**WESTMINSTER COLLEGE**  
**CE 910 – SPRING 2018**  
**ADVANCED MULTICULTURAL COUNSELING**

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<th>Course#/Title:</th>
<th>CE 910 Advanced Multicultural Counseling: This course enables students to deepen awareness and skills in teaching and counseling with individuals from diverse cultural groups. The course explores the social and cultural contexts of relationship issues that surface in a multicultural and diverse society: culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family, religious and spiritual values, socioeconomic status and unique characteristics of ethnic groups, and communities as they relate to school counseling. Topics include ethical/legal and professional responsibilities viewed within the context of social and cultural diversity including individual, family, group, and community strategies for working with diverse populations and the school counselor's roles in social justice, advocacy and cultural privilege, oppression and discrimination, and other adverse culturally-supported behaviors that are detrimental to the growth of the human spirit, mind, or body.</th>
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| Course Description: | 1) The course is designed to provide students with the following knowledge, values and skills necessary for a quality ASCA standards-based culturally competent school counseling program:  
a) to gain an understanding the components of a culturally competent school counseling program for elementary and secondary school students;  
b) to identify and develop counselor multicultural competencies necessary for the design and delivery of elementary and secondary counseling services;  
c) to gain understanding of the role of a culturally alert school counseling management plan for continuous improvement, inclusive of a data driven evaluation system for a culturally responsive school counseling services;  
d) to identify systems that support academic achievement of a diverse student populations |
| Faculty Member: | Suzanne G. Semivan, Ph.D. (UAkron: Counselor Education & Supervision)  
seomivas@westminster.edu  
330.519.1211 |
| Readings: Web-based | As directed - see D2L *Readings for the Week* |
Required:
ACA/ASCA
3) American Counseling Association Multicultural Counseling Competencies
http://www.counseling.org/knowledge-center/competencies

Office Hours:
The preferred method of contacting me is via email. My turn around time is never more than 12 hours.

Meetings:
Campus - Old Main Room

Technology Requirement:
Proficiency in Word and access to D2L/Dropbox
As directed

Assignments:
APA style/formatting for papers is *expected* (as requested).
Refer also to: http://owl.english.purdue.edu/owl/

** Assignments and Due Dates - See D2L - *Content* section and *Assignments* where *Due Dates Chart* can be accessed.

Late/Make-up Work: Late work will not be accepted after one day (24 hours) from assignment due date. Make-up work will be granted on a case-by-case basis.

**COURSE SCHEDULE**

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<thead>
<tr>
<th>1</th>
<th>CH 10</th>
<th>IN-CLASS</th>
<th>ONLINE</th>
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| Mar 5 | Introduction to CE910 Semester expectations/ review of Syllabus | I. Introduction to CE910 - Foundational Concepts PPT 1 II. Culturally Competent SC Programs III. ASCA Position Statement: SC Cultural Diversity | **Assignments**
Week 1 Discussion
Initial Reaction/Reflection
D2L - Refer to Weekly Assignments |

| 2 | CH 1 | I. Making Diversity Work | **Assignments**
Week 2 Discussion
Reaction: Multicultural and Diversity Quiz
School Counseling Philosophy and Belief Statement
D2L - Refer to Weekly Assignments |
<table>
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<tr>
<th>Week</th>
<th>Chapters</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>3</td>
<td>CH 2 and 3</td>
<td>MC Alert Foundation</td>
<td>Week 3 Discussion &lt;br&gt;SCs as Culturally Competent Leaders &lt;br&gt;Checklist Reaction: Finding Your Roots &lt;br&gt;D2L - Refer to Weekly Assignments</td>
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<tr>
<td>4</td>
<td>CH 4 and 5</td>
<td>MC Responsiveness &lt;br&gt;Advocacy Skills</td>
<td>Week 4 Discussion &lt;br&gt;Reaction: Learning Disabilities &lt;br&gt;Project Part I Due &lt;br&gt;D2L - Refer to Weekly Assignments</td>
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<td>5</td>
<td>CH 6 and 7</td>
<td>Stakeholders &lt;br&gt;MC Collaboration Considerations</td>
<td>Week 5 Discussion &lt;br&gt;Brief Paper: Development of Personal SC Identity &lt;br&gt;D2L - Refer to Weekly Assignments</td>
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<td>6</td>
<td>CH 8</td>
<td>Data-driven evaluation and Decision-making</td>
<td>Week 6 Discussion &lt;br&gt;Culture and Equity Issues Plan &lt;br&gt;D2L - Refer to Weekly Assignments</td>
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<td>7</td>
<td>CH 9</td>
<td>Becoming a Change Agent &lt;br&gt;Systemic Change Steps</td>
<td>Week 7 Discussion &lt;br&gt;Systemic Change Checklist &lt;br&gt;D2L - Refer to Weekly Assignments</td>
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<td>8</td>
<td></td>
<td>Presentations &lt;br&gt;Course Wrap Up</td>
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**DISABILITY STATEMENT:**

Students who qualify for accommodations must inform their instructors of the type of accommodation (within two weeks) and should inform the Disabilities Coordinator, Office of Student Affairs or contact this office if accommodations’ are needed.

**PROGRAM STATEMENT:**
The Counselor Education program prepares counselors to serve students, school staff, families and the community at large. In order to be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate interpersonal manner and be open to opportunities for personal exploration and growth. A student’s continuation in the program may be delayed if academic performance, interpersonal or emotional/well-being interferes with learning/functioning in the program.

**Important Semester Dates** - Please refer to My.Westminster for important drop/add dates for this semester.

**COURSE POLICIES:**

1) *Syllabus Change Policy:*

This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.

2) *Academic Integrity:*

Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be familiar with Westminster College’s Academic Integrity Policy, which provides a detailed description of what is considered academic integrity, behaviors that are viewed as breaches of the policy and the procedures that will be followed in every case of violation and the consequences of violating the policy (which may result in penalties ranging from an “F” on an assignment to expulsion).