Course Change Request

Date Submitted: 01/25/18 2:14 pm

Viewing: CPSY 601: Multicultural Counseling in Schools

Last edit: 01/29/18 8:36 am

Changes proposed by: gbyrns

Catalog Pages referencing this course
- CPSY - Counseling Psychology
- Department of Educational Psychology

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix    : CPSY
Course number    : 601
Department       : Educational Psychology
College/School   : Education & Human Development
Academic Level   : Graduate
Academic Level   : Undergraduate
Effective term   : 2018-2019
Complete Course Title: Multicultural Counseling in Schools
Abbreviated Course Title: MULTICULT COUNS IN SCH

Catalog course description
Intersecting role of ethnicity, cultural background, gender and sexual orientation and how they shape the psychosocial development of children and adolescents and impact their educational trajectories; development and appreciation of cultural and ethnic differences among individuals, groups and families to enhance school counseling service delivery.

Prerequisites and Restrictions
- Graduate classification; approval of department head.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings: No
Stacked: No
Crosslisted With: No
Stacked with: No

Approval Path
1. 01/26/18 3:13 pm
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 01/29/18 8:36 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 01/30/18 9:23 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:41 pm
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:44 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:49 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:13 pm
   LaThesa Johnson (ljohnson): Approved for GC Chair
CPSY 601: Multicultural Counseling in Schools

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

CPSY 601 was developed to meet the Texas Administrative Code Rule 239.15 School Counselor Certification. It was also designed to meet the American School Counselor Association 2012 National Standards for Students. The learning outcomes for CPSY 601 and CPSY 679 are equivalent in that both courses provide a basic foundation of knowledge, self-awareness, and skills in multicultural counseling as well as cover salient counseling issues when working with various cultural groups.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

CPSY 679 face-to-face class consisted of meeting one afternoon a week with a lecture, class discussion, and student presentations at the end of the semester. For CPSY 601 online course, the instructor interacts with students with posted video lectures, daily participates in discussion threads over assigned topics, and extensive feedback on the final exam project which includes a counseling treatment plan.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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<tbody>
<tr>
<td>Upload syllabus</td>
<td><a href="https://nextcatalog.tamu.edu/courseleaf/approve/">CPSY 601 Multicultural Counseling in Schools Syllabus.pdf</a></td>
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<table>
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<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td></td>
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<tr>
<td>Reported to state?</td>
<td>No</td>
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Key: 3462
INSTRUCTOR

Instructor: Linda G. Castillo, Ph.D.
Office: 712 Harrington Tower
Phone: 979-845-0891
Email: On e-campus
Virtual Office: http://bit.ly/MeetingWithDrC
Instructor Assistant: Xiao He; jasminehx@tamu.edu
Technology Assistant: Sakina Ali; sakina.ali@tamu.edu

PREREQUISITES: Graduate classification

COURSE DESCRIPTION

The Multicultural Counseling in Schools course is designed to provide students with knowledge and understanding of how the intersecting role of ethnicity, cultural background, gender, and sexual orientation shape the psychosocial development of children and adolescents and impact their educational trajectories. Students will develop an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families to enhance school counseling service delivery (e.g., teaching and counseling of students) and effective communication skills in cross-cultural helping. Students will enhance their ability to apply their knowledge in multicultural counseling to their professional work in schools.

COURSE OBJECTIVES

The major goal of this course is for students to obtain knowledge and understanding about issues related to culture, diversity, and poverty, as well as the existing disparities among educational services for different cultural groups in the United States. Specifically, the objectives of this course are:

1. To increase students’ awareness of their own cultural heritage and examine how it shapes their attitudes, values, beliefs and behaviors.
2. To become familiar with practice standards related to multicultural service delivery outlined by the American School Counselor Association and the School Counselor Certificate Standards in the Texas Administrative Code Rule §239.15
3. To define multicultural counseling and competence
4. To recognize cultural variations within and between American racial/ethnic groups.
5. To develop greater sensitivity to ethnic minority issues that may impact one’s diagnostic impressions and clinical intervention approaches for individuals of differing cultures.
6. To analyze and problem solve ethical dilemmas that may arise in cross-cultural professional relationships.
7. To develop and implement culturally appropriate counseling interventions for children and families of diverse backgrounds.
8. To develop effective communication skills in cross-cultural helping relationships

PROFESSIONAL STANDARDS ADDRESSED IN COURSE

This course is designed to meet the following School Counselor Certificate Standards as outlined in the Texas Administrative Code Rule §239.15:

Standard I: Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

I.5. Changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling
I.6 Environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

IV.1 Understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
IV.2 Advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures

Standard V. Learner centered communication: The certified school counselor, and advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

V.1 demonstrate effective communication through oral, written, and nonverbal expression

COURSE MATERIALS

Required:

Optional:
All other course readings will be available on eCampus.

TECHNOLOGY REQUIREMENTS

To effectively participate and maximize all the benefits of your instruction, students enrolling in distance learning courses should meet the following technology requirements.

✓ **Reliable access to a computer.**

✓ **Consistent and Reliable Internet.** It is your responsibility to ensure that you have consistent access to the Internet regardless of any time during the course of the semester for which you may be traveling.

✓ **Multiple Web Browsers.** Recommended browsers include Firefox, Chrome, and, Safari. Do not use Internet Explorer, especially when taking online exams. This browser has been known to cause problems.

✓ **PDF Conversion Software Processing Software.** The final must be submitted in PDF format with your name [e.g. STUDENTLASTNAME_FINAL.pdf]. Alternate formats will not be accepted. A free PDF converter can be found at: [https://smallpdf.com/](https://smallpdf.com/)

✓ **Updated plugins.** Be sure all software and plug-ins such as Java for Flash are running the most updated version. You can check by going to the software’s website.

Remember, it is your responsibility to ensure your computer is updated with software so that during important activities such as online exams, your computer is not shutting down and mandating an update. All technology questions should be addressed to the Technology Assistant or you can contact ecampus support at helpdesk@tamu.edu 979-845-8300. Assistance is typically available during university business hours.

COURSE STRUCTURE, EXPECTATIONS, AND EVALUATION

Correspondence

Correspondence related to the course will be sent to your TAMU email account via the eCampus portal. Consistent with Student Rule 61.2.3 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications. As this is an online course, students are also expected to check course announcements and email through the eCampus portal.

Students are encouraged to actively engage with the instruction in Course Q&A discussion thread located on ecampus. A technology assistance discussion thread is also available. Video conference office hours are available upon request and all meetings with the instructor are held on Blackboard Collaborate Video Conferencing.
Reading Quizzes (30%)
Quizzes will be administered weekly on required readings, videos, and instructor video lectures. See ecampus for quiz deadlines.

NOTE: Posting any information about quizzes on the discussion forum or emailing other students any information related to quizzes, even if these postings/quizzes are done so for clarification, is considered cheating and a violation of the Aggie Honor Code. Engaging in such behaviors will automatically result in an “F” for the course and a Violation Report will be submitted to the Aggie Honor System Office.

Discussion Board Participation (40%)
Students will be grouped into teams. A discussion board topic will be assigned each week where students will actively engage in class discussion with their peers and the instructor. See ecampus for full instructions and grading rubric.

Assignment-Posting 1 – Exploring Race
Due: 7/10/2017 11:59 PM

Assignment-Posting 2 – Exploring Privilege
Due: 7/17/2017 11:59 PM

Assignment-Posting 3 – Working with Latino Students
Due: 7/24/2017 11:59 PM

Assignment-Posting 4 – Diversity Experience
Due: 7/31/2017 11:59 PM

Assignment-Posting 5 - Working with LGBTQ Students
Due: 8/7/2017 11:59 PM

Final Exam – Multicultural Counseling Treatment Plan (30%)
Synthesizing course readings, videos, and lectures, develop a treatment plan for one of the multicultural counseling groups and topics below. See ecampus for full instructions and grading rubric.

Late Assignments
Late assignments, discussion board postings, or quizzes will not be accepted. You are responsible for making sure that you have adequate time that takes into account possible technology issues to turn in your work by the deadline.

Make-Up Work/Extra Credit
There is none.
**Grades**

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<td>A</td>
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<td>C</td>
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<tr>
<td>D</td>
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<td>F</td>
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**Class Schedule**

NOTE: A class week begins on TUESDAY and ends MONDAY. All assignments are due at 11:59 pm Central Standard Time (CST) on the dates listed on eCampus.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td><strong>Week 1: Multiculturalism &amp; Multicultural Competence</strong></td>
<td>Graves &amp; Blake, Ch. 2. Theoretical frameworks for ethnic minority youth achievement</td>
</tr>
<tr>
<td>Theoretical frameworks</td>
<td>Graves &amp; Blake, Ch 1., History of psychological assessment and intervention with minority populations Optional: View Basic Attending Skills Video</td>
</tr>
<tr>
<td>History of psychological services</td>
<td>Graves &amp; Blake, Ch. 6 Social-emotional behavioral assessment and intervention in ethnic minority children</td>
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<tr>
<td>Cultural manifestations of psychological symptoms</td>
<td>Graves &amp; Blake, Ch. 12: Implementing community based search and prevention programs to decrease disparities among African American girls</td>
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**Week 2: Racial/Ethnic Identity; Cultural Variations of Youth with African Descent**

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<th>Required Readings</th>
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**Week 3: Cultural Variation within Hispanic/ Latino Youth**

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<th>Required Readings</th>
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**Week 4: Cultural Variation within Asian Youth**

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<tr>
<th>Topic</th>
<th>Required Readings</th>
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This is a core course in the Texas A&M University (TAMU) Distance School Counseling Master’s in Education (M.Ed.) Curriculum. It is anticipated that students have elected to participate in this master’s level professional training program and will participate in all scheduled discussions. Timeliness in delivery of all required documents is expected.

**ACADEMIC INTEGRITY**

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

For additional information please visit: http://aggiehonor.tamu.edu

**AMERICANS WITH DISABILITIES ACT (ADA)**

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 contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.