# Course Description

This course focuses on developing a theoretical and skill foundation for developing their cultural competency and working with diverse groups as an advocate for social justice. A broad view of diversity is used in this course and includes race, ethnicity, socioeconomic status, culture, gender, sexual orientation, physical/psychological ability, religion, and age. Students will explore diversity‐related issues as they relate to the counselor, client/student, and counseling relationship. Topics include theories, goals, skills, and techniques for working with diverse individuals and families, with special attention on working with diverse learners and English language learners (ELLs). The course is also designed to increase students’ awareness of how their own attitudes, behaviors, perceptions, and biases can impact their ability to provide culturally sensitive approaches to counseling.

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Acknowledge culture as a predominant force in shaping behaviors, values, and beliefs.
* **CLO2:** Identify self-awareness of your own cultural behaviors, values, and beliefs and how they may influence their counseling relationships.
* **CLO3:** Describe the unique, culturally defined needs of various client populations.
* **CLO4:** Explain how students are best served by counselors who familiarize themselves with the students’ cultures.
* **CLO5:** Analyze the effects of cross-cultural miscommunication on the helping process.
* **CLO6:** Explain how the acceptance of differences is positive and essential to the helping process.
* **CLO7:** Seek educational and training experiences, and create a plan of action for continuing to enhance your effectiveness of working with culturally different populations through educational and training development.

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

## Howe, W. A., & Lisi, P. L. (2017). *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action* (2nd ed.). Los Angeles, CA: Sage Publishing. ISBN: 9781483365053

Orozco, G. L., Lee, W. M. L., Blando, J. A., & Shooshani, B. (2014). *Introduction to multicultural counseling for helping professionals* (3rd ed.). New York, NY: Routledge. ISBN: 9780415540223

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion: Student Introductions | 20 |  |
|  | Discussion: Cultural Competence | 20 |  |
|  | Discussion: Counseling Practice | 40 |  |
|  | Journal Entry 1 | 50 |  |
|  | Multicultural Lesson Plans: Proposal | 20 |  |
| **Week 2** | |  |  |
|  | Discussion: How Real Is Racism? | 30 |  |
|  | Discussion: Defining Race | 30 |  |
|  | Journal Entry 2 | 50 |  |
|  | Multicultural Lesson Plans: Needs Assessment | 20 |  |
| **Week 3** | |  |  |
|  | Discussion: Equity and Diversity | 30 |  |
|  | Discussion: Personal Pie Chart | 20 |  |
|  | Counseling and Cultural Identity Presentation (due in Week 3, 4, 5, or 6) | 60 |  |
|  | Journal Entry 3 | 50 |  |
|  | Multicultural Lesson Plans: Checkpoint | 20 |  |
| **Week 4** | |  |  |
|  | Discussion: IEP | 30 |  |
|  | Curriculum Interview | 20 |  |
|  | Journal Entry 4 | 50 |  |
| **Week 5** | |  |  |
|  | Discussion: Cultural Differences | 30 |  |
|  | Discussion: School Success | 20 |  |
|  | Journal Entry 5 | 50 |  |
| **Week 6** | |  |  |
|  | Discussion: Counseling LGBTQQ Students | 30 |  |
|  | Discussion: Multicultural Lesson Plan Peer Review | 20 |  |
|  | Journal Entry 6 | 50 |  |
| **Week 7** | |  |  |
|  | Discussion: Professional Development Opportunities | 40 |  |
|  | Staff Meeting | 20 |  |
|  | Multicultural Lesson Plans | 100 |  |
|  | Journal: Final Reflection | 80 |  |
| **Total Points** | | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Background of Multicultural Education; Becoming a Multicultural Educator** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the history, theory, and evolution of multicultural education. | | CLO1 | |
| * 1. Relate the history of multicultural education to counseling practice today. | | CLO1 | |
| * 1. Explain how understanding and appreciating differences is a critical part of counseling. | | CLO1, CLO3, CLO5 | |
| * 1. Make a personal plan to become a more effective multicultural educator. | | CLO2, CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Course Introduction**  **Watch** “[Course Introduction](https://vimeo.com/synergiseducation/review/154329360/6d7ac8477d)” (2:30).  This course addresses sensitive personal topics such as prejudice, bias, and privilege. Many discussions and assignments are introspective and ask you to be open and honest about topics you may find uncomfortable or embarrassing to discuss. Talk to your instructor if you have any questions or concerns. Your weekly journal assignments are private and are not intended to be posted or shared with your classmates. | | All Course Objectives |  |
| **Week One Reading and Video**  **Read** Ch. 1 & 2 of *Becoming a Multicultural Educator*. Pay special attention to Figure 2.1 on p. 52.  **Read** Ch. 1 & 2 of *[Introduction to Multicultural Counseling for Helping Professionals.](http://www.amazon.com/Multicultural-Social-Work-Practice-Competency-Based/dp/111853610X/ref=sr_1_2?ie=UTF8&qid=1452522179&sr=8-2&keywords=multicultural+social+work+practice" \o "Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice)*  **Review** [Your Guide to Reading the World](http://ideas.ted.com/your-guide-to-reading-the-world/?utm_source=ideas&utm_medium=referral&utm_campaign=IGIdeas).  **Watch** [“Cultural Competence: What Does It Mean For Educators?”](https://www.youtube.com/watch?v=U42MApeXi9w) (6:20).  **Post** any questions or comments in the Week One General Discussion Forum. | | 1.1, 1.2, 1.3, 1.4 | Discussion = **.5 hour** |
| **Upcoming Assignments: Pre-Practicum Experience**  For this course, you are expected to complete 12 hours of pre-practicum experience in a multi-cultural setting.  In this experience, you are expected to interact and engage with students, clients, families, etc. from one of the following federally protected classes: race, ethnic background, disability, religious beliefs, sexual orientation, gender/gender identity, or age.  You are required to find your own site for this experience and your site must be approved by the instructor for this course. You are to use this pre-practicum experience to learn and experience as much as possible about others who are different from you. Please make sure to use the Pre-Practicum time sheet to document your hours (must be signed by the official overseeing your experience).  **Review** the Pre-Practicum time sheet.  You will be expected to report on your interactions and experiences in several assignments for this class:   * Once during Weeks 3-6: Counseling and Cultural Identity Presentation (see assignment notes below). * Weeks 2-7: Weekly Journal Entries   If you have not already done so, please contact your instructor this week to seek approval of a site for this  experience. | | 1.4 |  |
| **Counseling and Cultural Identity Presentations (Overview and Preparation)**  You will create one 5-minute presentation in this course focusing on preparing other counseling students to work with individuals from a population with a unique cultural identity.  Your presentation will be due sometime between Weeks 3 and 6, depending on the topic you select.   * Week 3, Thursday, no later than 11:59 p.m. [EST] * Week 4, Thursday, no later than 11:59 p.m. [EST] * Week 5, Thursday, no later than 11:59 p.m. [EST] * Week 6, Thursday, no later than 11:59 p.m. [EST]   **Navigate** to the Presentation Wiki.  **Sign** up for one topic by entering your name next to the chosen topic.  *Note*. Only one student may sign up for each topic, unless otherwise noted. Each topic corresponds to a chapter in the course textbook *Introduction to Multicultural Counseling for Helping Professionals*.  You are also responsible for watching your classmates’ presentations each week and reflecting on them in your weekly journal assignment by Sunday of each week.  You are to include examples/experiences from your pre-practicum experience in your presentation. | | 1.3, 1.4, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 6.1, 6.3 | Wiki= **.5 hour** |
| **Curriculum Interview: (Overview and Preparation)**  You must interview at least one person knowledgeable about the book selection process at your school. This informal interview is intended to last no more than 30 minutes. This week, you are strongly encouraged to identify some potential interviewees and determine the best time to schedule an interview.  A summary and reflection of the interview is due in Week 4. | | 4.2 |  |
| **Multicultural Lesson Plans: Overview and Preparation**  ASCA lesson plan template  As you progress through this course, you will develop two lesson plans that aim to promote a multicultural and diverse school culture, teach students about multiculturalism, and support classroom teachers with diverse student populations. You may pick the age or grade level for both lesson plans, but one must be for grades K–6, and the other must be for grades 7–12.  You must use the ASCA lesson plan template for your lesson plans. You may reuse or adapt old lesson plans, but they must be modified or revised as necessary to fit into the ASCA template.  Weekly milestones include the following:   * Week 1: Proposal and timeline * Week 2: Needs assessment * Week 3: Checkpoint * Week 6: Peer review of at least one lesson plan * Week 7: Final multicultural lesson plans due | | 4.1, 4.3, 5.1, 5.2, 6.1, 6.3, 7.1 |  |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A | N/A |
| **Total** |  |  | **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion: Course Introduction**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | 1.1, 1.2, 1.3 | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignments****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Student Introductions**  Welcometo the first week of the course!  **Respond** to the following questions in the Student Introductions discussion forum by Thursday:   * Briefly introduce yourself to your classmates. * What is your educational and professional background? * What would you like to get you out of this course? * How would you define your own cultural identity? * How do you think your identities will influence you as an educator in a multicultural and diverse school setting?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to two of your classmates’ posts by Sunday. | | N/A | Discussion: one post and replies to two other posts = **1 hour** |
| **Discussion: Cultural Competence**  **Review** [“Cultural Competence: What Does It Mean For Educators?”](https://www.youtube.com/watch?v=U42MApeXi9w) (6:20).  **Respond** to the following questions in the Cultural Competence discussion forum by Thursday:   * How do you react to the essential elements? * In what ways do the essential elements reflect the ethics in the Guiding Principles of Cultural Proficiency?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to two of your classmates’ posts by Sunday. | | 1.1, 1.2 | Discussion: one post and replies to two other posts = **1 hour** |
| **Discussion: The Counseling Practice**  **Review** [“Cultural Competence: What Does It Mean For Educators?”](https://www.youtube.com/watch?v=U42MApeXi9w) (6:20).  **Respond** to the following question in the Counseling Practice discussion forum by Thursday:   * To what extent do you want these standards to serve your counseling practice and that of your school in service of historically underserved students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to two of your classmates’ posts by Sunday. | | 1.2 | Discussion: one post and replies to two other posts = **1 hour** |
| **Journal Entry 1**  **Complete** the self-assessments on pp. 6 & 10, and review Figure 2.1 on p. 52 of *Becoming a Multicultural Educator*.  **Write** a concise 1-page reflection about the following:   * What do your self-assessment responses tell you about your current perspectives and experiences with multiculturalism and diversity? * Of the four components of Figure 2.1, in which areas do you need the most and least amount of work? * What implications do your responses have for your future role in counseling?   **Submit** your reflection through Blackboard by Sunday. | | 1.3 | Review Instructor’s Feedback = **1 hour** |
| **Multicultural Lesson Plans: Proposal**  **Write** a 200- to 350-word proposal in which you describe two to three potential topics for a multicultural lessons plan.  **Include** the following in your proposal:   * A brief rationale for your choices. * A realistic timeline for your project development. * Two preferred grade levels for each lesson.   *Note*. Potential example topics include: an icebreaker for the first day of school, becoming familiar with one another’s unique backgrounds. You may use the same topic for both lesson plans, as long as the content for each is age-appropriate.  *Note*. You will not be penalized if you deviate from your timeline, but you are strongly encouraged to determine a realistic development schedule for your project.  **Submit** your proposal and timeline through Blackboard by Sunday. | | 4.1, 4.3, 5.2, 6.1, 6.2, 7.2 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

This course addresses sensitive personal topics such as prejudice, bias, and privilege. Many discussions and assignments are introspective and ask students to be open and honest about topics they may find uncomfortable or embarrassing to discuss. Faculty should be aware of the personal nature of course content and consider permitting students to pass on a discussion they do not wish to share with their classmates. Weekly journal assignments are not intended to be posted or shared among the students.

**Pre-Practicum Experience**

Make sure all students have an approved pre-practicum site. Make sure the site is multicultural and will allow the student to meet the interaction expectations. Determine what activities each student plan to do at their pre-practicum site. Keep the address and contact numbers of the site and any personnel overseeing the student’s twelve hours of on-site experience.

**Counseling and Cultural Identity Presentations:**

* There are 13 topics available.If there are more than 13 students in the class, you may allow multiple students to sign up for the same topic, or allow some or all students to work in teams.
* Create your wiki homepage. edit the homepage, and insert a table as outlined below:

|  |  |  |  |
| --- | --- | --- | --- |
| Each topic corresponds to a chapter in the course textbook, *Introduction to Multicultural Counseling for Helping Professionals*. Enter your name next to your chosen topic: | | | |
| **Week 3 Topics** | **Week 4 Topics** | **Week 5 Topics** | **Week 6 Topics** |
| Ch. 5: “Counseling Native Americans” | Ch. 14: “Counseling Older Adults” | Ch. 7: “Counseling Latinos and Latinas” | Ch. 11: “Counseling Women” |
| Ch. 6: “Counseling African Americans” | Ch. 15: “Counseling Persons with a Disability” | Ch. 8: “Counseling Asian and Pacific Islanders” | Ch. 12: “Counseling Men” |
| Ch. 9: “Counseling European Americans” | Ch. 17: “Counseling Undocumented Persons” | Ch. 10: “Counseling Middle Eastern Americans” | Ch. 13: “Counseling Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ) People” |
|  |  | Ch. 16: “Counseling Bicultural/ Biracial People” |  |

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| --- | --- | --- | --- |
| Week Two: Knowledge | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze how the changing definition of *race* has influenced multicultural education in the United States. | | CLO1 | |
| * 1. Interpret events in multicultural education through various diverse perspectives. | | CLO3 | |
| * 1. Describe the types of knowledge educators and counselors need to provide effective counseling. | | CLO4, CLO5, CLO6 | |
| * 1. Determine the knowledge and skills you need to become a more effective multicultural educator. | | CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Two Reading and Video**  **Read** the following:   * Ch. 3 & 4 of *Becoming a Multicultural Educator*. Pay special attention to pp. 79–87. * [Ch. 3 & 4 of](http://www.amazon.com/Multicultural-Social-Work-Practice-Competency-Based/dp/111853610X/ref=sr_1_2?ie=UTF8&qid=1452522179&sr=8-2&keywords=multicultural+social+work+practice" \o "Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice) *[Introduction to Multicultural Counseling for Helping Professionals](http://www.amazon.com/Multicultural-Social-Work-Practice-Competency-Based/dp/111853610X/ref=sr_1_2?ie=UTF8&qid=1452522179&sr=8-2&keywords=multicultural+social+work+practice" \o "Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice)*[.](http://www.amazon.com/Multicultural-Social-Work-Practice-Competency-Based/dp/111853610X/ref=sr_1_2?ie=UTF8&qid=1452522179&sr=8-2&keywords=multicultural+social+work+practice" \o "Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice)   **Watch** [“The Power of Vulnerability”](https://www.ted.com/talks/brene_brown_on_vulnerability?language=en) (20:19).  **Post** any questions or comments in the Week Two General Discussion Forum. | | 2.1, 2.2, 2.3, 2.4 | Discussion = **.5 hour** |
| **Race: The Power of an Illusion**  **Navigate** to [RACE – The Power of an Illusion](http://www.pbs.org/race/000_General/000_00-Home.htm), and click **Learn More.**   * Click **What Is Race?**,and read the 10 quick facts. * Click **Sorting People**, and complete the sorting game. * Click **Race Timeline**, and explore the timeline. * Click **Human Diversity**, and take the quiz. * Click **Me, My Race, & I**, and view the slideshow. * Click **Where Race Lives**, and review the readings.   **Post** any questions or comments in the Race: The Power of an Illusion discussion forum. | | 2.1, 2.2 | Discussion = **.5 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: How Real is Racism?**  **Respond** to the following question in the How Real is Racism? discussion forum by Thursday:   * How real is racism? Refer to the readings and activities at [RACE – The Power of an Illusion](http://www.pbs.org/race/000_General/000_00-Home.htm) to support your answer.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Defining Race**  **Respond** to the following question in the Defining Race discussion forum by Thursday:   * How do you see the changing definition of *race* influencing multicultural education in your school or educational experience?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal Entry 2**  **Complete** the following to prepare for this week’s journal:   * **Briefly describe** your pre-practicum site and what activities you have and intend to engage in while at this site. * **Complete** the self-assessments on pp. 78 & 91 of *Becoming a Multicultural Educator*.   **Write** a concise 400- to 750-word reflection about the following:   * What do these self-assessments tell you about yourself? How do you plan to use this information while at your pre-practicum site? Please be concrete. * How does knowledge of the history of multicultural education inform your two lesson plans? * How do your lesson plans aim to increase equity in the classroom? * What do you need to know about your student population to ensure that your lesson plans are most effective? * What aspects of teaching and learning theory apply to your lesson plans?   **Submit** your reflection through Blackboard by Sunday. | | 1.3, 1.4, 2.3, 2.4 | Review Instructor’s Feedback = **1 hour** |
| **Multicultural Lesson Plans: Needs Assessment**  **Review** your instructor’s feedback on your proposal, and finalize your grade levels and topic selection.  **Determine** the type of data you will collect about your students’ backgrounds, as well as what sources and procedures you need to access it.  **Consider** interviewing school administrators in addition to conducting online research. Some of the information you should look for includes the following:   * Overview of student population demographics * Languages spoken at home * General socioeconomic status * Teacher backgrounds * Any other information that will help you tailor your lesson plans to your student population   *Note:* You are responsible for meeting or adhering to any protocol or procedures required by your school.  **Write** a 250- to 400-word needs assessment in which you summarize your data-related findings, explain how you will interpret the data, and discuss how you could apply your findings to your lesson plans.  **Submit** the summary of your needs assessment through Blackboard by Sunday. | | 4.1, 4.3, 5.1, 5.2, 6.1, 6.3, 7.1 | Review Instructor’s Feedback = **1.5 hour** |
| **Total** |  |  | **5.5 hours** |

# Faculty Notes

**Needs Assessment:** If a student is unable to complete the needs assessment by the Week Two due date, instructors have the discretion to give the student an extension.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Investigating Awareness and Skills | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify how your own cultural identity affects your skill set as a multicultural educator. | | CLO2, CLO4 | |
| * 1. Analyze the influence of privileged and historically underserved cultural identities in multicultural education. | | CLO5 | |
| * 1. Explain how improving your responses to differences in others will affect your counseling technique and role as a counselor. | | CLO6, CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Three Reading and Video**  **Read** Ch. 5 & 6 of *Becoming a Multicultural Educator*. **Watch** the following videos:  * "[Brown Eyes and Blue Eyes Racism Experiment](https://www.youtube.com/watch?v=KHxFuO2Nk-0)” (14:36) * ["The Anti-Racism Experiment that Transformed an Oprah Show Audience"](https://www.youtube.com/watch?v=5NHeFgaVWs8) (5:13)   **Post** any questions or comments in the Week Three General Discussion Forum. | | 3.1, 3.2, 3.3 | Discussion = **.5 hour** |
| **Curriculum Committee Interview: Reminder**  Your interview summary and reflection are due in Week 4. | | 4.2 | NA |
| **Counseling and Cultural Identity Presentations: Reminder**  If you are signed up to present a topic in Week 4, note that it is due on **Thursday** to ensure that all students have time to review your presentation and reflect by Sunday. | | 1.3, 1.4, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 6.1, 6.3 | NA |
| **Total** |  |  | **.5 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Equity and Diversity**  **Complete** the [Equity and Diversity Quiz](http://www.edchange.org/multicultural/quiz/quiz1.htm), and review your score and correct or incorrect responses.  **Respond** to the following questions in the Equity and Diversity discussion forum by Thursday:   * What are your thoughts about the information presented in the quiz? * What do you think about your results? * How does becoming aware of this type of information affect your skill set as a multicultural educator? * Discuss the strategies or tools a multicultural educator needs to balance and guide the perspectives of the staff, students, and parents.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Personal Pie Chart**  **Complete** the self-assessment on p. 139 of *Becoming a Multicultural Educator*.  **Create** a personal pie chart in a Word document, and post the image to the Personal Pie Chart discussion forum.  **Review** at least three of your classmates’ pie charts.  **Respond** to the following prompts in the Personal Pie Chart discussion forum by Thursday:   * Comment on some of the following concepts: commonalities and differences, concept of labels, socialization/identity development, privilege, impact of gender, or other concepts you observed. * How might these characteristics influence your role as a counselor or how you provide counseling to privileged or historically underserved students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2, 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Counseling and Cultural Identity Presentation**  **If you signed up to deliver your presentation this week:**  **Read** the chapter indicated for your topic in *Introduction to Multicultural Counseling for Helping Professionals,* and conduct additional research, as needed.   * Ch. 5: “Counseling Native Americans” * Ch. 6: “Counseling African Americans” * Ch. 9: “Counseling European Americans”   **Develop** a 3- to 5-minute presentation about providing counseling to students and their families representing your chosen cultural identity. You may use PowerPoint, Prezi, Glogster, Padlet, or any other format you are comfortable with. Your presentation must include either audio narration or supplementary speaker’s notes to explain and expand upon the information in the presentation.  Using your readings and what you have experienced/learned from your pre-practicum site **address** the following in your presentation:   * What do counselors need to understand about cultural identity? What kind of information is most relevant to lesson planning, assessment, classroom management, or other aspects of multicultural education? Be specific. Use examples from your site. * What kinds of resources, strategies, tools, or approaches would you recommend to counselors who may encounter students from this cultural identity in their school? Be specific. Use examples from your site. * How should counselors frame their thinking when approaching a counseling interaction with a student or parent from this cultural identity? Be specific. Use examples from your site. * How can counselors most effectively communicate with and educate other teachers and administrators in the school? How would you coach counselors who are meeting resistance to their suggestions? Be specific. Use examples from your site.   **Submit** your presentation to the Counseling and Cultural Identity Presentation discussion forum by Thursday.  **Review** all presentations posted by your classmates in preparation for your Journal Entry 3. | | 1.3, 1.4, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 6.1, 6.3 | Presentation and Reflection = **1.5 hour** |
| **Journal Entry 3**  **Complete** the following to prepare for this week’s journal:   * **Reflect** what you have been doing at your pre-internship site and apply it to what you are learning in this class. * **Complete** the self-assessment on p.150 of *Becoming a Multicultural Educator* and thinking of your experiences and what you have learned through these experiences at your pre-practicum site;   **Write** a concise 400- to 750-word reflection on the following:   * How can your own cultural identity affect your role in school? What effect does your background have on children’s opportunities? * How can you recognize your own bias and ensure that it does not interfere with the teaching and learning process? * What are some things you can do to help students and faculty increase understanding and appreciation of differences? * Reflect on the presentations posted by your classmates about counseling Native Americans, African Americans, and European Americans. How can this information help you develop your role as a counselor?   **Include** the learning and experiences from your pre-practicum site in this answer.  **Submit** your reflection through Blackboard by Sunday. | | 3.1, 3.2, 3.3 | Review Instructor’s Feedback = **1 hour** |
| **Multicultural Lesson Plans: Checkpoint**  **Write** a concise, 250- to 400-word summary of your progress on the following elements of your two lesson plans, including the following:   * Summarize the most relevant findings from the needs assessment, and explain how this information is informing your lesson plan development. * Specify your topic for each lesson plan, and indicate how you will ensure your materials and activities are age-appropriate. You are encouraged (but not required) to submit a draft or sample of your lesson plan for feedback. * Describe how you are planning to address the following concepts into your lesson plans:     + Historical perspectives   + Legal requirements   + Equity   + Bias   + Teaching and learning strategies * List any questions or concerns for your instructor. Revisit your timeline, and ensure that you are still on track for completing your lesson plans by Week 7.   **Submit** your summary to your instructor for guidance and feedback. | | 4.1, 4.3, 5.1, 5.2, 6.1, 6.3, 7.1 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Multicultural Lesson Plans Checkpoint:** Faculty should provide sufficient and timely feedback to help students continue developing their lesson plans and meet their deadlines.

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| Week Four: Curriculum Development and Lesson Planning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop culturally responsive multicultural school and counseling curriculum. | | CLO3, CLO4, CLO6 | |
| * 1. Analyze the range of texts, resources, and other materials available to students to determine if they are representative of the student body. | | CLO1, CLO3, CLO4 | |
| * 1. Determine best practices in teaching, lesson planning, and coordinating with classroom teachers to promote a multicultural school environment. | | CLO5, CLO6 | |
| * 1. Describe what it means to be a comprehensive counselor. | | CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Four Reading and Video**  **Read** Ch. 7 & 8 of *Becoming a Multicultural Educator*. **Watch** the following videos:  * ["Why Diversity is not Enough to Reach Real Integration in Schools"](https://www.youtube.com/watch?v=0QakBLcldTQ) (12:59) * ["Identity"](https://www.youtube.com/watch?v=ikGVWEvUzNM) (5:18)   **Post** any questions or comments in the Week Four General Discussion Forum. | | 4.1, 4.2, 4.3 | Discussion = **.5 hour** |
| **Multicultural Lesson Plans: Lesson Plan Development Reminder**  You should begin developing your multicultural lesson plans this week.  **Review** the ASCA lesson plan template.  **Consider** the following questions:   * What kinds of ancillary materials such as worksheets, videos, game pieces, pictures, or props do you think you will need? * What can you do to ensure the activities are engaging, educational, age-appropriate, and relevant to your topic? * What can you do to increase support from classroom teachers, staff, or administration?   **Submit** any questions or comments about your lesson plans to the Lesson Plan Development discussion forum. | | 4.1, 4.3, 5.1, 5.2, 6.1, 6.3, 7.1 | Discussion = **1 hour** |
| **Counseling and Cultural Identity Presentations: Reminder**  If you are signed up to present a topic in Week 5, note that it is due on **Thursday** to ensure that all students have time to review your presentation and reflect by Sunday.  **Ensure** you meet all the assignment requirements. See Week Three for full details of what is required in the assignment. | | 1.3, 1.4, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 6.1, 6.3 | NA |
| **Total** |  |  | **1.5 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: IEP**  **Respond** to the following questions in the IEP discussion forum by Thursday:   * How does your insight and understanding of where students come from help you in your role as a counselor? * How can this understanding influence how you select or develop curriculum?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.3, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Counseling and Cultural Identity Presentation**  **If you signed up to deliver your presentation this week:**  **Read** the chapter indicated for your topic in *Introduction to Multicultural Counseling for Helping Professionals,* and conduct additional research, as needed.   * Ch. 14: “Counseling Older Adults” * Ch. 15: “Counseling Persons with a Disability” * Ch. 17: “Counseling Undocumented Persons”   **Develop** a 3- to 5-minute presentation about providing counseling to students and their families representing your chosen cultural identity. You may use PowerPoint, Prezi, Glogster, Padlet, or any other format you are comfortable with. Your presentation must include either audio narration or supplementary speaker’s notes to explain and expand upon the information in the presentation.  **Address** the following in your presentation using your readings and what you have experienced/learned from your pre-practicum site:   * What do counselors need to understand about this cultural identity? What kind of information is most relevant to lesson planning, assessment, classroom management, or other aspects of multicultural education? Be specific. Use examples from your site. * What kinds of resources, strategies, tools, or approaches would you recommend to counselors who may encounter students from this cultural identity in their school? Be specific. Use examples from your site. * How should counselors frame their thinking when approaching a counseling interaction with a student or parent from this cultural identity? Be specific. Use examples from your site. * How can counselors most effectively communicate with and educate other teachers and administrators in the school? How would you coach counselors who are meeting resistance to their suggestions? Be specific. Use examples from your site.   **Submit** your presentation to the Counseling and Cultural Identity Presentation discussion forum by Thursday.  **Review** all presentations posted by your classmates in preparation for your Journal Entry 4. | | 1.3, 1.4, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 6.1, 6.3 | Presentation and Reflection = **1.5 hour** |
| **Curriculum Interview**  **Conduct** a 30-minute interview with a school librarian, supervisor, curriculum committee member, or principal to determine the range of books and other materials available to students in your school.  *Note*. You are encouraged to review the library holdings online or in person to supplement your interview. You’ll want to have a good sense of what kinds of materials are available and how they are selected.  **Write** a 250- to 350-word summary of the following:   * Do the materials represent the diversity of the student population? * How are the materials chosen? What were you able to determine about the range of topics, authors, types of publication, and other characteristics of the materials? * Is there a hidden curriculum? * What are your recommendations?   **Submit** your summary to your instructor through Blackboard by Sunday. | | 4.2 | Review Instructor’s Feedback = **1 hour** |
| **Journal Entry 4**  **Complete** the following to prepare for this week’s journal:   * **Complete** the self-assessment on p. 212 of *Becoming a Multicultural Educator.*   **Write** a concise 400- to 750-word reflection on the following:   * Answer Question #1. * What does the term *comprehensive counselor* mean to you? * Respond to this statement: “Counselors are educators.” * Reflect on the presentations posted by your classmates about counseling older adults, persons with a disability, or undocumented persons. How can this information help you develop your role as a counselor?   **Ensure you** include as appropriate in this entry the learning and experiences from your pre-practicum site in this answer.  **Submit** your reflection through Blackboard by Sunday. | | 4.3, 4.4 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Counseling and Cultural Identity Presentation**

There is only one gradebook column for this assignment, even for students who are presenting in later weeks. You can choose to give students no grade for the assignment until they complete it. Whatever path you take, be sure to communicate to students what your plan is.

**Curriculum Interview:** If a student is unable to complete the interview by the Week Four due date, instructors have the discretion to give the student an extension.

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| **Week Five: English Language Learners and Culturally Responsive Approaches** | | |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe best practices in helping international students and their families adjust to a new culture. | | CLO3, CLO4, CLO5 | |
| * 1. Determine how to best help teachers and parents create a positive and supporting school environment. | | CLO3, CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Five Reading and Video**  **Read** Ch. 9 & 10 of *Becoming a Multicultural Educator*. **Watch** the following videos:  * ["English Language Learners: Culture, Equity, and Language"](https://www.youtube.com/watch?v=5HU80AxmP-U) (5:09) * ["Becoming a Culturally Responsive Teacher"](https://www.youtube.com/watch?v=uV36efjBKRU) (4:57) * ["Introduction to Culturally Relevant Pedagogy"](https://www.youtube.com/watch?v=nGTVjJuRaZ8) (4:39) * ["Project ELL"](https://www.youtube.com/watch?v=pnEfbQgWi7c) (1:29)   **Post** any questions or comments in the Week Five General Discussion Forum. | | 5.1, 5.2, 5.3 | Discussion = **.5 hour** |
| **Multicultural Lesson Plans: Lesson Plan Development Reminder**  **Continue** working on your lesson plans, and ensure that you consider or address the following concepts:   * Historical perspectives * Legal requirements * Equity * Bias * Teaching and learning strategies   **Submit** any questions or comments about your lesson plans to the Lesson Plan Development discussion forum. | | 4.1, 4.3, 5.1, 5.2, 6.1, 6.3, 7.1 | Discussion = **1 hour** |
| **Counseling and Cultural Identity Presentations: Reminder**  If you are signed up to present a topic in Week 6, note that it is due on **Thursday** to ensure that all students have time to review your presentation and reflect by Sunday. Make sure you meet all the assignment requirements. See Week Three for full details of what is required in the assignment. | | 1.3, 1.4, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 6.1, 6.3 | NA |
| **Total** |  |  | **1.5 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Cultural Differences**  **Respond** to the following question in the Cultural Differences discussion forum by Thursday:   * What are some strategies that educators and counselors can use to help students and families adjust to a new culture while still honoring their native cultural background?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: School Success**  **Respond** to the following questions in the School Success discussion forum by Thursday:   * What are some strategies that counselors can use to help ELL students be successful in school? * How should counselors support teachers who have ELL students in their classrooms?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Counseling and Cultural Identity Presentation**  **If you signed up to deliver your presentation this week:**  **Read** the chapter indicated for your topic in *Introduction to Multicultural Counseling for Helping Professionals,* and conduct additional research as needed.   * Ch. 7: “Counseling Latinos and Latinas” * Ch. 8: “Counseling Asian and Pacific Islanders” * Ch. 10: “Counseling Middle Eastern Americans” * Ch. 16: “Counseling Bicultural/Biracial People”   **Develop** a 3- to 5-minute presentation about providing counseling to students and their families representing your chosen cultural identity. You may use PowerPoint, Prezi, Glogster, Padlet, or any other format you are comfortable with. Your presentation must include either audio narration or supplementary speaker’s notes to explain and expand upon the information in the presentation.  **Address** the following in your presentation using your readings and what you have experienced/learned from your pre-practicum site:   * What do counselors need to understand about this cultural identity? What kind of information is most relevant to lesson planning, assessment, classroom management, or other aspects of multicultural education? Be specific. Use examples from your site. * What kinds of resources, strategies, tools, or approaches would you recommend to counselors who may encounter students from this cultural identity in their school? Be specific. Use examples from your site. * How should counselors frame their thinking when approaching a counseling interaction with a student or parent from this cultural identity? Be specific. Use examples from your site. * How can counselors most effectively communicate with and educate other teachers and administrators in the school? How would you coach counselors who are meeting resistance to their suggestions? Be specific. Use examples from your site.   **Submit** your presentation to the Counseling and Cultural Identity Presentation discussion forum by Thursday.  **Review** all presentations posted by your classmates in preparation for your Journal Entry 5. | | 1.3, 1.4, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 6.1, 6.3 | Presentation and Reflection = **1.5 hour** |
| **Journal Entry 5**  **Complete** the following to prepare for this week’s journal:   * Based on your pre-practicum experience describe and the barriers you experience in becoming a multi-culturally competent counselor. How do you plan to address them? Be specific! * **Read** case study “A Chance to Work With New Arrivals” on p. 269 of *Becoming a Multicultural Educator* * **Reflect** on your pre-practicum experiences and what you have learned through these experiences;   **Write** a concise 400- to 750-word reflection on the following:   * Answer questions 1–4. * As your personal awareness develops, how could it influence your ability to help staff and students? * Reflect on the presentations posted by your classmates about counseling Latinos and Latinas, Asian and Pacific Islanders, Middle Eastern Americans, and bicultural/biracial people. How can this information help you develop your role as a counselor?   **Ensure** you include the learning and experiences from your pre-practicum site in this answer.  **Submit** your reflection through Blackboard by Sunday. | | 5.1, 5.2 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Six: Gender and Identity; Action and Assessment | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe best practices in providing counseling to LGBTQQ students and their families. | | CLO3, CLO4, CLO6 | |
| * 1. Describe how to help teachers and staff create a school culture that is supportive, safe, and inclusive. | | CLO4 | |
| * 1. Describe how to identify goals for a school culture improvement action plan. | | CLO7 | |
| ***Required Learning Resources and Activities:*** *Students must complete any resources and activities listed in this section as selected by the instructor* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Six Reading and Video**  **Read** Ch. 11 & 12 of *Becoming a Multicultural Educator*.  **Read** the following articles:   * ["Best Practices: Creating an LGBT-inclusive School Climate"](http://www.tolerance.org/lgbt-best-practices) * ["Gay and lesbian school counselors: Making a difference"](http://www.schoolcounselor.org/magazine/blogs/may-june-2011/gay-and-lesbian-school-counselors-making-a-differ) * ["Supporting LGBTQ Faculty: The School Counselor’s Role"](http://www.schoolcounselor.org/magazine/blogs/may-june-2011/supporting-lgbtq-faculty-the-school-counselor-s-r) * ["Embracing the Whole Child: From Gender Binary to Gender Continuum"](http://www.niusileadscape.org/bl/embracing-the-whole-child-from-gender-binary-to-gender-continuum-by-graciela-slesaransky-poe/)   **Watch** ["Joey Kemmerling on Teen Bullying and Overcoming Obstacles"](https://www.youtube.com/watch?v=c8wo-iBDKpY&feature=youtu.be) (11:46).  **Post** any questions or comments in the Week Six General Discussion Forum. | | 6.1, 6.2, 6.3 | Discussion = **.5 hour** |
| **Total** |  |  | **.5 hour** |
| ***Assignment:*** *Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question: Counseling LGBTQQ Students**  **Respond** to the following questions in the Counseling LGBTQQ Students discussion forum by Thursday:   * What is your experience with LGBTQQ students and their families? * What are some things you can do to provide counseling to LGBTQQ students? * How can you help promote a school culture that is supportive, safe, and inclusive for LGBTQQ students and faculty?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Multicultural** **Lesson Plan Peer Review**  **Post** at least one of your lesson plans in the Lesson Plan Peer Review discussion forum by Thursday.  **Select** at least one classmate’s lesson plan, and provide constructive feedback. State your observations or suggestions about the following by Sunday:   * Does the lesson plan include all required areas from the ASCA lesson plan template? * Does the lesson plan reflect multiple perspectives, beliefs, or backgrounds? * Do you feel that the lesson plan will increase equity in the classroom? * Are the content and activities appropriate for the age and cultural backgrounds of the student population? * Do you have any concerns or suggestions for your classmate?   *Note:* You will be graded on your participation and contribution to the discussion, not on the quality of your feedback. You are encouraged to review the feedback on your lesson plan and engage your peer reviewer in additional discussion. | | 4.1, 4.3, 5.1, 5.2, 6.1, 6.3, 7.1 | Discussion: one post and replies to at least one other post = **2 hours** |
| **Counseling and Cultural Identity Presentation**  **If you signed up to deliver your presentation this week:**  **Read** the chapter indicated for your topic in *Introduction to Multicultural Counseling for Helping Professionals,* and conduct additional research, as needed.   * Ch. 11: “Counseling Women” * Ch. 12: “Counseling Men” * Ch. 13: “Counseling Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ) People”   **Develop** a 3- to 5-minute presentation about providing counseling to students and their families representing your chosen cultural identity. You may use PowerPoint, Prezi, Glogster, Padlet, or any other format you are comfortable with. Your presentation must include either audio narration or supplementary speaker’s notes to explain and expand upon the information in the presentation.  **Address** the following in your presentation using your readings and what you have experienced/learned from your pre-practicum site:   * What do counselors need to understand about this cultural identity? What kind of information is most relevant to lesson planning, assessment, classroom management, or other aspects of multicultural education? Be specific. Use examples from your site. * What kinds of resources, strategies, tools, or approaches would you recommend to counselors who may encounter students from this cultural identity in their school? Be specific. Use examples from your site. * How should counselors frame their thinking when approaching a counseling interaction with a student or parent from this cultural identity? Be specific. Use examples from your site. * How can counselors most effectively communicate with and educate other teachers and administrators in the school? How would you coach counselors who are meeting resistance to their suggestions? Be specific. Use examples from your site.   **Submit** your presentation to the Counseling and Cultural Identity Presentation discussion forum by Thursday.  **Review** all presentations posted by your classmates in preparation for your Journal Entry 6. | | 1.3, 1.4, 2.2, 2.3, 3.2, 4.3, 5.1, 5.2, 6.1, 6.3 | Presentation and Reflection = **1.5 hour** |
| **Journal Entry 6**  **Complete** the self-assessment on p. 346 of *Becoming a Multicultural Educator* and thinking of your experiences and what you have learned through these experiences at your pre-practicum site;  **Write** a concise 400- to 750-word reflection on the following:   * What is the role of the counselor in contributing to a school culture that is supportive, safe, and inclusive? * How can you help prepare your school to support a multicultural curriculum? * How can you continue to expand your self-awareness and readiness? * Reflect on the presentations posted by your classmates about counseling women, men, and LGBTQQ people. How can this information help you develop your role as a counselor?   **Ensure** youinclude as appropriate in this entry the learning and experiences from your pre-practicum site in this answer.  **Submit** your reflection through Blackboard. | | 6.2, 6.3 | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Seven: Putting Theory into Practice | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop school culture lesson plans. | | CLO3, CLO6, CLO7 | |
| * 1. Describe professional development opportunities to broaden educators’ multicultural perspectives. | | CLO2, CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Seven Reading**  No readings from *Becoming a Multicultural Educator* are assigned this week.  **Read** the following articles:   * ["Why Elementary School Counselors"](https://www.schoolcounselor.org/school-counselors-members/careers-roles/why-elementary-school-counselors) * “Multicultural and Social Justice Counseling Competencies: Practical Applications in Counseling”   **Post** any questions or comments in the Week Seven General Discussion Forum. | | 7.1, 7.2, 7.3 | Discussion = **.5 hour** |
| **Total** |  |  | **.5 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion: Course Closing**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Professional Development Opportunities**  **Respond** to the following question in the Professional Development Opportunities discussion forum by Thursday:   * What are some potential professional development opportunities that aim to promote multicultural education and counseling? Provide a link to any websites, videos, or articles that your classmates may benefit from. * What is your plan to complete your pre-practicum hours? Which the multi-cultural education and counseling professional development opportunity? * Indicate which multi-cultural education and counseling professional development opportunities you will engage in for the last two hours of your pre-practicum hours. You do not have to complete these two hours for this course you only need to indicate which two you will engage in. You must complete and document on your pre-practicum time sheet these two professional development opportunities prior to beginning Practicum.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Staff Meeting**  **Imagine** you have been asked to present your lesson plans to the teachers and staff at your school.  **Consider** how you would address the following:   * How would you explain the development and goals of your lesson plans? * How would you explain the connection between the lesson plans and the student population at the school? * What can you do to encourage a positive reception and acceptance from the teachers and staff? * What kind of resistance might the teachers, staff, or students display? How could you mitigate this resistance? * How can you frame your lesson plans as part of a continuous goal of improving multicultural education and embracing diversity at the school?   **Write** a 250- to 350-word summary of how you would lead this meeting.  **Submit** your summary through Blackboard by Sunday. | | 6.3, 7.1, 7.2 | Review Instructor’s Feedback = **1 hour** |
| **Multicultural Lesson Plans**  Throughout this course, you have been working on constructing two multicultural lesson plans.  **Submit** your two final Multicultural Lesson Plans and any ancillary materials through Blackboard by Sunday. | | 4.1, 4.3, 5.1, 5.2, 6.1, 6.3, 7.1 | Review Instructor’s Feedback = **1 hour** |
| **Journal: Final Reflection**  **Write** a 700- to 950-word reflection of how you feel you have grown throughout this course. Be sure to use what you have experienced and learned from your pre-practicum experience in this answer. Make sure to use concrete examples.  **Address** the following in your reflection:   * What makes a good multicultural counselor? * Assess your own areas of strength and weakness. How do you see yourself developing your role as a counselor? * What are your major takeaways from the Counseling and Cultural Identity Presentations? * Now that you have completed this course, how have you changed both personally and professionally?   **Ensure** youinclude as appropriate in this entry the learning and experiences from your pre-practicum site in this answer.  **Submit** your reflection to your instructor through Blackboard. | | All Course Objectives | Review Instructor’s Feedback = **1 hour** |
| **Total** |  |  | **5.5 hours** |

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# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 6 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 40 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  | 42 |