

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name **Social Justice, Diversity, and Cultural Issues**

Course Number	SCED 508-01
Term	Summer 2016
Department	Educational Leadership—School Counseling
Faculty Name	Danielle Torres, Ph.D.

Catalogue Description *(copy from current catalogue):*

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:

(please fill in which class meeting or assignment addresses each principle or standard)

[TSPC OAR 584-018-0305: CACREP SCED Std. G2] SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5, Cultural Artifacts; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper
[TSPC OAR 584-018-0305 (1)] Foundations: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper
[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Cultural Artifacts; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper
[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Cultural Artifacts; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper
[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy:(a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper
[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Cultural Artifacts; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper
[TSPC OAR 584-018-0305 (4)] Assessment: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meeting Days 2-5; Synthesis & Application Final Paper
[TSPC OAR 584-018-0305 (8)] Leadership: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Group Advocacy Presentation ; Synthesis & Application Final Paper

<p>[GSEC GP 1] Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Cultural Artifacts; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper</p>
<p>[GSEC GP 2] Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 2-5; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper</p>
<p>[GSEC GP 3] Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Cultural Artifacts; Multicultural Topic Analysis Paper; Synthesis & Application Final Paper</p>
<p>[GSEC GP 4] Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Group Advocacy Presentation ; Synthesis & Application Final Paper</p>
<p>[GSEC GP 7] Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5. Group Advocacy Presentation ; Synthesis & Application Final Paper</p>
<p>[GSEC GP 9] Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession[s]. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Class Meetings Days 1-5; Cultural Artifacts; Multicultural Topic Analysis Paper; Group Advocacy Presentation ; Synthesis & Application Final Paper</p>

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5 th or 6 th grade classroom in a middle school.	R
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 1-15 of this syllabus (student performance includes goals, evidence, and levels of performance).

Social Justice, Diversity, and Cultural Issues
SCED 508 (2 Semester Hours)
Summer 2016

Meeting Dates/Times: May 23, 24, 25, June 1, 2 from 9:30-4:15

Location: York 117

Instructor: Danielle Torres, Ph.D.

Office: Rogers 307

Email: dtorres@lclark.edu

Phone: (503)768-6143

Required Readings

Beegle, D. (2007). *See Poverty....Be The Difference!* Portland, OR: Communication Across Barriers. <https://combarriers.com/catalog/7/products>

Coates, T. (2015). *Between the world and me*. New York: Spiegel & Grau.

Holcomb-McCoy, C. (2007). *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success*. Thousand Oaks: Corwin Press.

Tatum, B. D. (2003). *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books.

Additional reading materials to be provided online in Moodle and in class, including readings on the topics of Racism; Poverty; White Privilege; LGBTQI issues; ELL students; and current issues in the media.

Recommended Readings

Gollnick, D. M. & Chinn, P. C. (2013). *Multicultural Education in a Pluralistic Society, Ninth Ed.* New York: Pearson.

Pollock, M. (2008). *Everyday Antiracism: Getting Real About Race in School*. New York: The New Press.

Ponterotto, J., Utsey, S.O., & Pedersen, P.B. (2006). *Preventing Prejudice: A Guide for Counselors, Educators, and Parents (2nd Ed.)*. Thousand Oaks, CA: Sage Publications.

Au, W. (2014). *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice (2nd Ed.)*. Milwaukie, WI: Rethinking Schools.

Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. The course addresses methods for positively impacting social and cultural diversity and equity issues including the possible effects of culture, race stereotyping, family, socioeconomic status, gender, sexual identity, language, and values on student development and progress in the school setting. Course content and methodology emphasize small group activities, collaboration, and use of data to create equity for all students. Candidates practice taking an active role in supporting all students and focus on eliminating the achievement gap.

Course Objectives

Upon course completion, the candidate will be able to:

1. Demonstrate understanding of culturally diverse students' experiences in a multicultural society, including knowledge of trends (cultural, ethical, economic, and political), attitudes, beliefs, and acculturative experiences.
2. Demonstrates understanding of counselors' roles in developing cultural self-awareness; promoting cultural social justice and advocacy; eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination; and identifying strengths and barriers that impact student development.
3. Demonstrate understanding of advocacy processes to address institutional and social barriers that impede access, equity, and success for clients; and to advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Demonstrate understanding of theories and practice of multicultural counseling, identity development, and social justice.
5. Demonstrate understanding of diversity, equity, and opportunity in student learning and achievement, including the impact of language, values, and abilities on academic, career, and personal and social development.
6. Demonstrate understanding of multiculturally competent strategies for working with individuals, families, and communities and understands the ways in which educational policies, programs, and practices can be developed and modified to be culturally congruent with the needs of students and their families.

Non-discrimination policy

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

Special Assistance

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Participation in the Learning Community

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. If you must be absent or late, you will need to the instructor prior to class.

About This Class

This course will be primarily experiential with many opportunities for you to write about your learning. I encourage you to share and disclose with the class at a level that is comfortable for you. There are no right or wrong, brilliant or stupid comments. Being tolerant and accepting is truly embracing all people – and allowing everyone an opportunity to explore for themselves and receive helpful feedback from colleagues. People will be too scared to really speak their own minds if they fear judgment, so hold your tongue unless you truly can be constructive and helpful. We learn from each other and with each other.

As you will see, this course will involve a fair amount of time, personal commitment and self-exploration. Because of the sensitivity of the course material, students will be expected to display respect for differences of opinion and the ability to deal with difficult emotions that may be evoked. Please treat material discussed in class as confidential. **It is also**

important that you understand that you may talk with me about any concerns you have regarding this course.

Course Requirements

1. Attendance, Preparation, & Participation

Class attendance is required. Due to the compact schedule and experiential nature of the class, it is very important that you attend all classes. Your attendance and active class participation are critical to successful completion of the course. Preparation at the start of class includes turning assignments in on time, completing assigned readings, and being poised to contribute to discussions & activities. **Lateness or missing any portion of class will result in a deduction of grade. Any absence from class or habitual tardiness will be discussed with the instructor to determine the feasibility of passing the class.** See the sections above "Participation in the Learning Community" and "About This Class" for more information about participation.

2. Assignments

1. Culture Bag Artifacts (5% of grade)
2. Multicultural Topic Analysis Paper (20% of grade)
3. Group Advocacy Project Presentation (25% of grade)
4. Synthesis & Application Final Paper (30% of grade)

Course Evaluation and Assessment:

The intent of this course is for you to develop skills and knowledge in the field of school counseling. I will be rating you on each of the goals/objectives for the course, and will assign a final grade based on your class participation and assignments. The rating system for assignments will be used will be based on a scale of distinguished, proficient, progressing, or unsatisfactory as described in rubrics. In addition, a letter grade will be given for assignments and final course grades.

In this course, an "A" or Distinguished Grade is supported by the following criteria:

Student comes to class prepared and enthusiastic, with all reading and assignments completed. Student demonstrates through discussion/activity participation and written assignments, an understanding of the ethical and professional responsibilities of educators related to cultural diversity and cultural responsiveness.

Student demonstrates through discussion/activity participation and written assignments, an understanding of their own identity as well as their own biases, and how their work as an educator might be impacted by these factors.

Student demonstrates through discussion/activity participation and written assignments, an ability to think about and explore issues related to racism, sexism, heterosexism, classism, ableism, and religious/spiritual bias.

Student demonstrates through discussion/activity participation and written assignments, an understanding of how larger societal dynamics, such as power, privilege, and cultural differences, impact human behavior and inter-group relationships. Student demonstrates the ability to engage in respectful dialogue around cultural issues with others. Your fellow classmates are able to learn from your contributions to class.

All written assignments are of graduate level quality in terms of presenting ideas that demonstrate critical thinking skills, professional integration of ideas, writing skills, and organization/spelling/grammar. Writing displays a depth of knowledge and mastery of the material.

B grade or Proficient indicates a motivated learner who demonstrates a level of competency at all levels. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

C grade or Emerging indicates that you are not always prepared when you come to class. You have limited or minimal understanding of some of the concepts. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. Your writings do not show understanding of key concepts.

Below C or Unacceptable is an indication that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written.

A = 94-100%

B+ = 87-89%

C+ = 77-79

A- = 90-93%

B = 83-86%

C = 73-76%

B- = 80-82%

C- = 70-72

Any grade below a C- is not passing the course

Points assigned to each element included in the final assignment of your grade:

1. Attendance & Participation	20 %
2. Culture Bag Artifacts	5%
3. Multicultural Topic Analysis Paper	20 %
4. Group Advocacy Project Presentation	25 %
5. Synthesis & Application Final Paper	30 %

Objective 1

Demonstrate understanding of culturally diverse students' experiences in a multicultural society, including knowledge of trends (cultural, ethical, economic, and political), attitudes, beliefs, and acculturative experiences.

Evidence:

Cultural Artifacts Bags
 Multicultural Topic Analysis Paper
 Group Advocacy Presentation Project
 Synthesis & Application Final Paper

Objective 2

Demonstrates understanding of counselors' roles in developing cultural self-awareness; promoting cultural social justice and advocacy; eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination; and identifying strengths and barriers that impact student development.

Evidence:

Cultural Artifacts Bags
 Group Advocacy Presentation Project
 Synthesis & Application Final Paper

Objective 3

Demonstrate understanding of advocacy processes to address institutional and social barriers that impede access, equity, and success for clients; and to advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

Evidence:

Group Advocacy Presentation Project
 Synthesis & Application Final Paper

Objective 4

Demonstrate understanding of theories and practice of multicultural counseling, identity development, and social justice.

Evidence:

Synthesis & Application Final Paper

Objective 5

Demonstrate understanding of diversity, equity, and opportunity in student learning and achievement, including the impact of language, values, and abilities on academic, career, and personal and social development.

Evidence:

Group Advocacy Presentation Project
Synthesis & Application Final Paper

Objective 6

Demonstrate understanding of multiculturally competent strategies for working with individuals, families, and communities and understands the ways in which educational policies, programs, and practices can be developed and modified to be culturally congruent with the needs of students and their families.

Evidence:

Multicultural Topic Analysis Paper
Group Advocacy Presentation Project
Synthesis & Application Final Paper

Course Assignment Guidelines

1. Culture Bag Artifacts (5% of grade) due Wednesday, May 25 during class.

This activity asks you to think about your own cultural identity in terms of your family history as well as past and current experiences that have influenced your development. Please bring a maximum of 5 items in a bag to share with class that represent your unique cultural heritage. Be prepared to share for 10 minutes in small groups.

2. Multicultural Topic Analysis Paper (20% of grade). Paper due Wednesday, June 1 at 9:30am on Taskstream.

“Think about how you personally and professionally stand on issues and recognize the contradictions in what you believe and how you actually behave and push to envision possibilities of change”-- Margo Okazawa-Rey.

Please choose from the following topics addressed in class:

- Race & Ethnicity in the U.S., global issues
- Poverty and Class Issues
- LGBTQI Issues
- Social Justice, Diversity, and Cultural Responsiveness, Advocating for Change
- Any of the class Readings, Videos, Activities, or Guest Speakers

All reflection papers should be 3 pages, 12 point font, double spaced. Include any personal thoughts that come from group discussions, in class, while integrating issues at home, etc.

See Rubric for Grading based on:

- 1) Description of the salient aspects of topic
- 2) Personal and in-depth reflection on the topic as related to the relevant course objectives listed above
- 3) An ability to consider alternative perspectives of topic
- 4) Application to your professional and personal roles
- 5) Grammar, punctuation and professional writing style

3. Group Advocacy Presentation Project (25% of grade) due Thursday, June 2 during class.

The class will be placed in groups of 3-5 and each group will select a poverty-related situation in a school. Following the format outlined by the readings and handouts provided, each group will identify a problem and develop an action plan for a poverty-related issue in a school and community. The group will address *each of the sections* of the format. Consider your audience to be a group of fellow educators in your school or district. **On the last day of class (June 2), each group will conduct a 20-30 minute Powerpoint presentation** describing their project using the sections from the outline form provided. Please provide a hard copy of the presentation for the instructor.

Grading will be based on:

- 1) Addressing each of the sections of plan format, including a clear description of the objective and description of action plan
- 2) Demonstration of an understanding of the course objectives listed above
- 3) Presentation skills: visual presentation, substantial supportive content and explanations, professional presentation style
- 4) Responses to personal reflection questions (back side of group project eval form)
- 5) Points as assigned by your peer group (group project eval form)

4. Synthesis & Application Final Paper, Choose one of two options (30% of grade) due Tuesday, June 14 at 9:00am on Taskstream.

Option 1: Cultural Identity Paper

This assignment asks you to describe your own cultural identity in terms of the salient aspects of your ethnic and cultural heritage, personal identity, and intersections. This assignment is consistent with the competency standards that expect educators to demonstrate *awareness* of her/his cultural and ethnic background and *awareness* of how that background has influenced the development of values, beliefs, and preconceptions about the human experience. Additionally, demonstrating that you can develop and implement new knowledge and practical skills to serve diverse students and families are critical steps. You have latitude in defining “cultural identity” as reviewed in this course. You are encouraged to make this as detailed as possible, such as interviewing family members, including pictures, etc.

Address the following issues:

- 1) How do you identify yourself? What identity and cultural dimensions (e.g., gender, race, ethnicity, socio-economic status, age, physical abilities, sexual orientation, marital status, religion) are most salient for you? Are invisible for you? Are intersections? Feel accurate or inaccurate? In what ways?
- 2) What life experience(s) helped to shape your identity? In what ways? How do you apply the ethnic identity development process (e.g., stages models) to your experience? What experiences of strengths/resiliency and barriers have you encountered?
- 3) Have you ever experienced prejudice or bias? Or witness prejudice or bias? How did privilege contribute to your experience or lack of experience? How is the class content related to your experience (e.g., racism, heterosexism, socioeconomic, language, privilege)? What impact did this experience(s) have on you?
- 4) Discuss one or more biases and prejudices that you recognize in yourself. How is the class content related to your experience (e.g., racism, heterosexism, socioeconomic, language, privilege)? Where do you think they stem from? How might these biases impact your work with K-12 students and families?
- 5) What does being a culturally responsive educator mean to you? How does your cultural experience and learned awareness/knowledge/skills in this course (be specific about topics addressed in this class) impact your understanding of student learning and students’ academic, career, and personal/social development? What strategies and practices do you plan to develop and deliver in response to particular populations?

6) In what area(s) do you want to push yourself to further grow? What are some of your professional goals in areas of diversity and social justice? How do you see your role as an educator-advocate? How will you go about this?

Option 2: Report on Attending a Culturally-Different Event [Be sure to consult with the instructor about your event idea and whether attending a particular event will fulfill this assignment.]

This assignment asks you to attend an event that is new to you, and allows you to learn and explore issues of diversity in the context of a culturally-different experience, in a setting in which you are unfamiliar and a minority. It may be enriching to attend with classmates, family members or friends. Some ideas may include: attending a cultural celebration event, attending a religious service that is different from yours, attending a small cultural event (where you are an active participant yet not in a leadership role) that addresses diversity issues, volunteering at a homeless shelter, attending a speaker or forum (where you are an active participant yet are not in the educator role), attending LGBTQI community meetings, etc. You should plan on spending at least 3-4+ hours at the event. The goal of the experience is not that it is an “immersive” or “drive-by” experience, but that you engage with a community for the purpose of listening, learning, and understanding from the viewpoint of your unique social location.

Write about your experience at the event by addressing the following:

- 1) What thoughts and attitudes did you have prior to your attendance to the event/place? What did you expect? Were these expectations based on stereotypes or biases (positive or negative) or previous experience? What concerns or fears, if any, did you have? Where did you see yourself in your own ethnic identity development (e.g., stage models) and advocacy identity?
- 2) Describe your experience. What did you learn that was new knowledge that increased your understanding of this community? How does this knowledge apply to your understanding of systemic issues experienced by this community? How does this knowledge apply to your understanding of K-12 student life experiences?
- 3) Describe your experience. What do you observe in terms of strengths/resiliency and barriers for this particular population?
- 4) How do you expect the experience to have an impact on your role as a school counselor? How does it inform the lens that you use to support students’ academic, career, and personal/social development? How will it inform your practice in terms of new skills, strategies, and professional goals with this particular population and students and families of diverse backgrounds?

5) What are you taking away from the experience? What does it mean to you and how will it impact your relationships with diverse populations? How has it impacted your ethnic identity development process and identity (e.g., stage models) as an advocate for social justice?

For any of the options, the paper should be 5-6 pages, typed, 12-pt. font, double spaced. Stay within these limits.

See Rubric for Grading based on:

- 1) Addressing each question in an in-depth, thoughtful and reflective manner.
- 2) An ability to demonstrate the course objectives listed above.
- 3) An ability to synthesize new knowledge and awareness of topics.
- 4) Application to your professional and personal roles.
- 5) Grammar, punctuation and professional writing style

The paper is due by Tuesday, June 14 at 9:00am on Taskstream.

All late papers will be subject to a full grade deduction per day late.

All papers may be submitted to the instructor any time prior to the due date.

Class Schedule (The schedule is subject to change)

Class Date	Topics	Class Activities	Reading Due	Assignment Due
Monday, May 23	Introduction & Self-Reflection Race & Ethnicity: Theory, Trends & Strategies Personal Awareness & Development	Syllabus/Assignments Rights & Responsibilities The Role of the School Counselor: Professional & Ethical Issues Video: <i>What's Race Got to Do With It?</i> Tatum discussion	Tatum book due See Moodle for complete Reading list	
Tuesday, May 24	Personal Awareness & Development Poverty & Class Issues Advocacy Process & Practice	Poverty Knowledge Quiz: <i>Facts & Current Issues</i> Video: <i>American Winter</i> Beegle discussion Group Advocacy Project: <i>Using Data to Create Equity</i>	Beegle book due See Moodle for complete Reading list	
Wednesday, May 25	White Privilege Theory & Development Ethnic Identity Theory & Development Personal Awareness & Sharing	White Privilege discussion Racial Identity activities Current Event Activity Video: <i>Daughter from Danang</i> Culture Bag Artifacts	See Moodle for complete Reading list	Current Event Activity (see Moodle) Culture Bags
Wednesday, June 1	Language &	Working with	<i>Between the World</i>	

	<p>Acculturation</p> <p>Advocacy & Social Change</p> <p>Lesbian, Gay Bisexual, Transgender, Queer Issues</p>	<p>Undocumented Students</p> <p>ELL Students</p> <p>BARNGA Activity</p> <p>School Scenario Skill Practice</p> <p>Speaker: <i>Jenn Burleton, Executive Dir, Transactive Gender Center</i></p>	<p><i>and Me book, Pt. I (p.71)</i></p> <p>See Moodle for complete Reading list</p>	<p>Multicultural Topic Analysis Paper @ 9:30am</p>
Thursday, June 2	<p>Advocacy & Social Change</p> <p>Personal and Professional Roles</p>	<p>Group Advocacy Project Presentations</p> <p>Social Justice & Educators</p> <p>Speaker: <i>Nicole Thrower, BSD School Counselor</i></p> <p>Professional Development & Advocacy Goals</p> <p>Resource Sharing</p> <p>Closing Activities</p>	<p><i>Between the World and Me book, Pts. II-III (p.152)</i></p> <p>Bring SC To Close <i>Achievmt Gap book</i></p> <p>See Moodle for complete Reading list</p>	<p>Group Advocacy Project Presentation</p> <p>Group feedback forms</p>
<p>Synthesis & Application Final Paper Assignment</p> <p>Due: <i>Tuesday, June 14 @ 9:00am</i></p>				

508 Multicultural Topic Analysis Assignment Rubric

Criteria	1 = Unacceptable	2=Emerging	3= Proficient	4= Distinguished
Description of the salient aspects of topic	Very little or no description, explanation or focus of the topic.	Tangential aspects or minimal/ vague/inaccurate descriptions are included that contribute to an unclear focus of the topic.	Description of the topic is informative and accurate.	Description of the topic is informative, accurate, comprehensive and clear. The major aspects of the topic are addressed.
Personal and in-depth reflection on the topic as related to the relevant course objectives and standards listed: <i>Demonstrate understanding of culturally diverse students' experiences in a multicultural society, including knowledge of trends (cultural, ethical, economic, and political), attitudes, beliefs, and acculturative experiences.</i>	Basic understanding of experiences of culturally diverse students. Conveys information rather than personal analysis of topic. Strategies are prescriptive from an outside perspective rather than integrated knowledge of one's own role in providing culturally congruent services.	Writing reflects an intellectual understanding but limited awareness or connection to real-world impact. Strategies are simple & logical and there is some awareness of one's own role in providing culturally congruent services.	Understands the impact of topic on students and families in multi-systemic ways. Demonstrates awareness of own attitudes & beliefs in response to the topic. Strategies are multi-modal & culturally congruent to meet student & family needs.	Demonstrates advanced understanding of culturally diverse students' experiences. Analysis of topic addresses multi-systemic dynamics. Integrates current trends, attitudes, beliefs, and acculturative experiences. Presents Personal awareness of the complexity of the topic. Understands the development & delivery of multiculturally competent strategies to meet needs of students and families.
<i>Demonstrate understanding of multiculturally competent strategies for working with individuals, families, and communities and understands the ways in which educational policies, programs, and practices can be developed and modified to be culturally congruent with the needs of students and their families.</i>				

<p>An ability to consider alternative perspectives of topic</p>	<p>Presents a narrow view of the topic. Major perspectives of the topic are missing.</p>	<p>Limited view and understanding of the topic. Major perspectives of the topic are incomplete.</p>	<p>Presents several perspectives of the topic even if not in agreement; questions possibilities that had not previously considered; is curious about unfamiliar perspectives.</p>	<p>Present various viewpoints of the topic, demonstrates an understanding of the topic as a whole. Conveys a commitment to learning more about topic.</p>
<p>Application to your professional and personal roles</p>	<p>Lacks awareness of responsibility to apply knowledge to practice. Ideas are vague and do not convey benefits to self, students & families.</p>	<p>Ideas for application are basic and logical. Application ideas are reactive or tentative. Focuses only on professional or personal instead of both.</p>	<p>Presents a variety of ideas that support students & families. Demonstrates self-awareness and responsibility as a citizen of school & community to impact change. Strategies integrate the whole self in diversity and social justice practices.</p>	<p>Presents a variety of ideas that can implemented that reach students and communities. Strategies are creative and proactive. Conveys passion, advocacy, & enthusiasm for changes in practice.</p>
<p>Grammar, punctuation and professional writing style</p>	<p>There are several grammatical/spelling/writing errors that distract from the content and make it difficult to understand ideas.</p>	<p>There is a presence of several noticeable grammatical/spelling/writing errors. Writing style may be too casual or colloquial.</p>	<p>Free from grammatical and spelling errors. Writing style is appropriate for a professional audience.</p>	<p>Organization of paper contributes to the clarity and connection of ideas throughout paper. Written for a professional collegial audience. Free from grammatical and spelling errors.</p>

Final Synthesis Paper: Two Options Rubric

Criteria	1 =Unacceptable	2=Emerging	3= Proficient	4= Distinguished
<p>Addressing each question listed in the syllabus (Questions 1-6 for Option #1; Questions 1-5 for Option #2) in an in-depth, thoughtful and reflective manner.</p>	<p>A response to each listed question(s) is incomplete. Basic understanding of experiences of self & culturally diverse students. Limited understanding of one's privilege status. Reports information rather than provides a personal analysis of topic. There is a lack of awareness about one's personal development and an inability to connect course content to personal attitudes, beliefs, and behavior.</p>	<p>A response to listed question(s) may be incomplete or vague. Writing reflects an intellectual understanding but limited awareness or connection of cultural experiences & privilege to real-world impact for oneself and others. Some integration of course content with regards to personal attitudes, beliefs, and behavior, and professional and personal development.</p>	<p>Responds to each question. Understands the impact of cultural issues & privilege status of oneself and others in multi-systemic ways. Demonstrates awareness of own attitudes, knowledge, & skills. Understands the cross-cultural and intra-cultural impact of attitudes, beliefs, and behavior. Identifies personal & professional growth goals.</p>	<p>Responds to each question. Demonstrates advanced understanding of the impact of cultural issues on one's own identity development across various systems. Analysis of one's privilege status is included. Integrates course content in describing learned awareness, knowledge & skills. Understands the complexity and impact of attitudes, beliefs, and behavior. Identifies personal & professional growth goals and describes a plan toward goals within a systemic perspective.</p>
<p>An ability to demonstrate the course objectives listed on syllabus for the assignment.</p>	<p>Does not meet the course objectives & standards.</p>	<p>Meets some, but not all, the course objectives & standards.</p>	<p>Meets the course objectives & standards. The objectives are addressed throughout the assignment.</p>	<p>The course objectives & standards are consistent themes and overarching goals for guiding one's personal & professional development, professional responsibilities, continuous awareness & knowledge, program development & delivery, and commitment to advocacy, equity, diversity & social justice.</p>

<p>An ability to synthesize new knowledge and awareness of topics.</p>	<p>Does not describe or integrate any new knowledge or growth related to course content. Cannot identify ways in which the course content and assignment now influences one's personal & professional identity, attitudes, practice, or goals.</p>	<p>Describes some new knowledge or awareness related to course content. Can identify personal & professional growth, as a result of the course content and assignment.</p>	<p>Describes various ways that new knowledge or awareness gained from course content is integrated. Can describe how course content & the assignment now influence one's personal & professional growth.</p>	<p>Describes personal growth, new knowledge, or awareness as a result of the assignment. Can clearly describe ways in which the course content now influences one's personal & professional identity, attitudes, practice, and future goals.</p>
<p>Application to your professional and personal roles.</p>	<p>Ideas are vague and do not convey benefits to self and others. Lacks awareness of responsibility to apply knowledge to practice.</p>	<p>Ideas for application are basic or logical. Limited understanding of the professional role & responsibilities around issues of diversity, equity, advocacy & social justice. Focuses only on personal or professional instead of both.</p>	<p>Presents a variety of ideas that support students & families. Demonstrates self-awareness and responsibility as a citizen of school & community to impact change. Strategies integrate the whole self in diversity and social justice practices.</p>	<p>Presents a variety of ideas that can be implemented to create a more just & equitable community. Describes responsibility & commitment as part of one's role. Conveys the importance and ability to deliver multi-modal & culturally congruent services to meet student, family & community needs. Conveys passion, advocacy, & enthusiasm for changes in practice.</p>
<p>Grammar, punctuation and professional writing style</p>	<p>There are several grammatical/spelling/writing errors that distract from the content and make it difficult to understand ideas.</p>	<p>There is a presence of several noticeable grammatical/spelling/writing errors. Writing style may be too casual or colloquial.</p>	<p>Free from grammatical and spelling errors. Writing style is appropriate for a professional audience.</p>	<p>Organization of paper contributes to the clarity and connection of ideas throughout paper. Written for a professional collegial audience. Free from grammatical and spelling errors.</p>