



Department of Counseling and Student Affairs
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COURSE

CNS 555 Social and Cultural Diversity in Counseling (Fall, 2024). This course focuses on the philosophical, sociological, developmental, and emotional understanding of multicultural education and counseling as they relate to working with individuals in schools, universities, and other human service settings.

PURPOSE OF THE COURSE

This course is designed to provide students with an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE

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 views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- f. systemic and environment factors that affect human development, functioning and behavior*

C. CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling*

F. MARRIAGE, COUPLE, AND FAMILY COUNSELING

1. FOUNDATIONS

d. sociology of the family, family phenomenology, and family of origin theories

KY EPSB

1.2 PROFESSIONAL IDENTITY/ RESPONSIBILITY

- 1.2.a. The objectives reflect current knowledge and skills as provided in Standard 2.
- 1.2.b. The objectives reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school.
- 1.2.c. The objectives address student learning.
- 1.2.d. The objectives are written so they can be evaluated.
- 1.2.e. School counselors engage in continual professional development and use resources to inform and guide ethical and legal work.

1.3 PROFESSIONAL IDENTITY/ RESPONSIBILITY

- 1.3.b. Students participating in seminars, workshops, or other activities that contribute to personal and professional growth.

2.3 PROGRAM EVALUATION*

- 2.3.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
- 2.3.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
- 2.3.c. Multicultural counseling competencies.
- 2.3.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
- 2.3.e. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- 2.3.f. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body.
- 2.3.g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

2.4 HUMAN GROWTH AND DEVELOPMENT*

- 2.4.f. Systemic and environmental factors that affect human development, functioning, and behavior

REQUIRED AND RECOMMENDED COURSE READINGS

Required Texts

Baker, J.A. (2016). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (6th Edition). Routledge.

ISBN: 978-1-138-65415-0

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., & Zuniga, X. (2018). *Readings for Diversity and Social Justice* (4th Edition). Routledge.

ISBN: 978-1-138-05528-5

RECOMMENDED COURSE READING

Sekaran, S. (2017). *Lucky Boy*. G.P. Putnam's Sons. New York.

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time, they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. This course will use a combination of lecture, Blackboard assignments, class discussions, experiential activities, class presentations, power-point presentations, recorded counseling sessions, skills practice in groups of three or more, exams, and communication between the student and professor through written work prepared outside of class. All information is strictly confidential and is meant for learning purposes only. Under no circumstances should anyone's personal information be shared outside the context of the discussion or the class.

In this course, regular and substantive interaction will take place in the following ways:

- Faculty participation in weekly discussion boards, providing constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides student to the next level of learning.
- Instructor's expectations for the nature and frequency of student participation are clearly stated in the Course Syllabus and on Discussion Board.
- Setting assignments and assessment deadlines throughout the term of the class.

Artificial Intelligence Policy:

Use of an AI Generator, such as ChatGPT, Midjourney, DALL-E, etc., is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct.

COURSE REQUIREMENTS**Attendance and Participation***Face-to-face and Live Synchronous ZOOM Meetings*

Attendance is required during all scheduled class meetings. Students are responsible for all information if class is missed. Students are expected to come to class having completed all assigned readings and activities so that they can fully participate in class discussions.

Attendance and participation points are earned for attending the entire class session and demonstrating thoughtful conceptualization of the required reading.

When attending class virtually, to earn points for attendance, students must use the video option during the entirety of the class; be in a stationary and distraction-free environment; arrive on time; and dress appropriately.

Web-Enhanced, Blackboard Discussion and Posts

If Blackboard posts are required, they are due prior to the next BBD discussion or class session and must be completed as scheduled. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings must be completed within the given discussion period. Late submissions are not accepted under any circumstances.

Rubric for Discussion Board Posts

Main Post. Main posts are new threads that are responses to the instructions for each lesson or topic. Main posts must be submitted with enough time prior to the due date for others to respond accordingly. Since posts cannot be changed after submitted, it is recommended that all documents are first written and saved into word. Documents can be cut and pasted by opening <HTML> function. Requirements for each Main Post include the following:

- A. At least 250 words in length
- B. Response to prompt; specific answers provided to the prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made at least 2 days after the discussion begins. If the class typically meets face-to-face on Monday; this is considered the first day of a Blackboard activity/discussion.)

Response Post. For any given Blackboard discussion, students may be required to submit at least one Response to another student's main post. To earn credit for the response post, the entire discussion must be read. Requirements of each response post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content; evidence that the entire discussion was read
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubrics for Main and Response Posts are as follows:

Criteria	10 Points	6 Points	3 Points
<p>Main Post</p> <p>Critical Thinking/Application</p>	<p>Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on prompt. Post makes a contribution to the discussion. Incorporation of references from the topic's associated headings.</p> <p>No mistakes in formatting, grammar. Word count met.</p>	<p>Conceptualization of the reading material is somewhat illustrated. Post somewhat adds new insight or contribution to the discussion. Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not adequately support that student read the entire discussion up until posting.</p> <p>Partially met: No mistakes in formatting, grammar. Word count</p>	<p>Limited illustration of critical thinking and application. Limited evidence providing support for required reading being completed and applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen.</p> <p>Partially or not met: No mistakes in formatting, grammar. Word count.</p>
Timeliness			<p>Post made on time as noted in the syllabus and/or instructed by the professor; with enough time for students to read and respond.</p>
Response Post	<p>Response post is excellent in the areas (a) critical thinking/application; (b) inclusion of references; (c) formatting, grammar and word count; and (d) timeliness.. (5 points)</p>	<p>Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application (limited contribution to the discussion); (b) limited or somewhat appropriate references; (c) formatting,</p>	<p>Post hardly meets all the criteria (1 point)</p>

		grammar, and word count; and/or (somewhat timely). The response post may rely too heavily on critiquing the other student's main post, rather than adding and contributing to the content. (3 points)	
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COURSE REQUIREMENTS

Personal Cultural Critique (20 points) (CACREP Assessment Standard 2.c., 3.f., C.2.j.)

Each student is to develop a power point that describes and critiques his/her cultural background. The purpose of this assignment is to explore and integrate information related to your cultural heritage with issues related to becoming a competent multicultural helping professional. Questions are provided below to guide your thinking across a range of cultural factors. Respond to each of the questions as appropriate, except when there is no information available. **Due 10/11/2024.**

Please be thorough in your analysis and writing. **Concepts from your textbook should be included.** Enter in appropriate area on 'Content.'

Include the following:

Part I: Describe *your internal and external dimensions:*

your age, gender, presence of any disability, ethnicity, race, community in which you grew up, religion, marital history, parental status, educational background, occupation/work experience, recreational and personal habits, socioeconomic status/social class (now and growing up, including observations through any changes), and past/current geographic location. You can include any other pertinent information regarding your internal and external dimensions.

Part II: Drawing from your *knowledge about yourself and experiences* in our multicultural society, identify: *the social and cultural factors and events that influence your view of diversity (i.e., gender, race, social class, age, sexual identity, religion, ability, appearance, etc.), the factors and events that influence your view on social belonging. the factors that influence your interpretations of an individual's behavior, motivation, decision methods, and thoughts.*

Part III: Describe *your foundation.*

Outline your definition of family. Who was included in your family growing up? Ancestry? How have your family/ancestors impacted your current view of culture? How did you derive your fundamental cultural heritage and how do the significant beliefs and attitudes of your cultural heritage assimilate into your daily life?

Address family and community values which 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.

What specific values did your family of origin and community hold e.g., religion, education, work, food, or family)? How were your family's values similar to and different from the community?

What types of rituals or ceremonies are/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 was your family impacted by diversity issues of gender, nationality, race, sexuality, disability, or religion?

Discuss gender roles and gender role expectations in your family of origin (results of BEM inventory, this inventory can be found online

<http://garote.bdmonkeys.net/bsri.html>)

How did/do you define privilege? How has “privilege” eased or made life more difficult for your family?

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?

You can also include any other facts you feel are relevant regarding your family (of origin, past and current) role in forming your foundation.

Part IV: How has your cultural background provided you with **both Advantages and Disadvantages**; also, how does it continue to influence your personal perspective and counseling/helping style (this can include teaching, customer service, management/administrative, etc.) today?

Part V: Describe how your cultural self-understanding will enable you to be culturally effective as a counselor/teacher/helping professional.

What are some personal biases and limitations that may hinder you?

How will your communication values and skills impact your role as a competent multicultural counselor/teacher/professional?

Considering the nature of your cultural experience, describe strengths you will bring to multicultural counseling/education?

***NOTE: Late power-points are not accepted.**

****This assignment must be entered in ‘Content’ – 10/11/2024.**

Readings Critique and Reflection (15 points) (CACREP Assessment Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.) **This assignment (Readings Critique and Reflection Paper) must be entered in ‘Content.’ This assignment is due 10/28/2024.

Each student is responsible for reading select articles from Readings for Diversity and Social Justice. After you examine each reading, you are expected to use your critical thinking skills to produce a multi-level question; students will submit through “Content” on Blackboard.

Late questions will not be accepted. Students will not be allowed to make up questions under any circumstance (other than an excused absence).

Each submission will be graded as very good (2.0 point), adequate (1.0 point), or inadequate/not turned in (0 points). Questions will also be entered on “Content.”

Questions for Readings for Diversity & Social Justice-Rubric

For the **reading questions**, develop a connected set of questions about the readings that you would like answered. This set of questions will be a paragraph in length, with a minimum of **75-100 words**. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as “quiz questions” that you may have written for other classes – answers are not found neatly in the readings.

Below is an example of a good question and a question to avoid:

	Description	Example
Poor (0)	Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length.	“Do adopted children experience more psychological problems than those who are biologically related to their parents? Why?”
Good (1)	Questions that require answers, which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas.	“Would a child in a single-parent household develop differently (physically, emotionally, academically) than a child who lives with both parents? How does the ethnic/cultural background of the family play into this equation? For example, do children of different ethnicities handle the situation of living in a single-parent household differently based on their cultural beliefs? How can parents help alleviate some of the emotional stress that comes with the separation of two parents or only having one parent?”

(Note that this may be shorter than the minimum length, but it gives you an idea.)

Readings for Diversity and Social Justice, which consists of readings that reflect upon social diversity and social justice, are from 6 sections (A total of 7 questions for this project). You must critique the following:

Enter on Blackboard (Content) by October 28, 2024.

Section 1: Getting Started: Core Concepts for Social Justice Education

The Complexity of Identity: “Who Am I?” by Beverly Daniel Tatum

Five Faces of Oppression by Iris Marion Young

Section 2: Racism

A Different Mirror by Ronald Takaki

Section 3: Classism

Select 1 reading from this section

Section 4: Religious Oppression

Select 1 reading from this section

Section 5: Sexism, Heterosexism, and Trans* Oppression

Select 1 reading from this section.

Section 10: Working for Social Justice: Visions and Strategies for Change

What Can We Do? By Allan G. Johnson

Presentation topics for paper (20 points) Upload to “Content” by 11/12/2024 (CACREP Key Assessment Standard 2.c., 3.f., C.2.j.)

Each student will select one of the following groups/topics:

Australian Aboriginal Genocide	Native Americas Genocide
Sudanese Genocide	Great Migration –African Americans
Blood Diamonds	Rwandan Genocide
Europe’s underdevelopment of Africa	Undocumented Immigrants/DACA
Japanese Internment Camps	Lost Boys of Sudan
Indigenous people of South America	Bosnian War – displacement

Displaced Tanzanian, Palestinian, Syrian, Bhurmese, etc.

Presentations should be relevant, interesting, and convey useful information. Quality is preferred over quantity. The presentation paper should supplement information available in the textbooks.

Please note the following:

- A. Conduct research on your selected group/topic. Peer-reviewed and scholarly documents/publications are highly recommended. Interviews/surveys with individuals/experts of the group/topic are also suggested. **USE RESOURCES FROM THE LIBRARIES!** Prepare a reference page as you collect information (This will be helpful.)

- B. Describe what was learned about the group/topic selected and how it relates to counseling. This can include, but is not limited to, immigration history of the group; the worldview of/from society; aspects of the groups; communication patterns; typical family structures; contextual (social) issues imposed upon; impact of sociocultural and/or sociopolitical history upon this group; and the effects of cultural and environmental factors (i.e., population, media image, workforce, stereotypes, school performance, etc.).
- C. Each student **must** provide a reference page at the end of the project.
- D. Each student will be assessed on their research, initiative, and the overall quality of work on this project.
- E. Your evaluation will be based on: The content and research of your topic and the clarity and organization of your presentation paper.

Blackboard – Discussion Board Assignments (45 points)

This is a Web-based course. You will follow all homework assignments listed on Blackboard 7 and complete all projects on time. Review “Announcements” and “Content” on Blackboard throughout the course for information and directions (See page 13 of Course Syllabus for Discussion Board Assignments Schedule.).

STUDENT EVALUATION CRITERIA AND PROCEDURES

Personal Cultural Critique	20 points
Readings Critique and Reflection	15 points
Presentation Topics (Research)	20 points
Discussion Board Assignments	45 points
Total Points Possible	100 points

Grades will be assigned according to total points as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

COVID STATEMENT

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video). All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill.

ACADEMIC INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without

acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

<p>October 18, 2024 Section 501 F2F 5:00–9:00 GRH 3002 October 19, 2024 8:30-12:30 GRH 3002</p> <p>Section 700 WEB</p>	<p>Attendance Power-Point Presentation – Discussion Class Presentations – Personal Cultural Critiques Class Discussions</p> <p>Reading Assignment for Forum II Chapter 6 – Pluralism, Ideology, and Educational Reform Chapter 7 – Researching Race, Culture, and Difference Chapter 8 – The Stages of Cultural Identity: Implications for Curriculum Reform Chapter 9 – A Curriculum for Empowerment, Action, and Change Chapter 10 – Teaching Decision-Making and Social Action Skills for Social Change</p> <p>Discussion Board Questions from Chapters 6-10 (Follow Directions on Discussion Board.)</p> <p>(CACREP 2.a, b, c, d, e, f, g, h, 3.f., C.2.j., F.1.d.; KY EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.3.a., 2.3.b., 2.3.c., 2.3.d., 2.3.e., 2.3.f., 2.3.g., 2.4.f.)</p> <p>Readings Critique and Reflections (CACREP Assessment Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.)</p>	<p>Main and Response Posts on Discussion Board (FORUM II) – complete by Monday, October 28, 2024.</p> <p>Readings Critique and Reflections – Due: 10.28.24.</p>
<p>November 8, 2024 Section 501 F2F 5:00-9:00 GRH 3002</p> <p>Section 700 WEB</p>	<p>Power-Point Presentation (Major Goals of Multicultural Education and What Can We Do?) Class Discussion</p> <p>Class Presentations – Research Topics</p>	<p>Main and Response Posts (FORUM III) on Discussion Board for Chapters 11-14 – complete by 11.29.24.</p>

	<p>Reading Assignments for Forum III</p> <p>Chapter 11- Gender Equity and the Social Construction of Disability and Giftedness</p> <p>Chapter 12 – Teaching for Language and Cultural Differences</p> <p>Chapter 13 – Reducing Prejudice in Students: Theory, Research, and Strategies</p> <p>Chapter 14 – Principles for Teaching and Learning in a Multicultural Society</p> <p>Discussion Board Questions from Chapters 11-14 (Follow directions on Discussion Board)</p> <p>(CACREP 2.a, b, c, d, e, f, g, h, 3.f., C.2.j., F.1.d.; KY EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.3.a., 2.3.b., 2.3.c., 2.3.d., 2.3.e., 2.3.f., 2.3.g., 2.4.f.)</p>	
<p>November 12, 2024</p> <p>Section 501 F2F</p> <p>Section 700 WEB</p>	<p>CACREP Key Assessment Presentation Topic (CACREP Key Assessment Standard Core 2.c., 3.f., CMHC C.2.j.; EPSB 2.3)</p> <p>CACREP Key Assessment Personal Cultural Critique (CACREP Key Assessment Standard Core 2.c., 3.f., MCFC F.1.d., CMHC C. 2.j.; EPSB 1.2., 2.4)</p>	<p>Due: 11.12.24.</p> <p>Due: 10.11.24.</p>

(Please Note: WEB courses do not have scheduled F2F Class Meetings.)

CNS 555 – Personal Cultural Critique**Semester: Fall** _____**Name:** _____ **Faculty Name:** _____

CACREP Key Assessment Standard Core 2.c., 3.f., MCFC F.1.d., CMHC C.2.j.; EPSB 1.2., 2.4.)

Personal Cultural Critique	Inconsistently or rarely meets assignment requirements 1	Somewhat meets assignment requirements and expectations 2	Meets assignment requirements and expectations 3	Exceeds assignment requirements and expectations 4
Internal & External Dimensions (CACREP Ass. Standard 2.c., 3.f., c.1.d., C.2.j.)	Inconsistently provides brief detailed description of internal and external dimensions	Somewhat provides a brief detailed description of internal and external dimensions	Adequately provides brief detailed description of internal and external dimensions	Effectively provides a brief detailed description of internal and external dimensions
Knowledge of self and experiences (CACREP Ass. Standard 3.f.)	Provides reference to at least 3 relevant factors that influence view on social belonging.	Provides reference to at least 4 relevant factors that influence view on social belonging.	Provides reference to at least 5 relevant factors that influence view on social belonging.	Provides reference to at least 6 relevant factors that influence view on social belonging.
Foundation (family of origin) (CACREP Ass. Standard 2.c., 3.f., c.1.d., C.2.j.; EPSB 1.2.a, b, c, d, e.; 2.4.)	Inconsistently captures a summary of individual foundation, family demographics and background.	Somewhat captures a brief but thorough summary of individual foundation, family demographics and background.	Adequately captures a brief but thorough summary of individual foundation, family demographics and background.	Effectively captures a brief but thorough summary of individual foundation, family demographics and background.
Impact of cultural background in counseling (CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 1.2.a, b, c, d, e; 2.4.)	Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling.	Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling.	Adequately addresses the topic's usefulness, rigor, and relevance to counseling.	Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice.

Personal Cultural Critique	Inconsistently or rarely meets assignment requirements 1	Somewhat meets assignment requirements and expectations 2	Meets assignment requirements and expectations 3	Exceeds assignment requirements and expectations 4
Format: Neatness, Organization and appropriate citations	Presents an overview of the topic/group is lacking creativity and interest.	Presents an overview of the topic/group that is somewhat creative, interesting, and engaging.	Presents an adequate overview of the topic/group that is creative, interesting and engaging.	Presents an effective overview of the topic/group that is creative, interesting, and engaging.

CNS 555 - Presentation Topic**Semester: Fall _____****Name: _____ Faculty Name: _____**

CACREP KEY ASSESSMENT PRESENTATION Rubric
 (CACREP Key Assessment Standard Core 2.c., 3.f., CMHC C.2.j.; EPSB 2.3., 2.4.)

Requirements	Inconsistently or rarely meets assignment requirements 1	Somewhat meets assignment requirements and expectations 2	Meets assignment requirements and expectations 3	Exceeds assignment requirements and expectations 4
Research topic & group clearly defined (CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.)	Inconsistently provides a brief detailed description of the research topic and group.	Somewhat provides a brief detailed description of the research topic and group.	Adequately provides a brief detailed description of the research topic and group.	Effectively provides a brief detailed description of the research topic and group.
Relevant citations (CACREP Ass. Standard 2.c., 3.f., C.2.j.; EPSB 2.3., 2.4.)	Provides citations to at least 3 relevant journal articles and/or may not use proper APA format.	Provides citations to at least 4 relevant journal articles and/or may not use proper APA format.	Provides citations to at least 5 relevant journal articles but may not use proper APA format.	Provides citations to at least 5 relevant journal articles in proper APA format.
Content/ research is comprehensive (CACREP Ass. Standard 2.c.; EPSB 2.3.)	Inconsistently captures a brief but thorough summary of the articles/research content.	Somewhat captures a brief but thorough summary of the articles/research content.	Adequately captures a brief but thorough summary of the articles/research content.	Effectively captures a brief but thorough summary of the articles/research content.
Impact of culture in counseling (CACREP Ass. Standard 2.c.; EPSB 2.3.)	Inconsistently addresses the topic's usefulness, rigor, and relevance to the counseling.	Somewhat addresses the topic's usefulness, rigor, and relevance to the counseling.	Adequately addresses the topic's usefulness, rigor, and relevance to counseling.	Effectively addresses the topic's usefulness, rigor, and relevance to counseling practice.
Presentation was useful and engaging (CACREP Ass. Standard 2.c., 3.f., C.2.j.;	Presents and overview of the topic/group is lacking creativity and interest.	Presents an overview of the topic/group that is somewhat creative, interesting, and engaging.	Presents an adequate overview of the topic/group that is creative, interesting and engaging.	Presents an effective overview of the topic/group that is creative, interesting and engaging.

Requirements	Inconsistently or rarely meets assignment requirements 1	Somewhat meets assignment requirements and expectations 2	Meets assignment requirements and expectations 3	Exceeds assignment requirements and expectations 4
<i>EPSB 2.3., 2.4.)</i>				

Student Evaluation Criteria and Procedures

GRADING SCALE:

A= 90 - 100; B= 80 - 89; C= 70 - 79; D= 60 - 69; & F= below 60

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet most designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
Thought & Originality	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work

Application to Practice	Application to practice is accurate, creative, reasonable, and considers multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not consider varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/ or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple interpretations	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/ or grammatical errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant errors