



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus

EPC 643: Diversity in Counseling
Mondays 4-6:45pm – Spring 2025

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description

Self-assessment of knowledge, sensitivity, and attitudes toward diverse populations, including race, ethnicity, gender, age, socioeconomic status, sexual orientation, spirituality, ability, and language. Examination of family structure and social patterns in California's ethnic populations and differences across social class. Review of cross-cultural research, theories, interventions, and resources. Emphasis on models of societal oppression, privilege, cross-cultural dynamics, poverty, and social justice, as well as the impact of social stress and prejudice on mental health recovery. Designed for family therapists and mental health counselors in school, college, and community settings.

Units: 3

Prerequisite: Admission to a CSUN Master's Degree Program in Counseling

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

Excellence in professional and
academic preparation
Evidence of growth and renewal
Ethical and caring professionals

Collaborative partnerships
Communities of diverse learners
Creative and reflective thinking

Instructional Philosophy

The counseling programs at CSUN are designed based on a learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:

1. The California Commission on Teacher Credentialing (CTC) State Standards for School Counseling.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in College Counseling and Student Affairs and School Counseling.
3. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below.

CTC Standards Covered in this Class

The M.S. in Counseling program at CSUN is accredited by the California Commission on Teacher Credentialing (CTC), the body that authorizes individuals to work in the State of California as School Counselors, among other professions in education.

The following School Counseling Performance Expectations (SCPEs) are covered in this course.

SCPE 3: Student Academic Development	
SCPE 3.7:	Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.
SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access	
SCPE 7.3:	Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.
SCPE 7.4:	Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.

SCPE 7.5:	Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.
SCPE 7.6:	Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.
SCPE 7.8:	Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success.
SCPE 7.9:	Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.
SCPE 7.10:	Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.
SCPE 7.11:	Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.

CACREP Standards Covered in this Class

The M.S. in Counseling program at CSUN will seek accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation provides numerous benefits to students, such as having their degree readily recognized by other states for licensure, eligibility to take the national counselor examination upon graduation, and a high-quality curriculum that is regularly revised by external experts.

The Core CACREP standards covered in this class include:

PROFESSIONAL COUNSELING IDENTITY	
2. Social and Cultural Diversity	a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
	b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
	c. Multicultural counseling competencies
	d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.

	e. The effects of power and privilege for counselors and clients
	f. Help-seeking behaviors of diverse clients
	h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
5. Counseling and Helping Relationships	b. A systems approach to conceptualizing clients
	g. Counselor characteristics and behaviors that influence the counseling process
	h. Essential interviewing, counseling, and case conceptualization skills
8. Research and Program Evaluation	b. Identification of evidence-based counseling practices

The College Counseling Specialty standards covered include:

College Counseling – Contextual Dimensions	2g.	current trends in higher education and the diversity of higher education environments
	2i.	environmental, political, and cultural factors that affect the practice of counseling in higher education settings
	2j.	the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
	2p.	legal and ethical considerations specific to higher education environments
College Counseling – Practice	3a.	collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings

The School Counseling Specialty standards covered include:

School Counseling – Contextual Dimensions	2a.	School counselor roles as leaders, advocates, and systems change agents in P-12 schools
	2n.	Legal and ethical considerations specific to school counseling
	3f.	Techniques of personal/social counseling in school settings;
School Counseling – Practice	3h.	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. Perform a complete cultural self-assessment at the beginning of the course. **(CACREP Core std. 2d., 5g., 5h.)**
 - a. To be measured on the Cultural Self-Assessment and Analysis assignment.

2. Identify representations of oppression (racism, sexism, heterosexism, classism, ageism and ableism) with examples not only from personal experiences but also from research. **(CACREP Core std. 2a., 2b., 2e., 2f., 2h.)**
 - a. To be measured on the Final Paper assignment and through course discussions.
3. Demonstrate an understanding of key topics in the field of diversity, such as social justice, privilege, different theories in cross-cultural research, the effects of different counseling techniques on diverse populations, changing interventions based on different geographical communities, etc. **(CACREP Core std. 2a., 2b., 2c.; CACREP College Counseling Specialty Std. 2g., 2j., 3a.; CACREP School Counseling Specialty std. 2a., 3h.)**
 - a. To be measured on reaction papers (in-class/home), quick writes, and/or response requests.
4. Analyze assumptions and biases by providing regular feedback papers to lectures, field trips, films and invited guests brought to class. **(CACREP Core std. 2c., 2h., 5g.; CACREP College Counseling Specialty std. 2i.; CACREP School Counseling Specialty std. 2a., 3f.)**
 - a. To be measured on in class assignments (quick writes, discussions).
5. Articulate cross-cultural issues, dynamics, and concerns by developing a major professional paper, which uses the chosen book assignment and identifies the major cultural themes of that population or group in the context of current cross-cultural research. **(CACREP Core std. 2b., 2d., 2e., 2f., 2h., 8b.; CACREP College Counseling Specialty std. 2j., 2p.; CACREP School Counseling Specialty std. 2a., 2n.)**
 - a. To be measured on the Final Paper assignment.
6. Demonstrate conceptual and working knowledge of cross-cultural competencies (ASCA, CACREP, APA) by integrating (citing) some of these principles within the major paper requirement. **(CACREP Core std. 2c.; College Counseling Specialty std. 2i., 2j., 2p.; CACREP School Counseling Specialty std. 2a., 2n.)**
 - a. To be measured on the Final Paper assignment.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class on Canvas unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online, with the professor, and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings. If you miss more than 2 full classes, you may be asked to repeat the course at another time.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (4pm) and must be submitted via Canvas (unless otherwise instructed). **There will be no rewrites of**

assignments; therefore, it is necessary that you submit your best work. Late submissions will lose one (1) full letter grade. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form ([Incomplete Grade Request Form](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days (if any) that do not conflict with one of their religious holidays.

Professionalism*

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Engaging in respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 1. **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology. Should you *appear* to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of social media platforms or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- Class identified norms:
 1. Avoid eating loud food during class
 2. Avoid loud conversations in class that are not connected to the focus of the class,
 3. Give others one's full attention when they are speaking,
 4. Assume good intentions,

5. Be sensitive to differences in the room,
6. TBD

Zoom specific norms:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Limit distractions.
- Avoid multi-tasking.
- Check private messages in the chat before you send them.
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable).
- For class, camera should be on. (Please connect w/professor if issues occur.)

*Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify the professor **within the first two weeks of class.** Students interested in accommodations should contact the university's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA), American College Personnel Association (ACPA), and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7th edition*. Additionally, students **must submit original work**. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 10 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Policy on Artificial Intelligence (AI)

Student exploration and research is connected to how we learn, and this part of the process is critical to your development as a counselor. Assignments in this class are meant for students to engage in the process of completion, think critically, understand the process of conducting research of evidence-based practices and research. Reflections, presentations, and research papers serve a purpose in your professional development, and how we approach problems and find solutions is a necessary part of this development. Therefore, the use of ChatGPT (or other similar tools or software that generate suggested text) is allowed on a limited basis in this class.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/>. Enter a draft research question. The tool can help you find related, open-ended questions.
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts.
- Check grammar, rigor, and style; help you find an expression.

You will be asked to adhere to the following when using ChatGPT or similar tools:

- Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
- When using AI tools on assignments, add an appendix showing
 - a) the entire exchange, highlighting the most relevant sections,
 - b) a description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version),
 - c) an explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.),
 - d) an account of why AI tools were used (e.g., to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
- Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
- Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
- Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

Violations of this policy could result in failure of the assignment or failure of the course and a notation on your transcript

Useful Resources on Campus

CSUN's Computer Support

[CSUN Helpdesk](#)

The IT division is responsible for the delivery of effective, secure, reliable technology infrastructure and technology services that enable, promote, and support students, faculty, and staff to achieve their goals. IT is committed to offer leadership and support in the advancement of technology, working in a collaborative partnership with CSUN's schools, colleges, and administrative divisions.

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

There are certain criteria that must be met prior to requesting an incomplete grade. Please review this information through the link above.

Disabilities Resources and Educational Services

[DRES](#)

Disability Resources and Educational Services (DRES) is guided by the belief that each individual has strengths, abilities and talents. Through student service, training and education programs, DRES furthers the vision of an inclusive society that supports the attainment of academic, professional and personal goals for persons of all abilities. If you are a student, please take a look at [Student Services](#) to learn more about DRES.

Writing Center

[Learning Resource Center \(LRC\)](#)

Since 1973, the mission of the LRC is to enable students to improve their academic performance through a variety of learning programs including workshops, one on one and group tutoring, and supplemental instruction classes.

The Pride Center

[CSUN Pride Center](#)

The Pride Center supports lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual (LGBTQIA+) students, faculty, and staff through programming and educational outreach to improve the campus climate for LGBTQIA+ individuals as well as advocate for the respect and safety of all members of the campus community.

Pride Center Values: Advocacy, Communication, Empowerment, Fun, Inclusivity, Intersectionality, Learning, Social Justice

Veterans Resource Center

[VRC](#)

The mission of the VRC is to assist CSUN students as they transition from military service to academic success. The VRC promotes the academic, personal and professional development of student veterans, reservists, members of the National Guard and their dependents through supportive services, resources and community building events.

DREAM Center

[USU DREAM Center](#)

The DREAM Center of the University Student Union at CSUN is a welcoming resource center that provides resources and services to undocumented students, mixed status families, staff, faculty, allies and future undocumented students while fostering a more inclusive campus community. DREAM stands for Dreamers, Resources, Empowerment, Advocacy and Mentorship. You can meet with staff by appointment or just walk into their space at the USU.

We provide resources and services to help empower students so that they can become advocates during their educational trajectory.

We increase knowledge of the ever-changing political climate which affect students in their personal and professional lives.

We believe students thrive and undergo a transformation when they feel supported and empowered in their autonomies to confidently pursue their aspirations and goals.

Research and Library Assistance

[Research and Library Assistance](#)

You can request assistance with research and find answers to general library related questions through this link.

CSUN Student Conduct Policies

[Student Conduct Policies](#)

For information about CSUN's student conduct policies, visit the link above.

University Counseling Services

[UCS](#)

24/7 crisis/urgent care services are available for students at (818) 677-2366 (Option 3). In addition, the [urgent care page](#) of our website provides many other crisis services, including the 24/7 suicide prevention hotline (800-273-TALK/8255) and the 24/7 Crisis Text Line – text "START" to 741-741.

UCS' website also has some helpful resources in our [Videos and Blogs](#) section that includes a variety of videos (including several in Spanish) and 7 different Mindfulness Exercises. They also have a new section called [Resources](#) that has a variety of Wellness Resources, Mental Health & Wellness Apps, and Hotlines and Community Resources.

Matadors Forward (COVID-19 Health, Safety, and Well-being Resources)

[Matadors Forward](#)

For information related to COVID-19, please visit the link above.

[YOU@CSUN](#)

You at CSUN is a comprehensive online well-being platform intended to enhance student mental health, physical wellness, happiness, and academic success, and to connect students to information, campus resources, peers, and opportunities. It looks at students holistically and is intended to provide students access to a wealth of content and campus resources across 3 domains:

- Succeed: academics, career path, learning style, and leadership
- Thrive: personal well-being including physical and mental health
- Matter: purpose, community, and social connections

Watch the 1-minute [video](#) to see what YOU offers students.

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Instructional Format

This graduate course will include lecture, discussions, videos, experiential activities, guest speakers possibly, research assignments and self-assessment. The course may also include online components via Canvas; use your CSUN user ID and password to log on.

Required Books

1. Duan, C., & Brown, C. (2016). *Becoming a multiculturally competent counselor*. Thousand Oaks, CA: Sage.

2. David, E. J. R., & Derthick, A. O. (2018). *The psychology of oppression*. New York, NY: Springer Publishing Company, LLC.
3. A text of your choosing. This should be a book related to culture and offer an understanding of the cultural perspective. Choose a cultural group different from your own. This book will relate to an assignment.
 - a. Examples:
 - i. *The Poet X* by Elizabeth Acevedo
 - ii. *The Hate U Give* by Angie Thomas
 - iii. *Dear Martin* by Nic Stone
 - iv. *On the Come Up* by Angie Thomas
 - v. *The Shame of the Nation: The Restoration of Apartheid Schooling in America* by Jonathan Kozol
 - vi. *With the Fire on High* by Elizabeth Acevedo
 - vii. *A Chosen Exile: A History of Racial Passing in America* by Allyson Hobbs
 - viii. *Yes! We Are Latinos: Poems and Prose About the Latino Experience* by Alma Flor Ada
 - ix. *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap* by Gilda L. Ochoa
 - x. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander
 - xi. *Dear Justyce* by Nic Stone
 - xii. *Fun Home* by Alison Bechdel
4. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

It is highly recommended that you purchase the 7th edition of the APA manual, as this will be the standard for the course. There are several changes to formatting with the 7th edition, and assignments will have points dedicated to APA formatting.

There will be other texts used during the class, however, materials from these texts will be provided via Canvas.

Signature/Required Articles (all articles can be found via the CSUN library collection)

Note: You will need to search for these articles in CSUN's library databases, unless there is a direct link provided in this syllabus.

- Arora, K. (2013). Reflections on the experiences of turbaned Sikh men in the aftermath of 9/11. *Journal for Social Action in Counseling and Psychology*, 5(1), 116-121.
- Broadhurst, C., Martin, G., Hoffshire, M., & Takewell, W. (2018). 'Bumpin' up against people and their beliefs': Narratives of student affairs administrators creating change for LGBTQ students in the South. *Journal of Diversity in Higher Education*, 11(4), 385-401. <https://doi-org.libproxy.csun.edu/10.1037/dhe0000036>
- Crosley-Corcoran, G. (2014). Explaining White privilege to a broke White person. Huffington Post. https://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html
- Griffin, D., & Steen, S. (2011). A social justice approach to school counseling. *Journal for Social Action in Counseling and Psychology*, 3(1), 74-85.

- Kumashiro, K. (2000). Toward a theory of anti-oppressive education. *Review of Educational Research*, 70(1), 25-53.
- McIntosh, P. (1988). *White privilege: Unpacking the invisible knapsack*. Professional paper copied by permission from P. McIntosh, Wellesley College Center Research for Women, Wellesley, MA 02181. **(Found on pp. 164-168 of the main textbook)**
- Moss, Lauren J., & Singh, Anneliese A. (2015). White School Counselors Becoming Racial Justice Allies to Students of Color: A Call to the Field of School Counseling. *Journal of School Counseling*, 13(5), 1-37.
- Muñoz, S. M., & Vigil, D. (2018). Interrogating racist nativist microaggressions and campus climate: How undocumented and DACA college students experience institutional legal violence in Colorado. *Journal of Diversity in Higher Education*, 11(4), 451–466. <https://doi-org.libproxy.csun.edu/10.1037/dhe0000078>
- Other supplemental articles distributed in class or posted on Canvas (typically in article format).

Recommended Reading and Resources for Assignments

- hooks, b. (2000). *Where we stand: Class matters*. New York: Routledge.
- Komesaroff, L. (2008) *Disabling pedagogy: Power, politics and deaf education*. Gallaudet University Press.
- Freire, P. (1970). *Pedagogy of the oppressed* (English Version).

Overview of Course Activities

1. **Final Paper Assignment (30% of final grade) (CACREP Core Std. 2d, 2e, 2f, 2h, 5b, 5g, 8b; Specialty Std. (CC/SS 2i, 2j, 2p; SC 2a, 2n, 3f, 3h) (SCPE 3.7, 6.6, 7.4, 7.5, 7.6, 7.8, 7.9, 7.10, 7.11):** Based upon the group identified through the cross-cultural chosen book assignment; using scholarly references (minimum of 10)—including articles, textbooks, and other identified source materials—address the following:
 - A. The immigration history of your identified group (this will focus primarily on race and ethnicity. For example, if your chosen demographic group identifies as Chinese, you will find information related to how this group immigrated to the U.S., what circumstances were in existence- was it forced immigration or was it voluntary),
 - B. Value of education to this group,
 - C. Worldview including communication patterns and typical family structure,
 - D. Consider a potential secondary identifier of this population (e.g., LGBTQ+ status, Deafness, Different abilities that impact functioning in society) and the significance of this identifier (e.g., how might this impact the person's life?),
 - E. A common social justice/advocacy issue that one might encounter when working with this group. Here you will merge the race and ethnicity identifier with the secondary identifier. Include ideas or strategies as to how one might be an advocate for this group related to the identified issue (should be research based),
 - F. Implications for counseling this group in a school or community setting,
 - G. Discuss what factors, if any, might prevent this group from seeking counseling services in any arena (school, community, or other setting),

- H. Discuss how you can assist this group with overcoming any issues or challenges that may preclude them from seeking counseling services. Include any recommendations you have based upon research and identified best practices. Include any resources for counseling this population that you find as you may return to this information as you engage various students and their families.

Paper Format Instructions

The paper portion of this assignment should be 8-14 pages maximum (not including title and reference page) and must be typed in accordance with the current edition of the APA *Publication Manual* (available in the bookstore). Additionally, students should use the following guidelines:

- The papers must be double spaced in 12-point Times New Roman or similar font. Use 1-inch margins on all sides; this is to ensure that everyone has a similar understanding of “one page.”
- Papers must be submitted through the Canvas portal. Please note, the cover page and Reference page(s) are *not* included when counting paper length.
- Students should use a minimum of 10 references.
- Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.). ***Rubric for this assignment can at the end of the syllabus.***

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. *They Say/I Say* by Graff and Birkenstein (text may be ordered Amazon.com or Barnes & Noble [BN.com]) is an excellent resource for academic writing. Students who would like extra assistance may contact the professor for additional university and program resources.

2. **Chosen Text Assignment (20% of final grade) (CACREP Core Std. 2a, 2d):** Students will choose one culturally themed book (culture different from their own) to read during the semester and will write a reflection on their experience reading the book while engaged in EPC 643, which will also include a review of the story or stories found within the book. Students will identify 3-4 relevant themes found in the book and connect those themes to their life experience and content contained in the course, while also discussing the implications that the chosen text has on their future work as a counselor. A list of examples of books can be found in Required Books section of the syllabus. The paper should be 4-6 pages maximum. ***See the end of this syllabus for the assignment rubric.***
3. **Photo Voice Assignment (25% of final grade) (SCPE 3.7, 5.4, 6.6, 7.4, 7.5, 7.6, 7.8, 7.9, 7.10, 7.11):**
Students are required to research current areas of inequality and inequity resulting in oppression for students across PreK-12 or college. (Consider racism, classism, sexism, heterosexism, ageism, ableism, and so forth.) Students will use photovoice to share a story related to the identified area of concern, and to advocate for social awareness and policy change around the related issues. *More details can be found in Canvas.*

4. **Cultural Self-Assessment and Analysis Assignment (15% of final grade)** (CACREP Core Std. 2g) (**SCPE 3.7, 5.4, 7.4, 7.5, 7.10**): Students will examine their cultural heritage throughout the semester through a two-part reflective experience. Please see assignment prompt in Canvas. Students will submit two (2) papers over the course of the semester. Submission dates detailed in course schedule. (CACREP Core std. 2d., 5g., 5h.)
5. **Participation and Professionalism (10% of final grade)**: *Active Participation*: This portion of the grade covers regular and prompt attendance as well as the quality of student participation in classroom exercises and discussion. Additionally, this grade will also be determined by the student's professional conduct and attitude, which should reflect an understanding of professional ethics codes, such as those set forth by ACA, ACPA, and ASCA. Lastly, any pop quizzes, quick writes, and/or response requests will count toward this grade. **Note**: Pop quizzes; quick writes, and response requests occur in the first 20 minutes of class and cannot be made up if missed. See rubric at end of syllabus.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Photo Voice Assignment	25%
Final Paper	30%
Cultural Self-Assessment & Analysis Paper	15%
Chosen Text Assignment	20%
Participation/Professionalism*	10%
Total	100%

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA, ACPA, & ASCA Code of Ethics, department and university student Codes of Conduct, etc.).

Grading System

Points	Grade
97+	A+
93-96	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
72-77	C

70-71	C-	A 100-point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted for exceptional work in the class. Note: <u>No grade will be rounded up or down.</u>
60-69	D	
Below 60	F	

University Policy on GPA Requirements for Graduate Programs (from the University Catalog)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Tentative Course Schedule

**The professor reserves the right to modify the above course schedule and content to meet course goals when needed.*

Date	Weekly Course Activities	Readings	Assignments Due
Week 1: 1/20	No class – Classes begin Tuesday		
Week 2: 1/27	Class norms activity; Syllabus review; Personal Reflections in class – Circles of My Multicultural Self (self-assessment); Respect Activity Introduction to Diversity & Multiculturalism in schools; Fear of Diversity	Video: Dr. Claude Steele (link in Canvas) Text: 1) A Conceptual Framework for Counseling Across Cultures; 2) The Cross-Cultural Encounter (Both available in Canvas)	
Week 3: 2/03	Racial Identity Development Theory (Begin); The Five Ds of Difference. Video: Multicultural Counseling: The Fourth Force – Counseling session (CACREP Core Std. 2b, 2c, 2e)	Duan & Brown: chapters 1-3 Article: The intersections of race/ethnicity/gender/social class in counseling (canvas) Film: Racial Stereotypes in the Media – Link to the film in Canvas Portal; Unpacking themes from Racial Stereotypes video	Quickwrite at home: 15 minutes based on your reaction to the film.
Week 4: 2/10	Unpacking multicultural counseling; Racial Identity Developmental Theory (End); Guided Practice 4.2 (SCPE 3.7, 7.8)	David & Derthick: chapters 1 & 2 Duan & Brown: chapters 4 & 5	Cultural Self-Assessment Part 1
Week 5: 2/17	Multicultural and Social Justice Counseling Competencies;	Duan & Brown: chapter 6 (CACREP Core Std. 2e);	

	Intersectionality, what is it? Why does it matter? Guided Practice 6.2 (SCPE 5.4, 6.6, 7.4, 7.8)	Watch Crenshaw Video at home prior to class	
Week 6: 2/24	Culturally Considerate Counseling: Case Examples; Video (SCPE 5.4, 6.6, 7.4)	Duan & Brown: chapter 10	Cultural Self-Assessment Part 2
Week 7: 3/03	Privilege 101: Unpacking the Knapsack (CACREP Core Std. 5e) (SCPE 7.4, 7.5)	David & Derthick: chapters 3-6; Duan & Brown: chapter 7 & 8; Article: McIntosh Unpacking the Invisible Knapsack (pp. 164-168 in Duan & Brown); Article: Crosley-Corcoran, G. (2014). Explaining White privilege to a broke White person (Both available via the library);	
Week 8: 3/10	Sustaining Culturally Proficient Counseling – activity. Working cross-culturally in school & community partnerships; Connecting Classism, b _x to academic achievement (SCPE 7.4, 7.5)	David & Derthick: chapter 7	
Week 9: 3/17	<i>No Class – Enjoy Spring Break</i>		
Week 10: 3/24	Sexism: How does this affect us? Manbox	Film: Sexual Stereotypes in the Media (link to film via Canvas)	Chosen Text Assignment Due
Week 11: 3/31	<i>No Class – César Chávez Holiday; Campus Closed</i>		
Week 12: 4/07	Ableism: Historical Underpinnings of Special Education and intersectionality; Ageism (SCPE 7.6)	Duan & Brown: chapter 11	
Week 13: 4/14	Homophobia vs. Heterosexism Guest Speaker (SCPE 7.6)	Duan & Brown: chapter 9	Photo Voice Assignment
Week 14: 4/21	Multicultural Problem-Solving Activity based on case examples; Anti-oppressive Education: Kumashiro (2000); Immigration & Worldview effects on education (CACREP Core Std. 5d) (SCPE 7.6, 7.9, 7.10, 7.11)	Article: Kumashiro, K. (2000). Toward a theory of anti-oppressive education (Available via library); David & Derthick: chapter 8	Final Paper Due
Week 15: 4/28	Working for Social Justice- What does it mean? Return to intersectionality: Developing a	Duan & Brown: chapters 5, 13 & 14	

	multicultural identity (SCPE 7.10, 7.11)		
Week 16: 5/05	Wrap-up & Evaluation		

**The professor reserves the right to modify the above course schedule and content to meet course goals when needed.*

Bibliography

Adapted from Dr. Michael Laurent

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Participation & Professionalism Rubric

	Excellent	Adequate	Fair	Poor
Attendance	Attends all classes, arrives on time and stays for the entire class	Misses one full class; or arrives late to class twice; and/or leaves early twice	Misses two full classes; or arrives to class late three or more times; and/or leaves early three or more times	Misses more than two full classes without communication with professor re: extenuating circumstance
Professionalism	Meeting all areas listed on pg. 5 (6)	Meeting at least 8 areas listed on pg. 5 (4)	Meeting at least 7 areas listed on pg. 5 (2)	Meets 6 or fewer areas listed on pg. 5 (1)
Class and small group participation	Regularly asks/answers questions and/or makes observations that are indicative of reflective practices and critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all quick writes, pop quizzes, and/or response requests. (4)	Occasionally asks/answers questions and/or makes observations that are somewhat indicative of reflective practices and some critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all but 1 quick write, pop quiz, and/or response request. (3)	Rarely asks/answers questions or makes comments; some familiarity with topic, lecture, or assigned readings. Missing two quick writes, pop quizzes, response requests, or a combination of two. (2)	Never asks/answers questions or makes comments that indicate any familiarity with the topic, lecture, or assigned readings. Misses all quick writes, pop quizzes, and response requests, or more than 3 combined. (0)

Total points possible: 10

Note: I will track your attendance, however, attendance will not be calculated as part of the participation and professionalism grade.

Final Paper Rubric

	5	4	3	2	1	0	Score
Immigration History (H _x)	Thorough review of immigration Hx of the identified population. Thoroughly covers immigration circumstances and reason for immigration.	Good review of immigration Hx of population. Lacking detailed description of Hx. Circumstances covered but missing details related to reasons.	Fair review of immigration Hx of population. Some details present in description but uses generalized language. Some circumstances reviewed, but lacking detail.	Somewhat covers immigration Hx of population. Very little detail provided in description. Little coverage of reasons for immigration.	Provides very little information of immigration Hx for population. Little to no details present in description; does not cover reason for immigration.	No clear understanding present related to immigration Hx of population. No details present in description; does not cover reasons for immigration.	
Worldview/Communication Patterns	Thorough discussion of worldview and communication patterns present; discusses in detail the typical family structure of the population with information pulled from scholarly sources. Value of education discussed clearly and thoroughly.	Good discussion of worldview and communication patterns, less detail present in discussion; good discussion of typical family structure; information pulled from scholarly sources. Value of education discussed clearly, lacking detail.	Fair review of worldview and communication patterns; general language is used in discussion of this information; typical family structure reviewed in general terms; some use of scholarly sources evident. Value of education discussed, but not clear from reading.	Covers worldview and communication patterns, limited detail provided; general language is used in the discussion of this information; typical family structure somewhat reviewed in generalized terms. Limited discussion of the value of education.	Very little information present related to worldview and communication patterns; generalized language is used in discussion of this information and in discussion of typical family structure; no clear evidence of scholarly sources. Little discussion re: value of education.	Unclear discussion of worldview and communication patterns; typical family structure not covered and no evidence of scholarly sources. No discussion re: value of education.	
Secondary Identifier	Clear and detailed discussion of secondary identifier, including the significance of the identifier and the impact on the life of the interviewee and/or others who may also experience this identifier.	Limited detail in discussion of secondary identifier; includes significance of the identifier, and only briefly touches on the impact of the identifier on the life of the interviewee or others.	Briefly touches on the secondary identifier and provides little detail as to the significance of the identifier; vaguely identifies the impact of the identifier on the life of the interviewee or others.	Touches on the secondary identifier in a generalized manner; provides very little information about significance. Little to no information given about the impact of the identifier on the life of the interviewee or others.	Provides information about the secondary identifier but does not offer any discussion about the significance of the identifier or the impact of the identifier on the life of the interviewee or others.	Does not discuss the secondary identifier or offer any information as to why it was not discussed.	
Social/Justice Advocacy	Social Justice and advocacy issue for population identified. Clear presentation of how one might advocate for this group around the identified primary and secondary identifiers present, with concrete examples.	Social Justice and advocacy issue identified. Thoroughly discusses the issue(s), but information pertaining to how one might advocate for this group lacking. Some reference to a strategy, but limited discussion.	Social Justice and advocacy issue touched upon. Little discussion about how one might advocate for this group. Limited strategy or strategies discussion present. No concrete examples provided.	Limited discussion of Social Justice and advocacy issue. No clear discussion of how one might advocate for this group. Strategy or strategies alluded to, however, in depth discussion lacking. No concrete examples provided.	Only makes reference to Social Justice issue. No real discussion of advocacy concerns and no discussion of strategies or concrete examples.	Does not discuss Social Justice issue or advocacy issue. No discussion of strategies or concrete examples present.	
Implications for Counseling in a School or Community Setting & Precluding Factors	Clear and detailed discussion of factors that may preclude this group from receiving counseling services in a school or community setting. Thorough review of considerations for counseling this group in a school or community setting, including challenges. Offers detailed discussion of interventions.	Offers discussion of precluding factors that may prevent this group from seeking counseling services in a school or community setting. Reviews interventions, however, offers limited discussion of things to consider when counseling a member of this group.	Less detailed discussion of precluding factors that may prevent a member of this group from seeking counseling services. Limited discussion of interventions and considerations for counseling this group.	Touches upon a precluding factor. Limited discussion of considerations for counseling this group, and little to no discussion of interventions.	Does not discuss precluding factors, limited discussion of considerations for counseling this group, no discussion of interventions.	Does not discuss precluding factors, considerations, or offer any interventions.	
Recommendations and Resources	Detailed and strong discussion of how one might assist students and/or parents with overcoming barriers to seeking counseling services in a school and/or community setting. Offers several detailed recommendations and best practices taken from research.	Provides a strong, yet less detailed discussion of how one might assist students and/or parents with overcoming barriers to seeking counseling services. Offers recommendations and best practices taken from research, yet less detail provided.	Offers discussion of how one might assist students and/or parents with overcoming barriers to seeking counseling services. Offers at least one recommendation taken from research, with some detail. No identified best practices present.	Limited discussion of how one might assist students and/or parents with overcoming barriers to seeking counseling services. Offers at least one recommendation taken from research with some detail. No identified best practices present.	Unclear in discussion related to assisting students and/or parents with overcoming barriers to seeking counseling services. No recommendations or best practices discussed.	No discussion related to assisting students and/or parents with overcoming barriers to seeking counseling services. No recommendations or best practices present.	
APA Formatting & Writing Mechanics	Outstanding job with APA format (coversheet; running head; headings; in-text citations; references). Formatted according to syllabus; writing style is clear and engaging. No grammatical or style errors. Uses 10 scholarly references. (0-point Deduction)	Excellent job with APA format (coversheet; running head; headings; in-text citations; references). Formatted according to syllabus; writing style clear and engaging. Few and minor grammatical or style errors. Uses 10 scholarly references. (1-point Deduction)	Good job with APA format (coversheet; running head; headings; in-text citations; references). Formatted according to syllabus, writing style clear. Several grammatical and/or style errors. Uses nine (9) scholarly references. (2-point deduction)	Attends to majority of APA formatting (coversheet; running head; headings; in-text citations; references). Writing style conveys basic information. Some grammatical and/or style errors. Uses nine (9) scholarly references. (3-point deduction)	Attends to some APA formatting (coversheet; running head; headings; in-text citations; references). Writing style conveys basic information. Grammatical and/or style errors cause difficulty reading paper. Uses eight (8) scholarly references. (4-point deduction)	Consistent problems with APA style, syllabus requirements, and/or grammar. Paper is unreadable. Uses fewer than eight (8) scholarly references. (5-point deduction)	

Total Score: _____

Chosen Text Assignment Rubric

	5	4	2	0	Score
Choice of Text	Text is culturally themed and related to content of the EPC 643 course.			Text is not culturally themed.	
Reflection	Reflection includes 3-4 themes found within the book. Student clearly connects those themes to content contained in the EPC 643 course. Discussion related to their future work as a counselor present in the reflection. A review of the story or stories in the book is present with specific details about the text present.	Reflection includes 2 themes found within the book. There is some connection between the themes of the text and content of the EPC 643 present. Some discussion present on connection to future work as a counselor. There is a review of the story or stories in the book and there are specific details provided.	Reflection includes 1 theme found within the book. There is little to no connection between the themes of the text and the content of the EPC 643 course. There is little to no discussion present on the connection to future work as a counselor. There is a brief review of the story or stories in the book, very few details provided.	Reflection includes none of the themes found within the book. There is no connection between the themes of the text and the content of the EPC 643 course. There is no discussion present re: any connection to future work as a counselor. Extremely limited review of the story or stories in the book.	
APA Formatting & Writing Mechanics (2.5 points)	Outstanding job with APA format (coversheet; running head; headings; in text citations; references). Formatted according to syllabus; writing style is clear and engaging; meets page length requirement. Paper is fluid throughout. No grammatical or style errors.	Excellent job with APA format (coversheet; running head; headings; in text citations; references). Formatted according to syllabus; writing style clear and engaging; meets page length requirement. Paper has flow at times but is not fluid throughout. Few and minor grammatical or style errors.	Good job with APA format (coversheet; running head; headings; in text citations; references). Formatted according to syllabus; writing style clear; does not meet page length requirement. Fluidity is lacking. Several grammatical and/or style errors.	Consistent problems with APA style, syllabus requirements, and/or grammar; does not meet page length requirement. Paper is unreadable.	

Total: _____

EPC 643 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow, Practiced in blue, Assessed in green

SCPE	Introduced	Practiced	Assessed
3.7	15	12, 12	12
5.4	16	12, 12	
6.6	16	13	12
7.4	16	12, 12	12
7.5	16	12, 12	12
7.6	16	13	12
7.8	15	13	12
7.9	16	13	12
7.10	16	12, 12	12
7.11	16	13	12