Note to prospective students: This syllabus is intended to provide students who are
considering taking this course an idea of what they will be learning. A more detailed syllabus
will be available on the course Canvas site for enrolled students and may be more current than
this sample syllabus.

College of Education
Teacher and Counselor Education
COUN 681 – Advanced Diversity and Social Justice in Counselor Education
PhD in Counseling Program

Instructor: Name: Kok-Mun Ng, PhD, NCC, LPC
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Phone: 541-737-3741

Credits: 3 This course combines approximately 95 hours of face-to-face instruction, online activities,
and assignments for 3 credits.

Quarter: Summer 2016

Time: Week 2: 3:00 – 5:00 pm PST (In person; Wilsonville, OR)
      Week 6: 9:00 – 5:00 pm PST (In person; Wilsonville, OR)

Course Description
This course will address pedagogy and systemic perspectives relevant to multicultural, diversity, and
social justice issues and the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status,
family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and
mental status, local, regional, national, international perspective, and issues of equity such as oppression,
power, and privilege in counselor education. (Catalog)

This course builds on the foundational multicultural knowledge and skills students have acquired in their
master’s-level training. The course will emphasize learners’ continued development in multicultural
counseling competence in clinical and counselor preparation settings to include social justice advocacy
issues.

Due to the nature of the course, students may experience mild to high levels of discomfort and lots of
learning edges while interacting with the course materials, fellow classmates, and the instructor. I hope to
create a conducive learning environment that is both challenging and nurturing so each of us can grow in
our awareness of self and others and competence in helping and advocating for our clients and students.

It is not the intent of this course to exhaustively cover all relevant topics within eight weeks. However, it is
the hope of the counseling program that this course will start your doctoral journey with a clear focus on
and commitment to diversity and social justice as an integral part of your professional identity and
aspiration. We further hope that your growth in this area will continue throughout your program of study.

Pre-Requisites: COUN 581 (Master’s-level multicultural counseling)

Course Rationale
Competencies in multicultural counseling and diversity issues have been recognized in the field since the
early 1990s to be foundational to the theory and practice of mental health counseling. Social justice
advocacy in recent years has been recognized in the field to be a logical and natural progression and
extension of the multicultural movement. It has been hailed as a 5th force of counseling by some authors. Social justice is a core value of the College of Education at OSU. We believe that advanced clinicians, counselor educators, and supervisors are expected to possess in-depth knowledge, skills, and awareness in diversity and social justice issues so they can provide effective and socially responsible leadership, supervision, and training to counselor trainees and beginning counselors that reflect the value of the profession in multiculturalism and social justice. As such, the examination of pedagogy relevant to multicultural, diversity, and social justice education in this course seeks to equip learners with the knowledge and skills essential to teaching and facilitating learning of topics related to these issues. It is hoped that doctoral students will develop interest in researching social justice issues in counseling practice and counselor preparation in order to contribute new knowledge on the subject to the field.

**Course Delivery: Hybrid Course**

This is a hybrid course, where objectives are accomplished in a learning community through an integration of traditional face-to-face learning activities in (a) two (2) full-day class meetings (Friday of Weeks 2 and 6 in Wilsonville) and (b) one 1.5-hour Adobe Connect meeting on Wednesday of Week 4, and online learning activities via Canvas through the course of eight (8) weeks in the summer term. You will access the syllabus and learning materials, discuss issues, submit assignments, communicate electronically with other students and the instructor, participate in online activities, and display some of your projects within the course Canvas site. You will be required to submit two core assignments onto Taskstream.

Class time will be used for:
1. Getting an overview of major concepts, minor points, and how they fit together;
2. Extending and expanding learning of topics;
3. Exploring difficult concepts and practicing skills; and
4. Experiential learning in face-to-face context.

Online activities are designed for:
1. Learning concepts and extending in class learning of topics;
2. Use of media and Internet resources to explore and extend learning of topics; and
3. Personalized study plans that help students structure and prioritize study time*.

*Study time includes some combination of reading texts, accessing paper or online study resources, and completing assignments. The most common recommendation in most higher education setting is about 3 hours out of class for every hour in class. For hybrids, “class” means both class time and time replaced with required online activities.

To preview how an online course works, visit the [Ecampus Course Demo](https://www.ecampus.oregonstate.edu). For technical assistance, please visit [Ecampus Technical Help](https://www.ecampus.oregonstate.edu/technical_help).

**Accreditation and Relevant Standards**

This course is designed to meet the following standards:

Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) related doctoral standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.C.4</td>
<td>Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.</td>
</tr>
<tr>
<td>IV.C. 3b*</td>
<td>Understands multicultural issues associated with counselor preparation training.</td>
</tr>
<tr>
<td>IV.I. 2</td>
<td>Understands advocacy models.</td>
</tr>
</tbody>
</table>
**IV.I.3**  Identifies current multicultural issues as they relate to social change theories.

**IV.J.2**  Demonstrates the ability to advocate for the profession and its clientele.

Note: * Indicates the course only covers one part of the standard and other course(s) cover the remaining part(s) of the standard. In this case, COUN696 covers other components of IV.C.3.

The course outcomes are consistent with OSU Graduate Learning Outcomes for PhD in Counseling:

1. Conduct research or produce some other form of creative work
2. Can demonstrate mastery of subject material
3. Be able to conduct scholarly or professional activities in an ethical manner.

**Student Learning Outcomes**

Upon completing *Advanced Diversity and Social Justice*, students will be able to:

<table>
<thead>
<tr>
<th>Course Objective No.</th>
<th>Course Objectives and Related CACREP Standards</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 681.1                | Demonstrate advanced knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally (CACREP Doctoral IV.C. 3b) | - Online Discussions 2, 4, 5, & 6, & 7  
- Service Learning Project  
- Curriculum Design for Diversity/Social Justice Class |
| 681.2                | Demonstrate advanced multicultural knowledge of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (CACREP Doctoral IV.C. 3b) | - Online Discussion 1  
- Clinical Case Example  
- Curriculum Design for Diversity/Social Justice Class  
- Service Learning Project |
| 681.3                | Demonstrate advanced knowledge of individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups (CACREP Doctoral IV.C. 3b) | - Online Discussions 4, 5, 6, & 7  
- Clinical Case Reflection  
- Service Learning Project  
- Curriculum Design for Diversity/Social Justice Class |
| 681.4                | Demonstrate advanced knowledge of counselor’s roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP Doctoral IV.I.2,3) | - Online Discussions 1, 4, 5, 6, & 7  
- Service Learning Project  
- Clinical Case Reflection  
- Curriculum Design for Diversity/Social Justice Class  
- Social Justice Action Project |
| 681.5                | Demonstrate advanced knowledge of theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP Doctoral IV.C. 3b) | - Online Discussions 2 & 3  
- In-class case study – Color of Fear |
| 681.6                | Demonstrate competence in applying theories and methods of social change and advocacy to address | - Online Discussions 2, 3, 4, 5, & 6 |
organizational/systemic factors that perpetuate oppression and discrimination (CACREP Doctoral IV.I.2,3; J.2) - Service Learning Project - Social Justice Action Project

681.8 Demonstrate competence in developing pedagogy to address social justice and multicultural issues in counseling (CACREP Doctoral II.C.4) - Online Discussions 2, 3, 4, 5, & 6 - Curriculum Design for Diversity/Social Justice Class

Course Structure
This course will take place over the course of eight weeks. The course objectives will be assessed through students’ participation in classroom and online learning activities such as discussions and projects. The course is organized into eight (8) week-by-week sequential learning units covering a wide range of topics that are intended to facilitate your learning and achieving of the course objectives.

Caveat about online learning. Hybrid and online learning requires a lot of self-motivation and time management skills from participating learners. Most learning is achieved outside of class time. Because of the short 8-week summer term, learners should also be extra intentional in order to achieve and enjoy the learning designed for the course. If you are not accustomed to online learning, you may experience discomfort and dissonance initially. You are welcome to discuss your experience with others in the class and talk to the instructor about it.

Learning Resources
Required textbook:

Required journal articles:
Counseling & Development, 74, 332-338.

Recommended readings:

Internet resources:
For each topic within a learning unit on Canvas, students may be provided with links to resources on the Internet to facilitate learning. Some of these resources are required for viewing while the supplementary ones are not.

Electronic Course Materials:
1. A computer audio headset and mic with usb connection.
2. A high speed Internet connection (i.e., download speeds at least in the teens according to speedtest.net)
3. A computer with at least 2 RAM and connected via an ethernet cable to a modem hardwired to the Internet with download speeds measured by www.speedtest.net at least in the teens.
Note to Prospective Students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://www.osubookstore.com/ or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

Evaluation of Student Performance
1. Attendance and Participation (20 points)

A. Attendance (13 points)
As a policy, due to the course delivery format, attendance of the face-to-face class meeting in Week 2 (Friday, July 1, 2016) and the face-to-face class meeting in Week 6 (Saturday, July 30, 2016) in Wilsonville, OR, are mandatory. The face-to-face classes in Wilsonville run from 9:00 am to 5:00 pm with an hour of lunch break. Students missing any one of the face-to-face classes will not receive a letter grade better than a “B”. Students who are unable to attend the face-to-face meetings should consider taking the class in the next cycle.

Students are also required to attend the one (1) scheduled Wednesday synchronous Adobe Connect (AC) meeting in Week 4. The url for the course Adobe Connect room is as follows: https://osucounseling.adobeconnect.com/diversity-social-justice-ng/. Each students enrolled in the course is given host status to access the room. Please use your onid email address to log in. Students will have received log in information from the Counseling Program at least a week prior to the start of the summer term. If you need help with getting familiar with AC, please contact the instructor.

In order to create a better AC experience for our group meeting on Wednesday of Week 4, the class will be split into two smaller groups. Synchronous AC meeting for Group A begins at 17:00 PST and Group B begins at 18:30 PST. The meetings will run for 1.5 hours. Because we have students from various time zones in the country, I ask that preference be given to students from the east coast and central time zone to take part in Group A. Both groups use the same Adobe Connect room. Group membership/assignment will be determined during the first Wilsonville face-to-face meeting.

Active participation promotes learning, particularly among adult learners who have much to
contribute because of the wealth of their lived experiences. Students are expected to actively participate in both online and in-class discussions and learning activities.

Participation includes also online discussions. Each online discussion is a graded assignment with a due date. Grades for discussion postings are separate from the points for participation. Discussion postings will be graded based on thoughtfulness, how well they are written, and their ability to stimulate dialogue. A comment like “Yes, I agree with you” is not a satisfactory comment. “Yes, I agree with you because …” would be deemed satisfactory.

B. Online Discussions (12 points)

The objective of the online discussion assignments is for learners to demonstrate understanding of the reading materials in diversity and social justice and the ability to apply the knowledge gained. The discussion platform is also designed to foster a learning community in which learners develop critical thinking skills and question existing knowledge and construct new knowledge in a supportive and respectful environment.

i. Online Discussion 1: (2 points) – Toward a Social Justice Counseling Perspective
ii. Online Discussion 2: (2 points) – Toward a Social Justice Pedagogy
iii. Online Discussion 3: (2 points) – Sexism and Transgender
iv. Online Discussion 4: (2 points) – Global Mental Health, WHO, and Size-ism
v. Online Discussion 5: (2 points) – Cultural Context Model and Narrative Therapy
vi. Online Discussion 6: (2 points) – International Mental Health Advocacy

Please see detailed instructions for each online discussion on Canvas.

2. Assignments (75 points)

Students are expected to timely complete all assignments.

A. Application Reflection Papers (5 points)

Learners are to submit a reflection paper on a clinical case. Identify a client with whom you have worked that involved social justice issues. Write a 1-2 page description of the case using pseudonym to protect client’s confidentiality. Describe clearly in the write-up how you used some of the principles articulated in Chapters 8, 9, 11, and 13 in Aldarondo (2007) in your work. If you do not believe you have handled the social justice issues related to the case as well as you would have liked, describe what you would do differently if you had the knowledge/perspective that you now possess. This assignment allows learners the opportunity to discuss and integrate social justice principles and strategies into their clinical work.

Grading will be based on the specificity, clarity, and depth in the discussion and reflection.

Be prepared to briefly share this assignment verbal in Week 6 in Wilsonville in the face-to-face class meeting (if time permits).

Instead of submitting a reflection paper, you can also complete the assignment by submitting a video report of no more than 5 minutes. If you choose to submit a video report, post it on Youtube.com or other Internet platforms. The video posting setting should be set to “anyone who has the link”, allowing only those you share the link with to view. In the video report, keep the identity of the client anonymous. The video report should not be broadcast to the public. Send me a message on assignment submission tab on Canvas with the link so I can access and grade it.
B. Core Assignment*: Course Design for a Multicultural/Social Justice Class (30 points) – Group Project

In line with the overall course objective, the purpose of this assignment is for learners to demonstrate competence in developing pedagogy to train master's-level counseling students in multicultural/Social Justice counseling competencies (knowledge, awareness, and skills) needed to effectively and ethically serve their clients. Learners in groups of two will design a course for a one-credit master's-level multicultural counseling class. Design the course with a traditional face-to-face class setting in mind. Limit the course to about 10 hours’ worth of activities.

This is not meant to be an exhaustive multicultural/social justice counseling course. Consider it as foundational and keep in view its time limitation. If you’re only given 10 hours, what will you include and how will you go about achieving the purpose of the course and its learning objectives? How will you utilize the limited learning time? There’s no formula to decide how much materials/activities are needed for a 10-hour course. Discuss with your group member and decide what you need to do.

This assignment is meant for you to demonstrate your competence in (a) selecting foundational topics in multicultural and diversity counseling (e.g., ADDRESSING model, discrimination, oppression, & social justice advocacy competencies, etc.) and (b) developing pedagogy (learning/teaching strategies) to address them in a graduate-level training setting.

As you design the curriculum for this course, consider that this is the first time your learners are systematically exposed to the topic(s). You are strongly encouraged to design the course on topics that stretch your comfort zone and learning edges; that means, select content areas that you are not familiar with. As you work with another person in this group project, you will have the opportunity to experience learning in a social constructionist setting. Oftentimes, comprehensive written exams in this area would include questions similar to this assignment. Have fun!

Required components include:

1) Title of the course.
2) Scope of the course: Course objectives and learning outcomes.
   Write your course objectives with specificity and in Bloom’s Taxonomy terms. See learning module in Canvas for more details on Bloom’s Taxonomy. Write the learning outcomes in measurable terms and not use vague verbs such as “students will know and understand …”
3) References and resource materials.
   What are the sources of the learning materials?
4) Instructional summary (narrative).
   Provide a written narrative on the course that includes the following:

   i) Content/applications summary

   Specify the course objectives and learning outcomes in Bloom’s taxonomy terms (see Canvas for more details on Bloom’s taxonomy).

   Reference relevant literature to support your rationale for the course. (Tips: See how chapter authors in the Adams et al.’s (2016) text discuss their rationale for the topics they seek to address.)
Describe the specific content that is covered. Discuss the rationale for the inclusion of the specific content based on the literature for the inclusion or selection of a particular subject/topic. That is, why you decide to include the particular course content and learning activities that you believe will help you best achieve the course objectives.

ii) Teaching strategies: Selected appropriately according to the learning format (i.e., face-to-face).

Describe the learning activities you will use to help students/participants achieve the learning outcomes. Describe your rationale for the selection of the strategies referencing chapters 1 to 4 in Adams et al.’s (2016) on the foundations of social justice in counselor education. Include handouts and instructions for learning activities.

iii) Assessment of learning outcomes

Include one or more assessment methods by which you will assess student learning outcomes for the course. That is, what method(s) will you use to collect data that tell you the extent students have mastered the course content and achieve the course objectives. Briefly describe the assessment(s). If it’s an exam, describe it briefly and include it in a packet. Given the limitation of the scope of the course, you do not need to have more than two assessments; one good and comprehensive assessment should do.

Present your write-up in APA format as much as possible (e.g., headings and subheadings). Try to collate your write-up and supporting documents (e.g., exercise instruction handouts, quizzes, etc.) into one document (e.g., pdf). See assignment scoring rubric for grading in Canvas. As a group project, it is expected that group members share the workload equally as the grades received will be shared among the members. Identify the group members on your title page and include a line in the title page (author note as per APA format) stating that group members contribute equally to the project. Submit the assignment via Taskstream. Each student individually submits the assignment via Taskstream, though it is a shared project. (I know; it seems redundant. 😘)

C. Core Assignment*: Service Learning Project - Participation in Advocacy (30 points)

Learners are to participate in an advocacy program in their respective community that specifically targets an underprivileged/disadvantaged group/population (e.g., after school program that serves students from low-income families, shelter for the homeless, new immigrants, domestic violence victims, GLBTQ, etc.). Students should select a program that will provide them a multicultural/cross-cultural experience they never had before. The experience is aimed at providing learners an opportunity to contribute to the community in a meaningful and experiential way. Additionally, learners will expand their multicultural knowledge and awareness; understand the role counselor plays in social justice advocacy, social factors and forces related to social injustices; and improve their ability to apply theory to understanding and effecting social change.

Such community groups should not include groups that represent individuals who in general enjoy unearned privileges in the society/community because of their social economic status or race/ethnicity, for examples, clubs for semi-pro golfers and gun rights activists. Discuss with your instructor if you’re not sure if the choice of advocacy group falls within the requirement of this assignment.
Learners should plan to **immerse** themselves **at least 8 hours** in the program of their choice during the term and get to know the individuals/community the program seeks to serve or advocate for. It’s not advisable for you to cramp your volunteer hours in two or three days. Allow yourself time to get to know the program and the people. Learners need to work out the details of their involvement with the specific program coordinator. Develop a plan that will help you achieve as many course objectives as possible within the time constraints. However, avoid taking the role of an expert. Just be a volunteer and let the leader(s) of the program know that you are there to serve and learn about a social justice advocacy and your participation will fulfill a requirement of a course you are taking at OSU.

The goal for the project is for learners to (a) acquire knowledge of and experiences with a target group that they do not have much prior knowledge and contact and (b) learn about advocacy programming. The expectation is that learners will develop in-depth knowledge relative to (a) the barriers to social justice the program seeks to address, (b) the ways individuals (consumers of the program and the personnel in the advocacy program) interact with social, religious, cultural, political, educational, and legal organizations in the community, and (c) acquire advanced knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups. While you are there, pay attention to the utilization of mental health services and the means they have and do not have to create social change. Learners are also expected to identify strategies the advocacy program utilizes to bring about change at the micro, meso, exo, and macro levels (Bronfenbrenner’s ecological model).

Students will submit an **action plan** for the project by **end of Week 2**. The action plan should simply identify a specific advocacy program and clearly defined goals and action steps indicating how the student will complete the assignment. As the summer term is short, the onus is on you to begin the project as early as possible. **Please keep the instructor informed** should you run into any difficulties related to the project so we can problem solve as soon as possible.

The end product is a **project paper** detailing (a) the experience and its professional and personal impact on the learner, (b) information learned about the program and the group/s the program/agency seeks to serve, (c) evaluation of the program according to the **six principles explicated by Goodman et al. (2004) and Bronfenbrenner’s (1994) ecological framework**. **When discussing this experiential project, be sure to interact with relevant information in the multicultural counseling literature such as the texts and journal readings for the course.** That means, the paper should **not be merely** a description of what the student did; it should be a discussion that integrates theories, research, and personal experiences as they relate to multicultural counseling and social justice issues. Limit your paper to **no more than 4 pages**, excluding the reference page. Follow APA format.

**Specify in the paper the number of hours you've completed with the program.** Based on what you have learned experientially and conceptually from the literature on the target group as well as on social justice, **briefly discuss recommendations you would give to the program/agency to improve the advocacy program.** That means, if you were to run an advocacy program for the target group to bring about systemic social change, what would you do differently? This discussion allows you to demonstrate your skills in developing advocacy plans. **Learners in the past have lost points on this project because they did not discuss recommendations for improvement.**

See grading rubric in Canvas for more details on how the assignment will be graded. However, as this is a **core assignment, please submit it via Taskstream for grading.**
D. Social Justice Advocacy Action (10 points) – Group project

Students are to work with another (no more than two) fellow classmate to develop a social justice action plan/project. Projects can be:

1. A 5-minute advocacy video posted on Youtube on a specific topic/population/cause
2. A flyer designed to advocate for a particular oppressed group that you can mail to policy makers.
3. A Facebook page you design to advocate for a particular cause/group.

However, the advocacy has to be related to mental health issues related to underserved populations or issues that have been ignored that needs societal attention. Select something you’re passionate about and do something fun and creative. You may work with the person who works with you in the course development assignment; or, you may work with another course mate.

This project is designed to assess students’ competence in developing a social justice action plan that is informed by the literature, including the current ACA Multicultural/Social Justice Advocacy Competencies (Ratts et al., 2015).

In three pages, submit a paper that addresses the following:
(1) Title of the advocacy action/project
(2) Brief description of the rationale and target of the project
(3) Brief description of the strategies and tools used to achieve the plan/project.
(4) Briefly discuss how Goodman et al. (2006) six principles were used in your project.
(5) Include supporting document (e.g., screen shot of the Facebook page, flyer, etc.)

Follow APA writing format: double space, use of appropriate heading levels, etc. See Canvas for its grading rubric.

There are two (2) core/signature assignments (*) in this course. They are considered to be most representative of students’ achievement in relation to the course objectives, though they may not assess all listed course learning outcomes. They are used to evaluate major aspects of student learning outcomes for the course. Students’ performance on these assignments constitutes part of the Counseling Academic Unit’s (CAU) comprehensive assessment plan that focuses on evaluating student progress and performance. Starting from summer 2015, incoming doctoral cohort is required to submit their core assignments via Taskstream for assessment data collection purposes. Taskstream subscription information, including its cost, will be given to students before the start of the term. Submit all non-core assignments in Canvas.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>89-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-88%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
</tr>
<tr>
<td>C-</td>
<td>70-74%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>65-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-64%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
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</tbody>
</table>

n.b., GAP requirement: You must achieve a minimum grade point average (GPA) of 3.00 (i.e., B) for all courses you take at OSU as a graduate student and for courses you include in your graduate program. Grades on transfer courses will be included in calculating the program GPA, but will not affect the GPA of courses taken at OSU. Grades below C are not accepted on a graduate program. You must meet the minimum GPA requirements before scheduling your final oral or written exam.
Note on incompletes: Incomplete (I) grades are only given (a) in documented emergency case, usually for a death in the family, major illness or injury, or birth of a child, and so forth; and (b) if the student has completed the majority of the coursework. If you are having any difficulty that might prevent you from completing the coursework, please do not wait till the end of the term; contact the instructor immediately. An Agreement of Incomplete Grade needs to be drawn up between the student and the instructor before the end of the term.

Course Content/Schedule
The following is a tentative schedule. Changes may be made throughout the term.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Mode</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
• Overview of multicultural movement in counseling and multicultural competencies  
• Social justice therapeutic practice  
• Social justice legacies in the mental health professions  
• Counseling for wellness and justice  
• Social justice concerns and clinical practice  
• Overview of Bronfenbrenner’s Ecological Systems Theory and its application to multicultural and social justice advocacy |
| 2    | Personal and Systemic Barriers to Academic achievement | Adams et al. (2007) – Chpts. 1, 2, 3, & 4 Aldarondo – Chpts. 17 Brubaker et al. (2010) Chang et al. (2010) | Online Discussion 2: Toward a Social Justice Pedagogy (see Canvas for due date) Action Plan for Service Learning Project (see Canvas for due date) | Online and Face-to-face (Friday of Week 2) | • Systemic barriers for disadvantaged groups – academic achievement, mental health services access, other opportunities  
• Theoretical foundations and principles of practice of social justice education  
• Preparing counselors to advocate for social justice  
• Impact of diversity and social justice on learners’ personal and professional life  
• Social justice competency indicators |
| 3    | Diversity Issues in Counselor Education | Adams et al. – Chpts. 5 & 6 Goodman et al. (2004). Hays (1996) Adams et al. – Chpt. 11 | Online Discussion 3: Sexism and Transgender (see Canvas for due date) | Online | • Racism  
• Privilege: white, male, social status, racial majority status, etc.  
• Immigration, globalization  
• Gender  
• Heterosexism  
• Oppression of sexual minorities  
• Feminist and multicultural principles in action (Goodman et al.)  
• Online & blended pedagogy |
**Course Policies**

**Syllabus revisions**
The instructor reserves the right to revise the syllabus to facilitate instruction. These changes will be posted on Canvas and students will be informed through OSU email as soon as possible.

**Conduct in classroom: online and face-to-face**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.
Civility is expected in class. Electronic devices can interfere with the student learning experience and distract the instructor. Due to the nature of material discussed in this class, permission to record during class sessions need to be obtained from the instructor and everyone involved prior to recording. **Cell phones** should remain off or on vibrate if you need to be available to family during class. Please excuse yourself from the room if you receive a call on vibrate, with the understanding that that will account for missing a part of the class. If you take notes using a **laptop**, you **should not** engage in any activity other than taking notes (e.g., checking **email**; accessing **Internet**, and **Facebook**).

**Communication**
Please post all course-related questions in the **General Discussion Forum** in the course’s Canvas site so that the whole class may benefit from the conversation. Please email the instructor for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours. All electronic communications need to be courteous and clear. It is always good to begin your electronic communications with a formal or informal address, such as Hello, Dr. So-and-So, or Hi Susie.

**Confidentiality and privacy**
Students are expected to observe the latest **ACA Code of Ethics and Standards of Practice**. Students are expected to share information in this class that is personal in nature; and therefore, class members must guard the privacy of the information.

**Late assignment submission**
In general, late submissions will result in the forfeiture of the assigned points. Submission more than 15 minutes late will lose 10% of the points assigned. Five percent of the points will be deducted for each subsequent hour of lateness. That means, 15% of the points will be deducted for assignments turned in 75 minutes late. Exceptions will only be considered in cases of documented family emergencies and personal health-related incidents.

In the event of a Canvas or Internet service interruption coinciding with a submission deadline, students should alert the instructor and submit the assignment as soon as the service comes back online. The instructor will be able to verify Canvas’s outage.

**Student Statements**

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Expectations for Student Conduct**
Student conduct is governed by the university’s policies, as explained in the **Office of Student Conduct: Information and Regulations**, Link to Statement of Expectations for Student Conduct [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit **Avoiding Academic Dishonesty**, or contact the office of Student Conduct and Mediation at 541-737-3656.
OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Diversity
OSU recognizes that diversity and excellence go hand-in-hand, enhancing teaching, scholarship, and service as well as the ability to welcome, respect, and interact with other people. Check OSU diversity resources at: http://oregonstate.edu/campusdiversity/

Religious Holidays
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please contact me immediately so that we can make alternative arrangements.

Class Visitor Policy
Due to the clinical nature of this course, visitors of any age are not allowed without prior permission of the instructor.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended
questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.