Rica</strong> Participation and Professionalism; Journal Reflection Personal Integration; Evaluations of Multicultural and ACA Competencies; See Travel and Activity Schedule</td>
<td>Review of All Chapter Readings</td>
</tr>
<tr>
<td>8/8/2013</td>
<td><strong>All Assignments are Due (Journal Reflections, Personal Integration Paper, Research Interviews- 4 Students in ECDC 223</strong></td>
<td>Review of All Chapter Readings</td>
</tr>
<tr>
<td>TBA</td>
<td>Research Interviews</td>
<td></td>
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</tbody>
</table>

All assignments should be typed. No handwritten work will be accepted. No late work will be accepted.

Attendance and punctuality are mandatory and the responsibility of the student. More than one absence will result in the lowering of a letter grade. More than 3 lapses in punctuality will be equivalent to an absence. Any excused absence is left to the discretion of the instructor.

**All cell phones must be turned off and remain off during class.**

Syllabus Statement on Disabilities:
Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

<table>
<thead>
<tr>
<th></th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
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</thead>
<tbody>
<tr>
<td>7AM-8AM</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
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<tr>
<td>8AM-9AM</td>
<td>Orientation to Soltis Center</td>
<td>Special Needs School</td>
<td>Visit Clinic</td>
<td>High School</td>
<td>Visit Organic Farm</td>
<td>Attend Church Service (Optional)</td>
<td>Pack/Prep Departure</td>
</tr>
<tr>
<td>9AM-11AM</td>
<td>Visit to the Store</td>
<td>Class Time</td>
<td>Class Time</td>
<td>Lunch</td>
<td>To La Fortuna (Lunch) Hike Arenal Bolcano &amp; Baldi Hot Springs (Dinner)</td>
<td>Class time</td>
<td></td>
</tr>
<tr>
<td>11AM-12PM</td>
<td>Lunch</td>
<td>Packed Lunch</td>
<td>Packed Lunch</td>
<td>Lunch</td>
<td>To La Fortuna (Lunch) Hike Arenal Bolcano &amp; Baldi Hot Springs (Dinner)</td>
<td>Packed Lunch</td>
<td></td>
</tr>
<tr>
<td>12PM-1PM</td>
<td>Nature Hike</td>
<td>Special Needs School</td>
<td>High School</td>
<td>High School</td>
<td>High School</td>
<td>High School</td>
<td></td>
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<tr>
<td>1PM-2PM</td>
<td>Class Time</td>
<td>Class Time</td>
<td>Class Time</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>2PM-3PM</td>
<td>Class Time</td>
<td>Class Time</td>
<td>Class Time</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>3PM-4PM</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td></td>
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<tr>
<td>5PM-6PM</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
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<tr>
<td>6PM-7PM</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
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<tr>
<td>7PM-8PM</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
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<td></td>
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<tr>
<td>8PM-9PM</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
<td>Extra time for work</td>
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</tr>
</tbody>
</table>

**X. Textbook(s)**

**XI. Bibliography**


LAW 4/11/13


XII. **Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
In small groups, students will choose a cultural group and, in detail, utilize the MCC to demonstrate some fundamental aspects counselors should be aware of when working with this group.

_____Completed presentation within 15 – 20 minutes (0-10 pts.)

_____Provided handouts for each member of the class including instructor (0-2 pts.)

_____Provided background and overview of Group or Issue (0-2 pts.)

_____Discussed relevance to counselors and provided suggestions for counselors working with this specific population/issue (0-2 pts.)

_____Provided journal article(s) for further information (0-2 pts.)

_____Provided other helpful resources for working with this specific population/issue (0-2 pts.)

_____Submitted an evaluation of other team members. This evaluation is based on your perceptions of the contribution of each group member. Please use the grading policy provided to determine each member’s contribution. (0-5 pts.)

Total Score: _____

Other Rubrics Available on Blackboard
TAMUCC Online Student Evaluations
A – Strongly Disagree
B – Disagree
C – Neutral
D – Agree
E – Strongly Agree

System Questions

1. Course expectations/learning outcomes were clearly communicated at the beginning of the course.
2. The course examinations were aligned with the content of the course.
3. My instructor seemed to be very knowledgeable about the subject matter.
4. My instructor seemed to present the course material in an organized manner.
5. Whenever possible, my instructor taught the course in a way that stimulated my critical thinking.
6. Whenever possible, my instructor utilized a student-centered approach in teaching this course.
7. Whenever possible, my instructor provided real-world examples.
8. My instructor created a classroom atmosphere that was productive/conducive to learning.
9. The instructor was enthusiastic about the subject matter of the course.
10. My instructor set high standards that challenged me in the course.
11. By providing helpful feedback on assignments/tests, my instructor encouraged me to actively participate in the learning process.
12. My instructor encouraged all students to take advantage of additional assistance outside the classroom (office hours, e-mail, etc.).
13. My instructor demonstrated respect for individual differences (for example gender, race, religion, etc.).
14. I perceive that my knowledge/skills in this content field have improved as a result of this course.
15. I would take another course with this instructor, if possible, or recommend this instructor to other students.
16. I recommend this instructor for a teaching excellence award.

General Questions

1. The course objectives were clear.
2. The course content was provided in a clear, orderly and logical manner.
3. Required course activities and reading assignments were clearly stated.
4. The course content provided the means to meet the course objectives.
5. Links in the course were helpful in understanding the course content.
6. The chats and other communication tools facilitated my learning.
7. Course assignments and online tests were graded according to stated course objectives and/or rubrics.
8. Course assignments and online tests were returned in a reasonable amount of time.
9. The instructor encouraged online participation and questions.
10. The instructor responded promptly to inquiries.
11. The instructor provided adequate feedback regarding completed course assignments.

Blackboard specific questions, not to be tabulated into the Instructor’s overall score

1. The site map was easily negotiated.
2. I was able to connect to the class easily.
3. The chats and other communication tools were easy to use.
4. The technology in the course was user-friendly.
5. Website problems were quickly resolved.
6. Please comment on what you liked the most about the course. Give examples.
7. Please comment on what you would change about the course. Give examples.