

Date of request: 12-MAR-2019

Request ID: E-2019-CECP-15

College: E

Department: CECP

Initiator name: Samuel Beasley

Initiator email: samuel.beasley@wmich.edu

Proposed effective term: 202040

Does course need General Education approval?: Y

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

WES New Course CECP 4200

New course selected: This new course is seeking approval as WMU Essential Studies - Level 3: Connections

1. Proposed course prefix and number:

CECP 4200

2. Proposed credit hours:

3

3. Proposed course title:

Working with Diverse Individuals and Groups in Professional Settings

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):  
C

8. Major and/or minor restrictions:  
Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:  
None

10. Classification restrictions:  
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:  
None

12. Level restriction:  
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.  
UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?  
Not Applicable

15. Is this a multi-topic course?  
No

16. Proposed course title to be entered in Banner:  
Working with Diverse People

17. Is this course repeatable for credit?  
No

18. Is this course mandatory credit/no credit?  
Yes

19. Select class type:  
Lecture/Lab/Discussion

20. How many contact hours per week for this course?

21. Level 3: Connections:

Indicate which course category the course should be placed in:

Local and National Perspectives

22. Indicate which ONE additional required student learning outcome the course will assess:

Develop sensitivity to diversity and inclusion

23. AND, Indicate which ONE additional required student learning outcome the course will assess:

Demonstrate effective and appropriate written communication abilities

24. How are you going to address this in your course?

Students will be introduced to theories and research on cultural identity development and cross-cultural interactions from multiple disciplines, including psychology, counseling, sociology and anthropology. They will be required to apply this information with diverse individuals in community settings where helping professionals often work.

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

Yes

D. Explain briefly and clearly the proposed improvement.

Initial WMU Essential Studies review and approval.

To create an undergraduate course within the Department of Counselor Education and Counseling Psychology that focuses on working with diverse individuals and groups.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Initial WMU Essential Studies review and approval.

This proposal is designed to create an undergraduate course on working with diverse individuals and groups in the Department of Counselor Education and Counseling Psychology (CECP). The course will also be submitted for inclusion within the Essential Studies curriculum. Given the increasing diversity in our society and the world, students may be interested in learning how to effectively work with diverse individuals and groups in professional settings. Using established

psychological theory and research on race and other issues of diversity, this new course will offer students an opportunity to learn more about themselves and others to improve their professional and personal interactions with diverse communities. CECP has an established national reputation for addressing issues related to diversity and inclusion, but our program has primarily offered courses only at the master's and doctoral level. This course would provide multiple benefits, including exposing WMU undergraduates to this vital information while also providing CECP doctoral students with supervised and funded teaching opportunities.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Apply ethical, critical, and informed thought within or across disciplines (WMU Essential Studies SLO).

Develop sensitivity to diversity and inclusion (WMU Essential Studies SLO).

Demonstrate effective and appropriate written communication (WMU Essential Studies SLO).

Objective 1: Students will learn about the historical origins of multiple systems of power, privilege and oppression.

Objective 2: Students will learn to deconstruct their own cultural background and the values transmitted to them through that background as well as how they relate to broader systems of power, privilege and oppression.

Objective 3: Students will analyze the areas of privilege they possess through membership in dominant cultural group(s) and identify interpersonal challenges that may occur in a diverse society.

Objective 4: Students will be able to summarize theories of identity development and apply them to themselves and others.

Objective 5: Students will be able to identify and engage in opportunities to interact with diverse individuals and groups.

Objective 6: Develop professionalism by responding respectfully to differing opinions and personalities, and describing the importance of working effectively in diverse environments.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Initial WMU Essential Studies review and approval.

Given the increasing need for students to learn how to interact effectively across difference in our efforts to be globally engaged, this course was designed to assist students in learning more about themselves and others within a multicultural context. This information would be beneficial for all students in CEHD as well as other colleges.

H. Effect on other colleges, departments or programs. If consultation with others is required,

attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. Initial WMU Essential Studies review and approval.

This new course should have limited effects on other colleges, departments or programs.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Initial WMU Essential Studies review and approval.

At present, CECP primarily teaches master's and doctoral level courses. CECP is nationally recognized for its commitment to diversity and inclusion, and many of its faculty incorporate race and other issues of diversity in their research, teaching and service. Although CECP offers multiple diversity courses at the graduate level, none of these courses are offered to WMU undergraduates. Thus, the addition of this diversity course would allow undergraduates an opportunity to receive access to this culturally relevant coursework. It also provides supervised teaching opportunities for CECP students prior to entering the job market.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Initial WMU Essential Studies review and approval.

At present, CECP offers a limited number of undergraduate courses. The absence of other undergraduate courses in the department reduces the possibility of program conflicts or negative impact on meeting graduation requirements. The new course is a 3-credit hour class that can be completed in one semester.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Initial WMU Essential Studies review and approval.

The anticipated student audience is undergraduate students at WMU. We estimate course enrollment for the course will be 12-15 students per semester. This course will be beneficial since it will provide students with more comprehensive exposure to psychological and multicultural research and theory related to multiple social identities. Higher education scholars have documented the social, economic and professional benefits of being able to interact with diverse individuals in academic, employment and social settings (Denson Bowman, 2017). This course aligns with the efforts to foster learner centered and globally engaged individuals.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) One section of the course will be offered in the fall and spring semesters with 25 student capacity. It will not be offered online.

This course will be taught by current Counseling Psychology doctoral students who are being supervised by CECP faculty. The course would require classroom space for class meetings. No additional equipment or technology would be required outside of existing technology in the classrooms. In terms of advising, there are no anticipated costs since the courses would be open for students who find the content useful to their professional and personal development with diverse individuals. There are no known additional burdens in regards to library holdings. There are no initial one-time or ongoing base-funding costs for the proposed program.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

O. Current catalog copy:

N/A

P. Proposed catalog copy:

This course is designed to help students increase their knowledge and awareness on how to work with diverse individuals. The course explores how race and other issues of diversity (e.g., gender, sexual orientation, social class, and ability status) influence the historical and contemporary intergroup dynamics that shape interpersonal interactions in professional, social

and personal settings. Using a systemic lens, students will examine their personal values, beliefs, and behaviors and review effective practices for working with multiple populations. The course integrates established psychological theory and research on multiple multicultural variables. The integration of theory, research and self-analysis allows students to begin developing the necessary multicultural competencies for effective work with individuals from diverse backgrounds in multicultural environments (e.g., schools, corporations, businesses, and community organizations). This course meets the student learning outcomes in the WMU Essential Studies Level 3 (Diversity/Inclusion) - Connections, Local and National Perspectives Course Category.

Department Curriculum Chair approver: Patrick Munley

Department Curriculum Chair comment:

Date: 12-MAR-2019

Department approver: Patrick Munley

Chair comment:

Date: 12-MAR-2019

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

**Western Michigan University  
Department of Counselor Education and Counseling Psychology  
CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

**Hours of Credit:** 3

**Instructor:** TBD

**Office Location:** 3816 Sangren Hall

**Office Phone:** (269) 387-5100

**Email Address:** TBD

**Office Hours:** By appointment

**Class Location:** Kalamazoo

**Course Description from Catalog**

This course is designed to help students increase their knowledge and awareness on how to work with diverse individuals. The course explores how race and other issues of diversity (e.g., gender, sexual orientation, social class, and ability status) influence the historical and contemporary intergroup dynamics that shape interpersonal interactions in professional, social and personal settings. Using a systemic lens, students will examine their personal values, beliefs, and behaviors and review effective practices for working with multiple populations. The course integrates established psychological theory and research on multiple multicultural variables. The integration of theory, research and self-analysis allows students to begin developing the necessary multicultural competencies for effective work with individuals from diverse backgrounds in multicultural environments (e.g., schools, corporations, businesses, and community organizations). This course meets the student learning outcomes in the WMU Essential Studies Level 3 (Diversity/Inclusion) - Connections, Local and National Perspectives Course Category.

**Prerequisites**

There are no prerequisites for the course, although some familiarity with psychological theories can be helpful. It is possible to do well without any psychology background.

**Methods of Instruction**

This course will involve lectures, presentations, large and small group discussions, and hands-on activities to engage students with the course content. Instructional methods include PowerPoints, class discussions, case studies, online videos, and activity assignments to be completed during and/or outside of class.



**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

**Course Objectives**

<b>Level II: Exploration and Discovery Societies and Culture Category</b>		
<b>WMU Essential Studies Student Learning Outcome</b>	<b>Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO</b>	<b>When the SLO assessment will take place</b>
Apply ethical, critical and informed thought within or across disciplines.	Students will submit an integrative analysis of their approach to diversity and inclusion. This paper will draw from theories of cultural identity development and cross-cultural interactions from multiple disciplines, including psychology, counseling, sociology and anthropology.	Final paper of class (Critical Multicultural Identity Development Paper)
Develop sensitivity to diversity and inclusion	Students will be require to demonstrate awareness of how diversity and inclusion affects themselves and others by engaging with diverse individuals via community engagement events and reflecting on their own identities after these interactions.  Students will evaluate their cultural identity development and explore how their cultural history will influence their interactions across diversity in the future.	Final paper of class (Critical Multicultural Identity Development Paper)
Demonstrate effective and appropriate written communication	Students will complete weekly writing assignment where they integrate information from various scholarly sources and their personal perspective. This ability to integrate multiple scholarly sources must also be demonstrated in the Critical Multicultural Identity paper.	Four times during semester (E-Learning Discussion Posts)  Final paper of class (Critical Multicultural Identity Development Paper)

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

<b>Objectives</b>		<b>Assessment of Course Objectives</b>
Objective 1: Students will learn about the historical origins of multiple systems of power, privilege and oppression.		<ul style="list-style-type: none"> <li>• E-Learning Discussion Posts</li> <li>• Discussion Facilitations</li> <li>• Critical Multicultural Identity Development Paper</li> </ul>
Objective 2: Students will learn to deconstruct their own cultural background and the values transmitted to them through that background as well as how they relate to broader systems of power, privilege and oppression.		<ul style="list-style-type: none"> <li>• Cultural Engagement Activities</li> <li>• Critical Multicultural Identity Development Paper</li> </ul>
Objective 3: Students will analyze the areas of privilege they possess through membership in dominant cultural group(s) and identify interpersonal challenges that may occur in a diverse society.		<ul style="list-style-type: none"> <li>• Cultural Engagement Activities</li> <li>• Critical Multicultural Identity Development Paper</li> </ul>
Objective 4: Students will be able to summarize theories of identity development and apply them to themselves and others.		<ul style="list-style-type: none"> <li>• E-Learning Discussion Posts</li> <li>• Discussion Facilitations</li> <li>• Critical Multicultural Identity Development Paper</li> </ul>
Objective 5: Students will be able to identify and engage in opportunities to interact with diverse individuals and groups.		<ul style="list-style-type: none"> <li>• Cultural Engagement Activities</li> <li>• Critical Multicultural Identity Development Paper</li> </ul>

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

Objective 6: Develop professionalism by responding respectfully to differing opinions and personalities, and describing the importance of working effectively in diverse environments.		<ul style="list-style-type: none"><li>• E-Learning Discussion Posts</li><li>• Discussion Facilitations</li><li>• Cultural Engagement Activities</li><li>• Critical Multicultural Identity Development Paper</li></ul>
--	--	---

**Suggested Text(s) and Readings**

Organista, P.B., Marin, G. & Chun, K.M. (2018). *Multicultural psychology (2<sup>nd</sup> ed.)*. Lanham, MD: Rowman & Littlefield.

Sue, D.W. & Sue, S. (2015). *Counseling the culturally diverse: Theory and practice (7<sup>th</sup> ed.)*. Hoboken, NJ: John Wiley & Sons.

Various journal articles and multimedia as assigned.

**University and Department Policies**

**Academic Responsibility**

Students are responsible for making themselves aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

## **CECP 4200: Working with Diverse Individuals and Groups in Professional Settings Fall 2019**

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- University Relations Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)

### **Academic Accommodations for Persons with Disabilities**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services. Disability Services for Students is located at 2210 Wilbur Ave across from Rood Hall and behind Fetzer Center, and can be contacted via telephone at (269) 387-2116. More information can be found at <http://www.wmich.edu/disabilityservices>.

### **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Western Michigan University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Sindecuse Health Center by visiting <http://www.wmich.edu/healthcenter/counseling> or calling (269) 387-1850. You can reach an on-call counselor when Sindecuse Health Center is closed using the following resources: Twenty-four emergency help is available through Gryphon Place at (269) 381-4357, the National Suicide Prevention Lifeline at (800)273-8255 or the Crisis Text Line by texting "START" to 741741.

### **Diversity**

The Department of Counselor Education and Counseling Psychology maintains a strong and sustained commitment to the diverse and unique nature of all learners and service consumers. Thus, it is expected that all students participate in maintaining a diversity affirmative environment.

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

**Assignments**

The following assignments will assess the extent to which students are proficient in the course objectives:

**1. Attendance and Participation** **100 points**

This course is an interactive learning experience that requires each student's active participation. These points are not automatically awarded and must be earned. Attendance points are awarded for being in class on time and staying for the duration of class each week. Active participation is required in every class to obtain all of the points in this category. The participation grade will be based on the instructor's judgment of student participation in the class discussion and application activities during each session.

It is important that each student be present every class session to maximize the educational benefits of taking this course. Participation in class discussions is a critical component of the learning experience; thus if you are unable to attend class, students are responsible for contacting the instructor in advance of the day you are unable to attend. Students who miss more than two classes without instructor approval will automatically lose all attendance and participation. Additional penalties may be assessed depending on the severity of class attendance record. If a student misses class, they are responsible for obtaining the information covered in that class period from their peers.

If it is determined that overall the class is not sufficiently prepared to discuss the readings and theory of the day, quizzes may be given. These quizzes will be based on the content of the readings for the day. If you have done the readings, you will likely do well on the quizzes. The grades for these quizzes will be credited toward participation grades.

**2. E-Learning Discussion Posts** **200 points**

Students will be required to post a 150-word journal entry on E-Learning four times during the semester. The journal entries should be self-reflective and also connect to the readings covered for the week. These journal entries will provide students with a space to share their thoughts and reactions to the readings and how they relate to issues of diversity and inclusion. In particular, prior research highlights the benefits of using reflective writing in diversity courses to deepen students' awareness of how diversity and inclusion affects themselves and others (Kyles & Olafson, 2008; Morgan Consoli & Marin, 2015).

Students' journal entries will not be graded for "right" answers, but will be evaluated for their critical analysis and synthesis of the readings. If the instructor has concerns about the lack of thoughtfulness in the students' entries, they will be given feedback. If the instructor has continued concerns about the work, points will be deducted for incomplete responses. All initial entries are due in E-Learning by Sunday at 11:59pm.

Students will also respond to two posts of their peers. These response posts should be a minimum of 100 words. Students' responses to their peers should build on the arguments made by the initial

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

post and not repeat arguments they used in their initial post. This assignment allows students to learn how to respond effectively to their peers in a diverse setting. Responses to peers are due in E-Learning on Mondays of the due date at 11:59pm. Late submissions for this assignment will receive no points. Also, all posts should include a word count for their posts. All references used in the post should be included using APA style.

**3. Popular News Discussion Facilitations (2 @ 25 points) 50 points**

This assignment requires students to identify a contemporary news story that connects with the topics of diversity and inclusion being discussed in the week's readings. Using this popular news report, students will be responsible for serving as a discussion leader for the class. This assignment helps students make connections between the issues of diversity they are learning in class and how it connects with real-world events.

Students will facilitate a 5-10 minute discussion with their peers on the connections between the required diversity readings and the popular news article that focuses on the population/issues being covered in the readings. Discussion leaders should create 2-3 guided discussion questions that they will use to facilitate a discussion with their peers. The discussion questions should be linked to at least two scholarly resources not including the required readings for the class period. Good discussion questions will explicitly reference the required readings, invoke thoughtful analysis of and reflection on the week's readings, and provide an opportunity to connect to other diversity topics. Along with their guided discussion questions, students should submit a brief pre-discussion reflection, identifying any concerns they have about the content of their facilitation. The discussion questions and reflection should be submitted to the instructor 48 hours before the scheduled in-class facilitation.

**4. Community Engagement Activities 150 points**

A key component of learning about cultural issues is interacting with people and engaging in diverse communities, including accepting opportunities to serve others through civic engagement and developing a sense of the importance of working effectively in diverse environments.

As such, students are expected to seek out opportunities to engage with diverse others in their surrounding community—including, but not limited to, the Kalamazoo area community. It is also consistent with helping students engage in experiential learning activities that are essential within the helping professions.

Students are expected to accrue 10 community engagement credits, which will be earned from community events and activities that center around culturally-relevant issues. At minimum, 4 credits should be explicitly connected to race and other issues of diversity (e.g., racial disparities in the US, presentation on "model minority" myth, indigenous peoples' land rights, etc.).

Opportunities will be advertised throughout the semester and will generally be worth 1-2 credits (varies by event). If you become aware of an event that you would like to earn credit for, please check-in with the instructor at least one week prior to the event, so that the instructor can advertise it to all students if it is indeed a relevant opportunity. Additionally, students can earn one credit for each hour of volunteer work if the work is connected to interactions with historically marginalized populations.

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

Accrual of community engagement credits should be tracked in writing on your Credit Record and hard copy should be submitted in class and on E-Learning. Students must document their attendance so it can be verified by the instructor. For community events, students should check-in with the organizer of the event to sign-off on your participation; for volunteer hours, please have a supervisor or organizer sign-off on your participation. Contact information for the event coordinator should be obtained so the instructor can follow-up with this individual if necessary. If an event lasts for more than two hours, please get the instructor to sign off on the event or volunteer activity.

Students will submit a reflection of each community engagement event they attend or volunteer opportunity they complete. The 3-4 page paper (12 point, Times New Roman, one inch margins, double-spaced, in a Word document) should briefly summarize the event, detail how the student participated in the event and, more importantly, what you learned about yourself from this cultural experience. The write-up should include at least two references to peer-reviewed articles as well as class readings.

**5. Critical Multicultural Identity Development Paper 150 points**

This assignment requires students to engage in a critical analysis of their personal cultural history and its impact on their identity development. Students must submit a 5-6 page paper (APA format, 12 point font, Times New Roman, double-spaced, one inch margins) excluding cover page and references.

Using theories focused on race and other issues of diversity, students will assess their family's history and situate their family's life story in a sociohistorical and sociocultural context. In addition to a focus on race, students will analyze their cultural and identity development using two other social identities (e.g., gender, sexual orientation, class, ability status, immigration status, religious/spiritual identity). Students will apply multicultural developmental theories to understand their identity development.

Next, students' narrative should aim to discuss your experiences over the span of the semester, thoughtfully considering not only what happened, but also how the experiences impacted you and why those experiences had certain impacts. You should consider how your own social identity has served as a filter throughout the semester, including how your beliefs, values, behaviors, and biases impacted your experience and how your experience impacted them, if at all. You should also consider how your understanding of diversity has evolved, discussing what it now means to you to live in a diverse society, how to interact with others in a diverse environment, and why it matters to work effectively in a diverse environment.

Students should conclude the Multicultural Identity Development paper with some articulation of how their family and personal history are likely to impact their future professional work. Students should identify the professional setting where they plan to work and discuss how race and other issues of diversity manifest in this setting. Students should address how they will engage with diverse others in this setting in the future.

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

**Evaluation Criteria**

The grade for this course will be determined by calculating the total points possible in each category below:

**Assignment Points Possible**

Attendance and Participation	100 points
E-Learning Journal Entries	200 points
Popular News Discussion Facilitations	50 points
Cultural Engagement Activities	150 points
Critical Multicultural Identity Development Paper	150 points
	<hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 650 points total

Course grades will be determined using the following scale. Grades are calculated by dividing earned points by total points.

**Grading**

A	585 - 650 points
BA	552 - 584 points
B	520 - 551 points
CB	487 - 519 points
C	455 - 486 points
DC	422 - 454 points
D	390 - 421 points
E	389 points and below

**Classroom Policies**

**Late-Work Policy**

It is expected that students will turn in assignments when they are due. If you do not hand in an assignment when it is due, you will not earn full points on the assignment and points will be deducted for late submissions. If an assignment is turned in after the posted deadline, you will automatically lose one letter grade on the assignment. (For example, if you earn an A on the assignment after it is graded, you will receive the points associated with earning a B if the assignment is turned in late.) If the assignment is handed in later than the next class session, a student will not receive credit for that assignment unless he or she has made special arrangements with the instructor. **NO INCOMPLETES WILL BE GIVEN IN THIS CLASS** except for major emergencies (e.g., hospitalization) and only after consultation with instructor.



## **CECP 4200: Working with Diverse Individuals and Groups in Professional Settings Fall 2019**

### **Communication**

If a situation arises that prevents you from completing your assignments, you are responsible for contacting the instructor immediately so that arrangements can be discussed with the instructor. Please note that an option for make-up work is not appropriate for some assignments. Students are expected to attend class and submit their work on time.

### **Technology Policy**

Use of electronic equipment for personal use during class activities demonstrates a lack of respect toward the instructor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, twitter, YouTube, Facebook, un-authorized web searching etc.) is subject to consequences. Consequences may include a personal warning, loss of privilege for using a computer during class, and/or an invitation to leave the classroom. Leaving class for this reason will count as an unexcused absence and may affect your grade (see attendance policy).

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

**Tentative Schedule of Course Assignments\***

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 1, Class 1	Overview of course; Review syllabus  Group norms setting	Organista, Marin, & Chun, Chapter 1
Week 1, Class 2	<b>Diversity and Multicultural Issues in Context</b> Historical perspective on systems of power, privilege and oppression  Conceptual frameworks and models for understanding diversity; Intersectionality	Assigned readings (E-Learning)
Week 2, Class 3	<b>Diversity and Multicultural Issues in Context</b>  Race in a Sociohistorical Context	<i>Race: The Power of An Illusion (Parts 1-3)</i>
Week 2, Class 4	Indigenous, American Indian Racial identity models, ethnic identity socialization	Sue & Sue, Chapter 15
Week 3, Class 5	Black/African American  Racial identity models, racial socialization	Sue & Sue, Chapter 14
Week 3, Class 6	Latinx/Hispanic  Ethnic identity models, ethnic socialization	Organista, Marin, & Chun, Chapter 4
Week 4, Class 7	Asian American/Pacific Islander  Racial identity models, racial socialization	Organista, Marin, & Chun, Chapter 7
Week 4, Class 8	White/European Americans  Racial identity models, racial socialization	Sue & Sue, Chapter 7
Week 5, Class 9	Middle Eastern and North Africa (MENA) populations; Multiracial individuals  Race in the media, education and the workplace	Sue & Sue, Chapter 19  <b>Popular News Discussion Facilitations</b>

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

Week 5, Class 10	Gender in a sociohistorical context	Assigned readings (E-Learning)
Week 6, Class 11	Gender identity development models (Women)	Sue & Sue, Chapter 26
Week 6, Class 12	Gender identity development models (Men)	Assigned readings (E-Learning)
Week 7, Class 13	Gender identity development models (Trans*/gender non-conforming)  <i>Midterm Evaluations</i>	Assigned readings (E-Learning)
Week 7, Class 14	Gender in the News, Workplace and Education Intersectional lens (Race and Gender)	Organista, Marin, & Chun, Chapter 6  <b>Popular News Discussion Facilitations</b>
Week 8, Class 15	Sexual orientation in a sociohistorical context	Assigned readings (E-Learning)
Week 8, Class 16	Sexual orientation identity models	Sue & Sue, Chapter 23
Week 9, Class 17	Sexual orientation in the news, workplace and education Intersectional lens (Race, Gender, and Sexual Orientation)	Assigned readings (E-Learning)  <b>Popular News Discussion Facilitations</b>
Week 9, Class 18	Community Engagement Discussion #1 Community Engagement Hours Check (5 hours completed)	Assigned readings (E-Learning)
Week 10, Class 19	Social class in a sociohistorical context	Assigned readings (E-Learning)

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

Week 10, Class 20	Social class identity models; Social class in the news, education and workplace  Intersectional lens (Race, Gender, Sexual Orientation and Social Class)	Sue & Sue, Chapter 25  <b>Popular News Discussion Facilitations</b>
Week 11, Class 21	Ability status in historical context; Ability status models	Sue & Sue, Chapter 22
Week 11, Class 22	Ability status in the media, education and the workplace  Intersectional lens (Race, Gender, Sexual Orientation, Social Class, and Ability Status)	Assigned readings (E-Learning)  <b>Popular News Discussion Facilitations</b>
Week 12, Class 23	Immigration status in sociohistorical context	Assigned readings (E-Learning)
Week 12, Class 24	Immigrant identity development models	Sue & Sue, Chapter 20
Week 13, Class 25	Immigration in the media, education and the workplace  Intersectional lens (Race, Gender, Sexual Orientation, Social Class, and Immigration Status)	Assigned readings (E-Learning)  <b>Popular News Discussion Facilitations</b>
Week 13, Class 26	Religious Identity Models; Religion in the news, workplace and education  Intersectional lens (Race, Gender, Sexual Orientation, Social Class, Immigration and Religion)	Assigned readings (E-Learning)  <b>Popular News Discussion Facilitations</b>
Week 14, Class 27	Strategies for engaging in cross-cultural dialogues	Assigned readings (E-Learning)

**CECP 4200: Working with Diverse Individuals and Groups in Professional Settings  
Fall 2019**

<p>Week 14, Class 28</p>	<p>Community Engagement Discussion #2 Community Engagement Hours Check (10 hours completed)</p> <p>Wrap-up</p>	<p>Assigned readings (E-Learning)</p> <p><b>Community Engagement Discussion Reflection Due</b></p> <p><b>Online Course Evaluation Due</b></p>
<p>Week 15</p>	<p>Final Exams Week</p>	<p><b>Final Exams Week!</b></p> <p><b>Critical Multicultural Identity Development Paper</b></p>

**\*Course schedule is tentative and can be changed by instructor. Notice will be provided of any changes made.**

**Department of Counselor Education and Counseling Psychology  
CECP 4200: Working with Diverse Individuals and Groups in  
Professional Settings**

**WMU Essential Studies Student Learning Outcomes Assessment**

**Level III: Connections, Local and National Perspectives Course Category**

**Local and National Perspectives**

	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
<b>Choose Two Student Learning Outcomes From Below</b>			
<input type="checkbox"/>	Apply ethical, critical and informed thought within or across disciplines.	Students will submit an integrative analysis of their approach to diversity and inclusion. This paper will draw from theories of cultural identity development and cross-cultural interactions from multiple disciplines, including psychology, counseling, sociology and anthropology.	Final paper of class (Critical Multicultural Identity Development Paper)
<input type="checkbox"/>	Develop sensitivity to diversity and inclusion	In their written assignments, students will be require to demonstrate awareness of how diversity and inclusion affects themselves and others by reflecting on their interactions with diverse others via community engagement events.	Final paper of class (Critical Multicultural Identity Development Paper)
<input type="checkbox"/>	Demonstrate effective and appropriate written communication	Students will complete weekly writing assignment where they integrate information from various scholarly sources and their personal perspective. This ability to integrate multiple scholarly sources must also be demonstrated in the Critical Multicultural Identity paper.	Four times during semester (E-Learning Discussion Posts)  Final paper of class (Critical Multicultural Identity Development Paper)