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.

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

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As directed - see D2L “Readings for the Week”

3) American Counseling Association Multicultural Counseling Competencies [http://www.counseling.org/knowledge-center/competencies](http://www.counseling.org/knowledge-center/competencies)
<table>
<thead>
<tr>
<th><strong>Office Hours:</strong></th>
<th>Virtual Office Hours: The preferred method of contacting me is via email. I check my email throughout the day on weekdays and once/twice on weekends. You can always leave a voicemail on my phone - but be advised I do not check this every day.</th>
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<tbody>
<tr>
<td><strong>Meetings:</strong></td>
<td>ONLINE COURSES RUN SUNDAY - SATURDAY. All assignments must be submitted according to dates outlined in the Syllabus and within the course section dates.</td>
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<tr>
<td><strong>Technology Requirement</strong></td>
<td>Word documents only will be accepted for submissions/assignments. Items must be uploaded to Dropbox that corresponds with the assignment.</td>
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<tr>
<td><strong>Assignments</strong></td>
<td>APA style/formatting for papers is expected (as requested). We will discuss this in class. Refer also to: <a href="http://owl.english.purdue.edu/owl/">http://owl.english.purdue.edu/owl/</a></td>
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<tr>
<td><strong>Assignments and Due Dates</strong></td>
<td>Assignments and Due Dates - See <strong>GENERAL COURSE INFORMATION</strong> for Assignments and Due Dates Chart</td>
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<tr>
<td><strong>Late / Make-up Work</strong></td>
<td>Late work will not be accepted after one day (24 hours) from assignment due date. Make-up work will be on a case-by-case basis</td>
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<tr>
<td>Week</td>
<td>Chapter(s)</td>
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| 1    | CH 10      | 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 |
| 2    | CH 1       | Making Diversity Work | I. Making Diversity Work  
**Assignments**  
Week 2 Discussion  
Reaction: Multicultural and Diversity Quiz  
School Counseling Philosophy and Belief Statement |
| 3    | CH 2 and 3 | Constructing a Culturally Alert Foundation, Leading the Way | MC Alert Foundation Leadership  
**Assignments**  
Week 3 Discussion  
SCs as Culturally Competent Leaders Checklist  
Reaction: Finding Your Roots |
| 4    | CH 4 and 5 | Multiculturally Responsive Management, Advocacy Actions and Attitudes | MC Responsiveness Advocacy Skills  
**Assignments**  
Week 4 Discussion Reaction: Learning Disabilities Project  
Part I Due |
| 5    | CH 6 and 7 | Delivering for Diverse Stakeholders, Culturally Competent Collaboration | Stakeholders MC Collaboration Considerations  
**Assignments**  
Week 5 Discussion  
Brief Paper: Development of Personal SC Identity |
| 6    | CH 8       | Accountability | Data-driven evaluation and Decision-making  
**Assignments**  
Week 6 Discussion  
Culture and Equity Issues Plan |
Systemic Change

Assignments
Week 7
Discussion Systemic Change Checklist

Assignments
Project Part II
Course Evaluations

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.

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.

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).
PDE Standards

Core Standard I – Foundation

I.A History and Philosophy of School - Studies that provide a historical perspective of counseling in general and school counseling.

1. Understand the history and philosophy of the counseling profession in general and school counseling in particular, including significant factors and events;
2. Understand the history, philosophy and current trends in school counseling and educational systems including the American School Counselor Association national model;
3. Understand national student standards in the areas of academic, career, and personal/social development;
4. Understand the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school;
5. Understand the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school as well as other human service providers;

I.B. Ethical and Legal Issues - Studies that provide a perspective of ethics and legal issues in schools and school counseling specifically.

1. Are knowledgeable about the ethical standards of American School Counselor Association, and related entities; as well as their application in school counseling and the academic, career, and personal/social development of all students;
2. Are knowledgeable about current educational issues, local policy, administrative procedures, state and federal laws, and legislation relevant to school counseling.

I.C Social and Cultural Diversity - Studies that provide an understanding of the cultural context of education in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, teaching and learning, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families and ethnic groups.

1. Understand the cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning;
2. Identify community, environmental, and institutional opportunities that enhance-as well as barriers that impede-the academic, career and personal/social development of students;
3. Understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families;
4. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity, and their effects on student achievement;
5. Understand theories of multicultural counseling, identity development, and social justice;
6. Understand counselors’ roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit;
7. Understand counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
I.E Career Development - Studies that provide an understanding of career development and related life factors, including all of the following:

4. Know interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

Core Standard II – Management and Delivery

II.A Program Planning - Studies that provide an understanding of the knowledge and competencies needed to manage comprehensive school counseling programs.

2. Understand the elements and themes of the American School Counselor Association national model;
3. Know and understand all components of the American School Counselor Association national model;
4. Understand use of time.

Core Standard III – Accountability

III.A Research and Program Evaluation - Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, particularly as these apply to school settings, and including all of the following:

5. Understand ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies;

III.B Appraisal and Assessment - Studies that provide an understanding of individual and group approaches to assessment and evaluation.

4. Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;
6. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students;

Core Standard IV – Skills and Attitudes

IV.A Collaboration and Consultation - Studies that provide an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students:

1. Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;

IV.B Advocacy - Studies involving the use of knowledge and competencies to advocate on the behalf of students and families of diverse and multicultural backgrounds, including understanding the advocacy process and the school counselor’s role as an advocate for students and change within the school system to better meet the needs of students.

1. Know the roles and processes of school counselors advocating on behalf of others;
2. Understand advocacy processes needed to address institutional barriers that impede access, equity, and success for students and families;
3. Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

IV.C **Leadership** – Studies that provide an understanding of the school counselor’s role as a leader in the school:

1. Know the qualities, principles, skills, and styles of effective leadership;
2. Understand the school counselor’s role as a leader in the school;
3. Know strategies of leadership designed to enhance the learning environment of schools;
4. Know how to design, implement, manage, and evaluate a comprehensive school counseling program;
5. Understand the role and function of the school counselors in school improvement efforts;
6. Understand the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings;
7. Understand the leadership skills needed to facilitate the development of effective, targeted professional development for school personnel.

IV.D **Systemic Change** - studies that provide an understanding of the school counselors roles in identifying and changing policies and practices that create obstacles to learning:

1. Conceptualize the importance of systems-focused interventions to closing achievement gaps, correcting educational inequities, and promoting the academic development of all students;
2. Understand the important role of the school counselor as a system change agent;
3. Understand family and other systems theories along with major models of family and related interventions.