



Syllabus
EDUA 6318: Multiculturalism and Diversity in Counseling
Clinical Mental Health
Sul Ross State University
Fall 2026

Instructor:

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Office Hours: TEAMS: Tuesdays and Thursdays, 12:00-4:00, and by appointment.

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:

All the required course materials for your classes are being delivered through Sully Shelf, the campus-wide course materials program. Your student account will be charged automatically, and you will not need to make a separate purchase.

If you have any questions about Sully Shelf or the charge to your student account, please contact the campus store by phone at (432) 8378194 or via email at sullyshelf@follett.com.

Pedersen, P., Lonner, W., Draguns, J., Trimble, J., and Scharrón-del Río, M. *Counseling Across Cultures: 7th edition*, Thousand Oaks, CA: SAGE. ISBN: 9781452217529

American Psychological Association (2020). The publication manual of the American Psychological Association. Seventh Edition. Washington, D.C. American Psychological Association. ISBN: 978-1-4338-3217-8

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)	the history and philosophy of counseling	Textbook Chapter 1	Quiz Comprehensive Exam	SLO 1
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; discussion board;	Quiz; Comprehensive exam	SLO 1, 2
I.(10)	the characteristics and educational needs of special populations;	Chapter reading; discussion board;	Quiz; Comprehensive exam	SLO 1,2
I.(16)	how cultural factors and group membership impact individual students;	Chapter reading; discussion board;	Quiz; Comprehensive exam	SLO 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; discussion board;	Quiz; Comprehensive exam	SLO 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; discussion board;	Quiz; Comprehensive exam	SLO 1,2
IV. (4)	take a positive, strength-based approach that builds on commonalities versus differences in all learners;	Chapter reading; discussion board;	Quiz; Comprehensive exam	SLO 1,2
IV. (7)	understand how family values, group membership, and culture intersect;	Chapter reading; discussion board;	Quiz; Comprehensive exam	SLO 1,2
V. (9)	take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;	Chapter reading; discussion board;	Quiz; Comprehensive exam	SLO 1,2

TEXES COMPETENCIES:

Student knowledge and application of the four domains and ten 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. 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 ten competencies assessed 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; Chapter reading; Chapter quiz	Certify Teacher	SLO 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; Chapter reading; Chapter quiz	Certify Teacher	SLO 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 for, affirmation of, and interaction with all students.	Discussion board; Chapter reading; Chapter quiz	Certify Teacher	SLO 1,2
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; Chapter reading; Chapter quiz	Certify Teacher	SLO 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; Chapter reading; Chapter quiz	Certify Teacher	SLO 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; Chapter reading; Chapter quiz	Certify Teacher	SLO 1,2

CACREP REQUIREMENTS FOR CLINICAL MENTAL HEALTH COUNSELING

	CACREP Standard	Activity	SLOs
II.F.2.a.	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Chapters 5-9; Chapter 14-18 Reading and Discussion Questions	1, 3
II.F.2.b.	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Chapters 1-4; Reading and Discussion Questions	1, 3
II.F.2.c.	Multicultural counseling competencies	Article Read & Summarize (Ratts, Singh, Nassar-McMillan, Buntler, & McCullough, 2015)	1, 3
II.F.2.d.	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Cultural/DNA Analysis Paper	1, 3
II.F.2.e.	The effects of power and privilege for counselors and clients	Reading and Summarize Article (Hays, Dean, & Chang, 2007)	1, 3
II.F.2.f.	Help-seeking behaviors of diverse clients	Chapter 19-21 Reading and Discussion Questions	1, 3

II.F.2.g.	The impact of spiritual beliefs on clients' and counselors' worldviews	Chapter 22 Reading and Discussion Questions	1, 3
II.F.2.h.	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Reading & Summarize (Ratts & Hutchinson, 2009)	1, 2, 3
	Standards for Clinical Mental Health Counseling (CMHC) track	Activity	SLOs
V.2.j	Cultural factors relevant to clinical mental health counseling.	Cultural/DNA Analysis Paper;	1, 3

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.

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.

University AI Policy

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools

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 is telling 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 each semester for each class. Alpine students seeking accessibility/accommodations services must contact Ronnie Harris, M.Ed.,

LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email counseling@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

PARTICIPATION POLICY:

Since EDUA 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 EDUA 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:

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

Writing Style. APA writing format is required. All written assignments including discussion board must be typed using one-inch margins, 12-point type, and double line spacing; have all pages starting with the title page numbered; include a running head 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.**

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

Discussion Board Activities: (25% of overall grade)

Chapter discussion board POSTS and RESPONSES are due by 11:59 p.m. CST on the given due date. Each chapter discussion board post is worth 20 points and each discussion board response is worth 10 points=30 points total. In some instances chapter discussions are combined, however, the guidelines remain the same with total points of 60.

A response is directed towards a fellow student's posting. In other words, you are going to review a fellow student's chapter discussion board post and provide a response. Response postings must entail more than "great posting" or "good job". Although these phrases may be included, you must expand on your thoughts and present good responses. **Students must acknowledge when using AI-generated content in assignments. Ensure AI acts as a tool to enhance learning without replacing critical thinking.**

Exams: (30% of overall grade)

There will be a total of 5 exams

Cultural Community Engagement Project: (15% of overall grade)

For this assignment you will be asked to engage in an activity associated with a multicultural community (examples: a Jewish celebration, attending a Muslim Mosque or Black church, something to do with the Asian or Buddhist culture/ community, etc. etc.) 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. You must have approval before it will be accepted, so please email me.

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. Due in Module Eight.

Cultural / DNA Analysis Paper

Summary of DNA/ Ancestry Analysis: (30% of overall grade)

You will be asked to complete a DNA/Ancestry Analysis Kit. You can purchase one of these kits from AncestryDNA, MyHeritage, FamilyTree DNA, 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 four 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.

1. 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?

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

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

3. Cultural heritage identified vs DNA Analysis: In this section 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?

4. Developing as 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 one-inch margins, and title page. Please include all 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. Due in Module Sixteen

EVALUATION/GRADING POLICY:

Cultural Experience Reflection	15%
Discussion Board	25%
Cultural /DNA analysis paper	30%
5 Exams	30%

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:

SUL ROSS STATE UNIVERSITY
EDUA 6318

Multiculturalism and Diversity in Counseling
Fall 2026

Calendar of Assignments and Due Dates

All assignments are due the Sunday at 11:59pm.

Late Assignments will not be accepted for grading-You will receive a 0, no exceptions!

Assignment:	Date Due:	Time Due:	Date Completed
Module 1			
Discussion Board-Online Participation Policy	08-30-26	11:59 pm central	
AI Policy	08-30-26	11:59 pm central	
Discussion Board-Introduce Yourself	08-30-26	11:59 pm central	

Module 2			
Chapter 1 Discussion Board	09-06-26	11:59 pm central	
Chapter 2 Discussion Board	09-06-26	11:59 pm central	
Module 3			
Chapter 3 Discussion Board	09-13-26	11:59 pm central	
Chapter 4 Discussion Board	09-13-26	11:59 pm central	
Exam #1 Chapters 1 through 4	09-13-26	11:59 pm central	
Begin Working on the Cultural Community Engagement Project			
Module 4			
Chapter 5 Discussion Board	09-20-26	11:59 pm central	
Chapter 6 Discussion Board	09-20-26	11:59 pm central	
Continue Working on the Cultural Community Engagement Project			
Module 5			
Chapter 7 Discussion Board	09-27-26	11:59 pm central	
Chapter 8 Discussion Board	09-27-26	11:59 pm central	
Continue Working on the Cultural Community Engagement Project			
Module 6			
Chapter 9 Discussion Board	10-04-26	11:59 pm central	
Exam #2 Chapters 5 through 9	10-04-26	11:59 pm central	
Continue Working on the Cultural Community Engagement Project			
Module 7			
Chapter 10 Discussion Board	10-11-26	11:59 pm central	
Chapter 11 Discussion Board	10-11-26	11:59 pm central	
Continue Working on the Cultural Community Engagement Project			
Module 8			
Chapter 12 Discussion Board	10-18-26	11:59 pm central	
Chapter 13 Discussion Board	10-18-26	11:59 pm central	

Exam #3 Chapters 10 through 13	10-18-26	11:59 pm central	
Continue Working on the Cultural Community Engagement Project			
Module 9			
Chapter 14 Discussion Board	10-25-26	11:59 pm central	
Chapter 15 Discussion Board	10-25-26	11:59 pm central	
Cultural Community Engagement Project Due	10-25-26	11:59 pm central	
Module 10			
Chapter 16 Discussion Board	11-01-26	11:59 pm central	
Chapter 17 Discussion Board	11-01-26	11:59 pm central	
Module 11			
Chapter 18 Discussion Board	11-08-26	11:59 pm central	
Exam #4 Chapters 14 through 18	11-08-26	11:59 pm central	
Module 12			
Chapter 19 Discussion Board Chapter 20 Discussion Board	11-15-26	11:59 pm central	
Module 13			
Chapter 21 Discussion Board	11-22-26	11:59 pm central	
Chapter 22 Discussion Board	11-22-26	11:59 pm central	
Work on Cultural/DNA Analysis Paper (Module 15)			
Module 14			
Chapter 23 Discussion Board	11-29-26	11:59 pm central	
Chapter 24 Discussion Board	11-29-26	11:59 pm central	
Continue working on Cultural/DNA Analysis Paper (Module 15)			
Module 15			
Exam #5 Chapters 19 through 24	12-06-26	11:59 pm central	
Cultural/DNA Analysis Paper Due	12-06-26	11:59 pm central	

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Organization and Presentation	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	
Focus	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	
Level of Coverage	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	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	

