COUN 689: Teaching in a Pluralistic Society
Course Syllabus: Summer I, 2025

Course Syllabus: Spring 2025
Web-Based Course

INSTRUCTOR INFORMATION

Instructor: Erin N. Kaszynski, PhD, LPC
Office Location: Virtual
Office Hours: By Appointment Only
University Email Address: Erin.Kaszynski@tamuc.edu
Preferred Method of Communication: email
Communication Response Time: 72 hours, Monday-Friday

Co-Instructor: Zuzi Gomez-Chang, MS, LPC, NCC

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9th ed.). Wiley.

Textbook(s) Recommended

American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Gold, J. M. (2010). *Counseling and spirituality: Integrating spiritual and clinical orientations* (1st ed.). Prentice Hall.

Hyde, J. S., & DeLamater, J. D. (2020). *Understanding human sexuality* (14th ed.). McGraw-Hill Education.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

Aglipay, F. A. (2014). The Cass' theory of sexual identity formation: A study of the complexities of Queer Identity Development. *Journal of Psychology Research*, *4*(6), 411–418. https://doi.org/10.17265/2159-5542/2014.06.001

Cass, V. C. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality*, *4*, 219–235.

Cass, V. C. (1984). Homosexuality identity formation: Testing a theoretical model. *The Journal of Sex Research*, *20*, 143–167. doi:10.1080/00224498409551214

Fassinger, R. E., & Miller, B. A. (1996). Validation of an inclusive model of sexual minority identity formation on a sample of gay men. *Journal of Homosexuality*, *32*, 53–78.

COURSE DESCRIPTION

General Course Information
Student will gain knowledge and experience on effective teaching practices for a diversity course (COUN 522). Student will engage with Masters students in COUN 522 via feedback in their discussion boards and reflection paper assignments. The following will also be explored: (a) multicultural and pluralistic trend in counselor education, (b) Counselor educators' roles in developing cultural self-awareness, promoting cultural social justice, advocacy,… , (c) religious and spiritual development models of Allport, Fowler, Oser, Genia, and Washburn, and (d) Sue and Sue's R/CID model or Cass's model of GLB sexual identity formation.

Doctoral Student Learning Outcomes
Note. This course is absent of CACREP doctoral student learning outcomes

COURSE OBJECTIVES include, but are not limited to, the following:
1. Demonstrate effective online teaching practices
2. Expand upon previous knowledge of religious and spiritual development and sexual identity formation models.

Content Areas include, but are not limited to, the following:
I. Multicultural and pluralistic trends
    A. Characteristics
    B. Concerns between and within diverse groups nationally and internationally;
II. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
III. Counselor and consultant characteristics that influence helping processes including:
    A. Age
    B. Gender
    C. Ethnicity
III. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
IV. Diverse counselor and consultant characteristics and behaviors that influence the helping process including:
    A. Age

    B. Gender
    C. Ethnic Differences
IV. Counselors' roles in a diverse society
    A. Social justice
    B. Advocacy and conflict resolution
    C. Cultural self-awareness
    D. The nature of biases, prejudices
    E. Processes of intentional and unintentional oppression and discrimination
    F. Other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
V. Theories of multicultural counseling
VI. Theories of identity development
VII. Multicultural competencies
VIII. Legal and ethical issues related to diversity.

COURSE REQUIREMENTS

Instructional Methods
Student will meet with instructor on a weekly basis either in person or an online environment.

Student Responsibilities or Tips for Success in the Course
As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.

10. Be open to the process. This degree takes time, work, effort, and growth.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for instructional and learning methods, submitting assignments, participating in online discussions, and completing any quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course is offered online. As a student in this course, you will be required to actively participate both on D2L and in one-on-one consultation with the instructor. You will be expected to participate and complete all online tasks via D2L as assigned.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete all readings prior to class time.
3. Complete all assignments by the deadline. No excuses.
4. Adhere to the university student code of conduct.
5. Participate in open discussions both in class and in D2L discussion boards. This will help with your growth in research knowledge.
6. All writing assignments must be done according to APA 7th edition. Proof read anything you write before you submit your assignment.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. This is a reading-heavy course
9. If you do not understand something, ask. Do not wait until the last minute.
10. Don't wait until Thursday evening to ask me about something you need answered that weekend. *Note: I usually check my email on weekday evenings.*
11. Attempt to resolve group related conflicts directly with your peers before engaging your instructor. If faculty intervention is necessary, please do so in writing, including what attempts were made to resolve conflicts.

Assignments/Assessments

1. Personal Reflection Paper (80 points):
This paper will consist of two main components: (a) your experience as a co-instructor of COUN 522 and (b) your own personal exploration of religious/spirituality development and sexual identity formation development. For religious/spirituality development, you will choose one of the following models by Allport, Fowler, Oser, Genia, or Washburn. For sexual identity formation, you will choose either Sue and Sue's R/CID model or Cass's model of GLB sexual identity. This reflection paper should be 5-7 pages in length.

The personal reflection paper assignment is graded on the following four components.

1. **Mechanics**: correct grammar, spelling, consistent style (e.g. APA) – 10 pts
2. **Structure**: topics are well organized with headings, subheadings, and transitions -10 pt
3. **Completeness**: topics that should be included are addressed – 10 pts
4. **Content**: a demonstrated awareness of the of the knowledge base in the area of study (e.g., religious/spirituality development, sexual identity formation, cultural identity development, ethical considerations for working with diverse populations) – 50pts

2. Student Engagement, Assessment, and Feedback (10 points):
Student will take active role in engagement with students in the course. Student will be responsible for reviewing, assessing mastery of and giving feedback for COUN 522 student's discussion board posts and submitted assignments. This item will be graded through the demonstration of thoughtful and constructive feedback for initial discussion board posts and assigned graded assignments that is completed timely and consistently across the semester. Feedback is intended to be constructive, support higher level/critical thinking and expand perspectives of students. Timely for discussion feedback is on Sunday 11:59pm each week and for other assignments within 1 business week.

Student will meet with instructor weekly at an agreed upon time for teaching consultation regarding ways to improve feedback and provide student support in improving skills in this area.

3. Teaching Demonstrations (10 points)
Student will prepare 4 mini-lectures, topics to be determined the first week of class covering content from chapter, readings and additional literature from the field as appropriate. Each mini-lecture will be approximately 15 minutes and should be

postponed on Sunday in D2L before the preceding week for COUN 522 student's consumption.

Student will meet with instructor weekly at an agreed upon time for feedback regarding teaching demonstration.

GRADING

Final grades in this course will be based on the following scale:

90%-100% A
80%-89%   B
70%-79%   C
60%-69%   D
< 59%   F

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Counseling

EAST TEXAS A&M

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
    Pop-ups are allowed.
    JavaScript is enabled.
    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player _(version 17 or later)_ https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/

o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITYPROCEDURES/POLICIES

University-Specific Procedures

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesprocedures/13students/graduate/13.99.99.R0.10.pdf

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

ETAMU Attendance

Students in this course are expected to attend class and be active participants in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not. Attendance is required. Students are expected to demonstrate consistent attendance. Attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Students cannot miss more than 10% of the course meetings. This policy allows for two (2) absences. Any absence missed after two (2) absences will result in loss of credit for the course. Students who anticipate frequently missing class, arriving late, or leaving early should consider dropping the class.

Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

If you must miss class on a night when you are due to take an examination or give a presentation, you must provide your instructor with university approved documentation reflecting the purpose of your absence. This documentation will be used as a tool to evaluate whether your instructor can provide an exception to the absence policy (e.g., hospital admittance/discharge paperwork, funeral announcements, etc.).

or more information about the attendance policy please visit the [Attendance] webpage and [Procedure 13.99.99.R0.05].

Students with Disabilities - ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Counseling
EAST TEXAS A&M

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

https://inside.tamuc.edu/campuslife/campusservices/StudentDisabilityServices/default.aspx

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M- Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

http://telusproduction.com/app/5108.html

AI Use Policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty