



**Syllabus**  
**ED 6318: Counseling in a Multicultural**  
**School Counselors**  
**Sul Ross State University**  
**Spring 2024**

**Instructor:**

Glenn Short, M.Ed., LPC, NCC, CEI  
Lecturer, Counselor Education  
College of Education and Professional Studies

**E-Mail:** [gshort@sulross.edu](mailto:gshort@sulross.edu)

**Office Number:** 432-294-0732 (cell); you're welcome to call/text me. (Please identify your name and course when texting.)

**Emergency Phone:**

**Office Location:** Virtual office

**Office Hours:** By Arrangement

**COURSE PREREQUISITES:**

**CATALOG COURSE DESCRIPTION:**

Designed to help students develop knowledge, skills, and attitudes needed to provide effective counseling in a multicultural and pluralistic society. Issues addressed include awareness of one's own worldview and that of others; racism, stereotyping, and discrimination; and demographic, community, and family characteristics of various minority groups

**REQUIRED TEXTS:**

- Paul B. Pedersen, Walter J. Lonner, Juris G. Draguns, Joseph E. Trimble, and Maria R. Scharrón-del Río *Counseling Across Cultures: 7<sup>th</sup> edition*, Thousand Oaks, CA: SAGE
- American Psychological Association (2020). *The publication manual of the American Psychological Association. Seventh Edition.* Washington, D.C. American Psychological Association.

**All Students will also be required to purchase a DNA test online.** There are several testing sites available online – Please be aware that your final paper will require information from your testing results. Also be aware that the results of your tests will typically require 6-8 week turn around for results.

**TEXES STANDARDS:**

TEXES standards addressed in this course are:

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

**Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

**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.

**Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

| Standard | Description   | Assignment                            | Assessment                             | SLO          |
|----------|---|---------------------------------------|--|--------------|
| I. (1)   | <i>the history and philosophy of counseling</i>   | <i>Textbook<br/>Chapter 1</i>         | <i>Quiz<br/>Comprehensive<br/>Exam</i> | <i>SLO 1</i> |
| I.(7)    | environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive exam            | SLO<br>1, 2  |
| I.(10)   | the characteristics and educational needs of special populations;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive exam            | SLO<br>1,2   |
| I.(16)   | how cultural factors and group membership impact individual students;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive exam            | SLO<br>1,2   |
| IV. (1)  | understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners; | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive exam            | SLO<br>1,2   |

|         |  |                                       |                             |            |
|---------|--|---------------------------------------|-----------------------------|------------|
| IV.(2)  | advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles; | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive exam | SLO<br>1,2 |
| IV. (4) | take a positive, strength-based approach that builds on commonalities versus differences in all learners;  | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive exam | SLO<br>1,2 |
| IV. (7) | understand how family values, group membership, and culture intersect;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive exam | SLO<br>1,2 |
| V. (9)  | take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;   | Chapter reading;<br>discussion board; | Quiz;<br>Comprehensive exam | SLO<br>1,2 |

### **TEXES COMPETENCIES:**

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

#### **DOMAIN I—KNOWLEDGE OF LEARNERS**

**Competency 001 (Human Development and Learning):** Understand theories and processes of human development and learning as well as factors that influence development and learning.

**Competency 002 (Diversity and Cultural Competence):** Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

#### **DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

**Competency 003 (Guidance):** Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

**Competency 004 (Responsive Services):** Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

**Competency 005 (Individual Planning):** Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

**Competency 006 (Systems Support):** Understand procedures, processes, and strategies for providing systems support.

**Competency 007 (Program Management):** Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

### DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

**Competency 008 (Communication, Consultation, and Collaboration):** Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

**Competency 009 (Professional Practice):** Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

### DOMAIN IV—ANALYSIS AND RESPONSE

**Competency 010 (Analysis and Response):** In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

| Domain Competency | Description   | Assignment  | Assessment         | SLO        |
|-------------------|---|---|--------------------|------------|
| I.002.A           | Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas. | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.B           | Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity.  | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.C           | Apply knowledge of strategies for helping all students feel welcome; using students' diverse characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect   | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |

|         |  |   |                    |            |
|---------|--|---|--------------------|------------|
|         | for, affirmation of, and interaction with all students.  |   |                    |            |
| I.002.E | Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.     | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.F | Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access.  | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |
| I.002.G | Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity. | Discussion board;<br>Chapter reading;<br>Chapter quiz | Certify<br>Teacher | SLO<br>1,2 |

### **COURSE OBJECTIVES:**

- Compare and contrast various identity development models
- Differentiate between various multicultural theories in counseling
- Identify various multicultural issues for different populations
- Enrich each student's understanding of his/her own identity
- Encourage each student to evaluate his/her own view of diversity
- Discuss ethical issues in multicultural counseling

### **Goals of the course:**

1. To review essential topics presented by authors with specialized expertise about those topics;
2. To articulate the generic relevance of multicultural counseling for each and every counseling relationship.
3. To demonstrate the applications of multicultural counseling skills to others

### **STUDENT LEARNING OUTCOMES:**

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group

counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.

3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

### **COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

### **DISTANT LEARNING STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **SMARTTHINKING:**

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

### **ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in

the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

### **SAFE ASSIGN:**

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system tells you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

### **ADA (Americans with Disabilities Act)**

#### **SRSU DISABILITY SERVICES:**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

**ATTENDANCE POLICY:** *(for face to face classes)* You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically "excuse" the absence. In addition, SRSU policy states that "An absence is defined as nonattendance in fifty minutes of class" and that "instructors will drop a student from a course when the student has a total of nine absences." Missing an entire weekend format class will cause you to be dropped from the course.

**PARTICIPATION POLICY:** *(for online classes)* Since ED 6318 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 6318, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

### **COURSE REQUIREMENTS:**

Please note that a week in the course is considered Monday 12 midnight to the following Sunday at 11:59pm.

All assignments, discussion posts, and exams are due Sunday 11:59pm the week they are assigned.

**NOTE: NO LATE ASSIGNMENTS ARE ACCEPTED WITHOUT UNIVERSITY EXCUSE OR MEDICAL DOCUMENTATION.**

**Writing Style.** APA writing format is required. Written assignments must be typed using one-inch margins, 12-point type, and double line spacing; have all pages starting with the title page numbered; and be edited for spelling, punctuation, and grammar. **Papers with multiple errors and/or high (over 10%) similarity report (SafeAssign) will receive a reduction in grade.**

### **Cultural Community Engagement Project**

For this assignment you will be asked to engage in an activity associated with a multicultural community that you do not typically engage with. This can include attending a multicultural community event, spiritual or faith-based activity, volunteering for a community organization, or anything else where cross-cultural experiences would occur. You will write a 5-7 page reflection on the experience and include the following sections in your paper.

**Historical context of the community:** In this section, you will briefly discuss the pertinent historical issues encountered by the community in which you are engaging with for the activity. This can include a myriad of socio-political issues and you are asked to be broad in your discussion.

**Multicultural issues in the counseling context:** In this section, you will discuss the multicultural implications experienced by this community in the context of counseling. This includes issues that counselors should be aware of when working with the community. Discuss how the issues impact the counseling experience for this community and what the counseling profession is doing to move towards social justice and advocacy work.

**Description of the event and its purpose:** Discuss the event you attended and gather information around the purpose of the event. Is the event a celebration? Meant to raise



awareness? What do the organizers hope to achieve by holding the event?

**Your experience at the event:** Discuss your experience at the event and what you observed during your attendance. Discuss how the community members interacted with the attendees outside of the community. Explore what you observed about the

**Reflect on how the event influenced your counselor identity:** As a counselor-in-training, discuss how your experience at the event influenced you as a counselor. Did you learn something you didn't know before? How will you incorporate this experience into your work as a counselor?

This paper must be in APA format 7th edition, 5-7 pages. Please use scholarly resources from the Sul Ross library. A rubric will be used to score this assignment.

### **Cultural / DNA Analysis Paper. Summary of DNA/ Ancestry Analysis**

You will be asked to complete a DNA/Ancestry Analysis Kit. You can purchase one of these kits from AncestryDNA, MyHeritage, FamilyTree DNA, 23and Me, LivingDNA, or any other company of your choice. **Be aware that the results take 6-8 weeks to receive, so please plan accordingly.** The purpose of this assignment is to explore and integrate information related to your cultural heritage with issues related to becoming a sensitive multicultural counselor.

The assignment is divided into three parts:

1. Personal cultural experience
2. DNA Report results
3. Cultural heritage identified VS DNA Analysis
4. Development as a sensitive multicultural counselor

Specific questions are provided below to stimulate your thinking across a range of cultural factors. Respond to each of the questions as appropriate.

**Section 3, does have specific questions that you need to address, these questions are not optional.** (Remember, sometimes the fact that something is **not** valued is as meaningful as the fact that something **is** assigned value). Include additional information as needed to **complete a picture of your family heritage and personal cultural experience.**

At the close of this section, I will address confidentiality and privacy. This paper should be a minimum of **10 pages** in length, excluding the title page and reference section.

#### **Personal cultural experience:**

In this section, address family and community values that have been part of your personal experience. Family should be addressed in the context of your extended family and include persons who assumed a familiar role in your development. Family would include your current "family" as well as your family of origin. Respond to each of the following questions as appropriate and include additional information as needed to complete a picture of your personal cultural experience.

- In what way has the information discussed in the first section carried forward to influence your personal cultural experience?

- What specific values were held by your family of origin and community (e.g. religion, education, work, food, or family)?
- How were your family values similar to and different from those of the rest of the community? What types of rituals or ceremonies were important to your family?
- What types of personalities and communication can you identify? How was conflict handled?
- What views were held about diversity?
- How did diversity issues of gender, nationality, race, sexuality, disability, or religion impact your family?
- How has “privilege,” or the lack of it, eased life or made it more difficult for your family?
- Did the family move to different locations or remain in the same community throughout your development?
- Under what circumstances did moving occur?
- How did living in different communities influence your cultural experience?
- How is your current “family” culture similar to or different from your family of origin?
- How has change in the social and cultural nature of society at large influenced your cultural experience?

**DNA Result Summary** In this section, please discuss the following:

- DNA/Ancestry Results.
- Breakdown of Results
- Brief History of Results
- Personal Reaction to Results

**Cultural heritage identified vs DNA Analysis:**

In this section address you will address information in two parts:

1) Address information you are able to obtain about your ancestors passed on by word of mouth or family documents. (Note that I am NOT asking for a genealogy here, although you may use that to provide structure for presenting your information).

Questions to be considered are as follows;

- What nationalities are you able to identify?
- What type of work was done?
- What forms of artistic expression were important?
- Were there specific values you can identify (e.g. religion, education, work, food, or family)?
- Were traditional rites or ceremonies important to your ancestors?
- What types of personalities and communication styles can you identify?
- What views were held about diversity?
- In what ways were your ancestors impacted by diversity--gender, nationality, race, or religion?
- Were they native to this country or immigrants from another country?
- Under what circumstances did immigration occur?
- Did the family live in a community in this country with the same nationality (e.g. German community)? How did acculturation occur?
- How was the native language treated by the family?
- Did the family move to different locations or remain in the same community across

- generations?
- Under what circumstances did moving occur?
- How did the social and cultural nature of society at the time influence your ancestors?

2) Address information from your DNA results.

- Identify areas of the DNA results that seem to support the information obtained from ancestors.
- Identify areas that might challenge this information.
- Identify the most surprising results. Identify what areas that may clarify inherit ideas of who you are that you might have had.
- What Ethnicity are you drawn to the most and will you most likely research going forward? What ideas, theories and concepts presented in your textbook now apply to you?

**Becoming a Sensitive Multicultural Counselor:**

Use this section to examine your personal cultural experience within the context of becoming a sensitive and competent multicultural counselor. Respond to each of the following questions and include additional information as needed.

- How has your decision to become a counselor influenced your views toward cultural diversity?
- How would you describe your cultural identity development at the current time using information from your text and the DNA results?
- How will your communication values and skills impact your role as a competent multicultural counselor?
- Considering the nature of your cultural experience, describe five strengths you will bring to multicultural counseling.
- Within the same context, describe five weaknesses you currently have which could prevent you from being a sensitive multicultural counselor.
- Describe five attitudinal and five knowledge goals for yourself that, if met, would help you develop as a competent multicultural counselor.

**NOTE:** I recognize that some of you may find information requested in this paper to be sensitive in nature. Therefore, the paper will be kept confidential and will be read only by myself. It is assumed that information believed to be private to the family will not be included in the paper. While the DNA analysis is intended to enlighten you, the analysis information may not be well received by members of your family. So please use the information carefully.

This paper is to be in APA format. 12 point Times New Roman Font, double spaced, with inch margins, and title page. Please any references you use (including your DNA analysis.) If your paper is not in APA format, you will receive an automatic failing grade, Then, it will be returned to you for correction and resubmission.

**Exams.** There will be a total of 5 exams

Read the textbook assignments and **study** the material **PRIOR** to participation.

**EVALUATION/GRADING POLICY:**

|                               |     |
|-------------------------------|-----|
| DNA/Ancestry Analysis Summary | 10% |
| Discussion Board              | 20% |
| Cultural /DNA analysis paper  | 30% |
| 5 Exams                       | 40% |

Course Grades:

A 91%-100%

B 81 %- 90%

C 71%- 80%

F Below 70%

**NOTE:** Graduate students must maintain a 3.0 GPA to remain in good standing.

**SCHEDULE/DUE DATES:**

|   |
|---|
| <b>All assignments begin Monday and are due Sunday at midnight with the exception of week 1 which starts on Wednesday the 17th and ends on Monday May 6th. Do not jump ahead on discussion board responses stay within the assigned week.</b>   |
| <b>Module 1:1/17-1/22</b>   |
| Chapter 1 & 2 -Discussion Board Posting; Chapter 1 & 2 -Discussion Board Response   |
| <b>Module 2:1/22-1/28</b>   |
| Chapter 3 & 4 -Discussion Board Posting; Chapter 3 & 4-Discussion Board Responses; Exam #1 chapters 1-4   |
| <b>Module 3: 1/29-2/04</b>  |
| Chapters 5 and 6-Discussion Board Posting; Chapters 5 and 6-Discussion Board Responses;<br>Read: Hays, D. G., Dean, J. K., & Chang, C. Y. (2007). Addressing privilege and oppression in counselor training and practice: A qualitative analysis. Journal of Counseling & Development, 85(3), 317–324. (PDF on course site) |
| <b>Module 4: 2/5-2/11</b>   |
| Chapter 7 and 8 -Discussion Board Posting; Chapter 7 and 8 -Discussion Board Responses  |
| <b>Module 5: 2/12-2/18</b>  |
| Chapter 9 -Discussion Board Posting; Chapter 9-Discussion Board Responses; Exam #2 chapters 5-9   |
| <b>Module 6: 2/19-2/25</b>  |
| Chapter 10 and 11 -Discussion Board Posting; Chapter 10 and 11 -Discussion Board Responses  |

Read and Summarize Ratts, M. J., & Hutchins, A. M. (2009). ACA Advocacy Competencies: Social Justice Advocacy at the Client/Student Level. *Journal of Counseling & Development*, 87(3), 269–275

**Module 7: 2/26-3/3**

Chapter 12 and 13 -Discussion Board Posting; Chapter 12 and 13 -Discussion Board

Responses; Exam #3 chapters 10 - 13

**Module 8: 3/4-3/10**

Chapter 14 and 15 -Discussion Board Posting; Chapter 14 and 15 -Discussion Board Responses;  
**Cultural Community Engagement Project due by midnight**

**SPRING BREAK 3/11 -3/15**

**Module 9: 3/18-3/24**

Chapter 16 and 17-Discussion Board Posting; Chapter 16 and 17 -Discussion Board Responses

**Module 10: 4/25-4/31**

Chapters 18 -Discussion Board Posting; Chapters 18 -Discussion Board Responses; Exam #4 chapters 14 -18

**Module 11: 4/1-4/14**

Chapter 19 and 20 -Discussion Board Posting; Chapter 19 and 20 -Discussion Board Responses

Read and Summarize M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession. *Journal of Multicultural Counseling and Development*, 44(1), 28–48. (PDF on course site).

**Module 12: 4/15-4/21**

Chapter 21 and 22 – Discussion Board Posting; Chapter 21 and 22 – Discussion Board Responses

**Module 13: 4/22-4/28**

Chapter 23 and 24 -Discussion Board Posting; Chapter 23 and 24 -Discussion Board Responses

**Module 14:4/29-5/6**

Exam # 5 chapters Chapters 19-24 -

**Module 16: -5/7**

**Cultural/DNA Analysis paper due by at midnight**

**GRADES ARE DUE BY FRIDAY THE 10<sup>TH</sup> AT NOON. Late papers will not be accepted and therefore student will receive an F so get the papers in by deadline.**

| Sub-skill | Beginning | Basic | Proficient | Advanced | Exceptional | Score |
|-----------|-----------|-------|------------|----------|-------------|-------|
|           | 1         | 2     | 3          | 4        | 5           |       |

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSION**

|                                      |   |  |  |  |  |  |
|--------------------------------------|---|--|--|--|--|--|
| <b>Integration of Knowledge</b>      | <i>The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways</i>                     | <i>The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways</i>   | <i>The paper incorporated knowledge from the literature in relevant and meaningful ways</i>  | <i>The paper effectively incorporated knowledge from the literature in relevant and meaningful ways</i>  | <i>The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways</i>   |  |
| <b>Organization and Presentation</b> | The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow |  |

|                          |  |   |  |  |   |  |
|--------------------------|--|---|--|--|---|--|
| <b>Focus</b>             | The paper's topic lacked focus and a clear direction       | The paper's topic had occasional focus, direction, and purpose            | The paper's topic had focus and clarity of direction and purpose | The paper's topic had effective focus and clarity of direction and purpose | The paper's topic had very effective focus and clarity of direction and purpose |  |
| <b>Level of Coverage</b> | The paper lacked depth, elaboration, and relevant material | The paper occasionally included depth, elaboration, and relevant material | The paper included depth, elaboration, and relevant material     | The paper effectively included depth, elaboration, and relevant material   | The paper very effectively included depth, elaboration, and relevant material   |  |
| <b>Grammar/ Spelling</b> | The paper contained numerous errors of                     | The paper contained some errors of grammar and spelling                   | The paper contained very few errors of                           | The paper contained only one or two errors of                              | The paper contained no errors of grammar and spelling                           |  |

|                               |   |   |   |   |   |  |
|-------------------------------|---|---|---|---|---|--|
|                               | grammar and spelling  |   | grammar and spelling  | grammar and spelling  |   |  |
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