

14. Co-requisite(s): None.

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: Open only to students who have been admitted to the Department of Counseling and Student Development
- b. Degrees, colleges, majors, levels, classes which may not take the course: Student who have not been admitted to the CSD Program

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ____

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

- ☐ Grade for course will not count in a student's grade point average.
- ☐ Grade for course will not count in hours toward graduation.
- ☐ Grade for course will be removed from GPA if student already has credit for or is registered in: _____
- ☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students: None.

Supplemental Materials or Software _____

Course Fee ☐ No ☐ Yes, Explain if yes _____

21. Community college transfer:

- ☐ A community college course may be judged equivalent.
- ☐ A community college may not be judged equivalent.
- Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of Counseling and Student Development
- ☐ Course is required for the minor(s) of _____
- ☐ Course is required for the certificate program(s) of _____
- ☐ Course is used as an elective

2. Rationale for proposal: To meet the current CACREP accreditation standards.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment restrictions: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5600, Cross Cultural Counseling

2. Catalog description

This course is designed to provide an introduction to the challenges and processes of counseling clients in a culturally diverse society. Factors will include race, culture, ethnicity, gender, sexual orientation, and abilities. Special emphasis will be placed on becoming aware of one’s own culture in order to gain a new perspective of the client’s world.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving

4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Discuss multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	1, 2
b) Examine theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	1, 2, 3
c) Develop multicultural counseling competencies.	1, 2, 3
d) Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	1, 2, 3
e) Understand the effects of power and privilege for counselors and clients.	1, 2
f) Discuss help-seeking behaviors of diverse clients.	1, 2, 3
g) Understand the impact of spiritual beliefs on clients' and counselors' worldviews.	1, 2, 3
h) Develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	1, 2

4. Course materials.

1. Sue, D.W. & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice*. New York, NY: John Wiley & Sons.
2. Readings posted to D2L
3. E-reserves at Booth Library: Robinson-Wood, T. (2009). Chapter 15: Religion. In *Convergence of race, ethnicity, and gender: Multiple identities in counseling*. Boston, MA: Allyn & Bacon.

5. Weekly outline of content.

Week	Topic	Length of Class	Readings/Assignments
Week 1	Introduction to class Basic Definitions	150 minutes	Sue 1 and 2
Week 2	Historical Foundations of Oppression and Discrimination Ingroup/Outgroup Bias	150 minutes	Sue 3 and 4 Brown, 2000

Week 3	Power and Privilege Role of Social Justice and Advocacy	150 minutes	Sue 12
Week 4	Self-Awareness Identity Development Models	150 minutes	Sue 10 and 11
Week 5	Indiv & Group Counseling Interv. Cultural humility Counseling competencies	150 minutes	Sue 6 and 7 Ortega (2011) pg 31-35
Week 6	Role of Assumptions Acculturation and Immigration	150 minutes	Sue 21 and 22
Week 7	Counseling African Americans Counseling Latino Americans	150 minutes	Sue 14 and 17
Week 8	Midterm Learning Assessment	150 minutes	
Week 9	Counseling Asian Americans Counseling Arab Americans	150 minutes	Personal Bio Due Sue 16 and 19
Week 10	Gender and Sexuality Counseling Native Americans	150 minutes	Sue 5, 15, and 23
Week 11	Socioeconomic Issues/Classism Religion and Spirituality	150 minutes	Robinson-Wood, Chap 15 Interview Paper Due
Week 12	Ability/Disability Flex day	150 minutes	Sue 26
Week 13	Counseling Differing Generations Flex day	150 minutes	Fleshner, 2008 Hoffman, 2013
Week 14	Counseling Multiracial Individuals Counseling Multiracial/Minority Families	150 minutes	Sue 18 Maxwell & Henriksen, 2012 Cultural Event Due
Week 15	Final Learning Assessment	150 minutes	

6. Assignments and evaluation, including weights for final course grade.

Attendance and attitude – 30 points

Personal Biography Paper (3 total) - 100 points

Midterm Learning Assessment - 60 points

Interview Project Paper - 100 points

Cultural Event Paper- 40 points

Final Learning Assessment- 60 points

Total Points = 390 points

- a. Attendance and attitude - Attendance is necessary for co-constructing a deeper meaning for the class. Investing in learning requires, at a minimum, attending class, arriving on time, and being prepared for discussions. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected from students.
- b. Personal Biography Paper – The purpose of this assignment is to explore and integrate information related to the student’s cultural heritage with issues related to becoming a sensitive multicultural counselor. The assignment is divided into three parts: (a) cultural heritage, (b) personal cultural experience, and (c) development as a multicultural counselor.
- c. Interview Project Paper – Students will find an individual from a different culture who agrees to undergo a series of cultural interviews. Students will develop a cultural interview protocol based on the readings and literature for this individual, Conduct 2-3 sessions to gather that information, and write a paper on the learning experience.
- d. Cultural Event Paper – Students will attend a cultural event that represents a different culture than their own, and write a paper on the learning experience.
- e. Midterm and Final Learning Assessment - Students are required to take two assessments throughout the course of the semester, one at midterm and one at the conclusion of the course. Both will include multiple choice, matching, and short answer formats.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Attendance and attitude	a.,b.,c.,d.,e.,f.,g.,h,
Personal Biography Paper	a, b., c., d., e., h.
Interview Project Paper	a, b., c., d., e., h.
Cultural Event Paper	a, b., c., d., e., h.
Midterm and Final Learning Assessment points	a, b., c., d., e., h.

Date approved by the department or school: 2/14/18

Date approved by the college curriculum committee:

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: