Social Justice Teachings
Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

Required Texts


Course Description
The course examines the cultural context of relationships, issues, and trends in a multicultural diverse society. An emphasis is placed on a knowledge base related to theories, skills, and models of diversity utilized in working with culturally diverse populations. Students are given opportunities to explore the impact of racial/ethnic groups on the social, economic, and political foundations of the United States to examine their own cognitions, feelings, and behaviors regarding race, culture, and religious diversity.
COUN 5335 Multicultural Populations will develop the student’s self and professional awareness. The course will challenge and support students to grow in their knowledge, abilities, and skills to work effectively with all their publics, including but not limited to communities, families, students, administrators, counselors, clients, teachers, staff, and supervisors. This course may result in some students feeling discomfort; students will be supported in their journey by understanding the painful realities, which are part of the experience of living in the United States.

This course will provide students with opportunities to examine and investigate educational needs in a culturally plural society. Although the course includes the universal view of multicultural theory, it takes the focused view, which holds that culture and diversity are different constructs. The theories and practices of the fourth force (Theories of Multiculturalism) are explored. The historical, philosophical, and psychological foundations of professionals in a pluralistic society are investigated by identifying and focusing on major racial/ethnic groups in the United States. The impact of the various identifiable racial/ethnic groups on the social, economic, and political foundations of the United States are also explored. At the same time, a point of view of this course is that race is a socio-political construct with no basis in biology. Students are given the opportunity to examine their own cognitions, feelings, and behaviors regarding race, culture, and diversity in order to be able to be effective educators with all populations in the United States in the 21st century.

State Adopted Proficiencies for School Counselors

- Classifies and analyzes feelings, attitudes, and perceptions toward varying cultural and diverse groups similar and different from them.
- Realizes situations in which ambiguity is present and address conflict directly and effectively; to become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives.
- Demonstrates their ability to reflect on their own cultural history, land base, language, culture, gender, and traditions and be aware of how these impact their cognitions, feelings, and behaviors in their professional settings.
- Demonstrates knowledge of cultural procedures for consulting with teachers, administrators, and others to provide professional multicultural expertise and enhance their work with students.
- Knows that ‘different’ does not mean ‘deficient’-just simply different.
- Knows how to work and communicate effectively with teachers, administrators, and other professionals to promote positive change for individuals, groups, and the school community.
- Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
- Applies multicultural procedures for coordinating resources for students within the school and community.

Professional School Counselor TExES Competencies

*Competency 001 (Human Development)* The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.
**Competency 2 (Student Diversity)** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 3 (Factors Affecting Students)** The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 006 (Counseling)** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 008 (Collaboration with Families)** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Pedagogy**
COUN 5335 Multicultural Foundations involves three equally important components, namely, cognitive, affective, and professional. The cognitive includes but is not limited to instruction, class seminar, and writing assignments. The affective includes but is not limited to role-playing, videotaping, and reflection on class and program experience. Analysis of and reflection on attitudes, beliefs, and behavior is ongoing throughout the class program. The professional includes but in not limited to the study of ethics and issues of confidentiality and competency and development of computer technology skills. There is a special emphasis on language diversity and how it impacts the therapeutic relationship. Consultation theories and skills are included. Counseling microskills are practiced in every class session.

**Integrity**
Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of St. Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics of the American Counseling Association (2014). Professional school counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession.

**Language Diversity**
The Counselor Education Program at the University of St. Thomas is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first
language. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Counselor Education Program

**ADA Statement on Disabilities**

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

**Emergency Contingency Plan**

In the event of a campus evacuation or closure I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement and Email. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using Blackboard tools.

**Instructional Methods and Activities**

Methods and activities for instruction include:

1. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line activities; video; case studies)
2. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)
3. Field Experiences (use of community resources)

**Teaching Strategies:** The varied methods of instruction include lecture, classroom discourse, experiential classroom exercise, audio-visual instructional materials, student presentations and written assignments, internet discussion, and guest presentations when available.

**Incompletes**

No incompletes are granted in this course unless there is evidence of a medical or family emergency (documentation is required).

**Professional Standards of Behavior for Students and Faculty**

- Use of personal technology devices: Cell phones shall be silent or on vibrate during the class. When necessary, students should step outside the classroom to take a call and return to the classroom as quickly as possible.
Use of UST Email Accounts: All email correspondence will be through the mystthom email system. Please check your email through your mystthom account daily for correspondence and announcements.

Late Assignments: It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.

Students are expected to be present for, and participate in, all class discussions. All reading assignments are to be completed at the time class begins. Students are expected to engage in the class conversation. The written assignments are designed in such a way that students will be able to achieve master’s level work when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class.

Absence, which means that a student is physically not present in the discussions, can result in the renegotiation of this contract. After the first absence, you may be administratively withdrawn from the class unless the professor and student have had prior discussions. After a second absence, the professor and student will have a conference to discuss the student’s future in this class. This conference is not a guarantee of staying in the class. All students are expected to keep abreast of the responsibilities of enrollment in this class.

Promptness, which means that a student has turned in assignments when they are due (as prescribed), is expected of students in a master’s program. The professor may take any action that she thinks is just when a student is not displaying graduate work and responsibility.

If a student is going to be absent or tardy, they need to text, email, or telephone the professor as soon as possible.

Course Assignments

Attendance, Preparation, and Participation
Students are expected to be present for and participate in all five class discussions. All readings are expected to have been completed at the time the class begins. Please be in class on time and prepared to participate.

Midterm Examination
- The midterm exam will cover readings reviewed in course session 1-3.
- Review sample questions and terms.
- You have 2 ½ hours to complete 50 multiple-choice questions and/or essay.
- Select a situation with no distractions or interruptions.
- When you complete the midterm exam, hit the SUBMIT button.
- If you experience issues related the midterm exam please e-mail or call me immediately.
- Prior to the exam you may discuss the exam with your peers.

Final Examination
- The final exam will cover readings reviewed in course session 3-5; in essence, all material reviewed after the midterm exam.
You have 2 ½ hours to complete 50 multiple-choice questions and/or essay.
Select a situation with no distractions or interruptions.
When you complete the exam, hit the SUBMIT button.
If you experience issues related the final exam please e-mail or call me immediately.
Prior to the exam you may discuss the exam with your peers.

Collective Memory Cultural Story
Students will write a paper exceeding no more than three pages. Students will write their own cultural story as it pertains to your collective memory. The first part will cover the following: What event/situation/experience/role-model/memory first defined you as to who you are as part of a cultural/racial/gender/social/etc. group? What memory (ies) first defined who you are today? Were they positive/negative/both? What transpired? When? How? Who were the key players? How did you know you were Asian? Black? Hispanic? Native American? Middle Easterner? White? Etc.? Your story may take any direction you wish to recount/relive and retell. The second part will be a reflective part on what you wrote, recalled and what memories were brought to surface. This portion will explain your feelings, emotions, thoughts, ideas, and things you learned from writing your collective memory cultural story. In short, what did you learn about yourself that you had not thought about before or considered?

Theoretical Analysis
You will complete the following task by creating a 10 minute presentation using technology (powerpoint, etc.) describing one of the following theories. The student will select one theory from the list provided during the first class session. The student will address each point listed below:

1) Explain the theory and give an operational definition as you understood it, not the author’s words.
2) Speak on the strengths as well as the limitations of this theory.
3) How can this theory help educators become more sensitized to people who are unlike themselves. Place yourself as the school counselor educating your faculty/staff on campus.

Antiracist Theory
Assimilation Theory
Deculturalization Theory
Pluralism Theory
Hegemony Theory
Cognitive Dissonance Theory
Conflict Theory
Multicultural Counseling Theory
Feminist Theory
Deficit Theory
Choice Theory

Allports Social Contact Theory
Acculturation Theory
Cultural Deprivation Theory
Critical Race Theory
Cultural Discontinuity Theory
Ambivalence Amplification Theory
Critical Theory
Social Construct Theory
White Racial Identity Theory
Melting Pot Theory
Labeling Theory

Court Case or Act
Your will write a 2-3 page description of the following points: 1) Select a legal court case or Act from the list during the first course session; 2) Research your case or Act, provide a brief
summarization; 3) Reflect on what was interesting about this case or Act; 4) How did the law protect the status quo of its time?; 5) How do you believe this decision has affected the mind set of many people today as it relates to what happened back then?

Dread Scott v. Sandford (1857)  
Plessy v. Ferguson (1896)
Gaines v. Canada  
Brown v. Board of Education (1954)
Shaw v. Reno (1993)  
Naturalization Act of 1790
Indian Removal Act (1830)  
Chinese Exclusion Act
Taka Ozawa v. United States  
U.S. v. Bhagat Singh Thind
Mendez et al. v. Westminster School District
Delgado v. Bastrop ISD  
Hernandez v. Texas
Cisneros v. Corpus Christi  
Civil Rights Act of 1866
Immigration Reform Bill  
Robinson v. Memphis
United States v. Cruikshank  
Jim Crow Laws
Bolling v. Sharpe  
**Possible other topic with approval

Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance, Preparation, and Participation</td>
<td>05</td>
</tr>
<tr>
<td>2. Midterm Examination</td>
<td>25</td>
</tr>
<tr>
<td>3. Final Examination</td>
<td>25</td>
</tr>
<tr>
<td>4. Collective Memory Cultural Story</td>
<td>10</td>
</tr>
<tr>
<td>5. Theoretical Analysis</td>
<td>15</td>
</tr>
<tr>
<td>6. Court Case or Act</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Criteria for Grading Written Work

- APA guidelines are required for any written assignment
- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follow guidelines described in syllabus
- Presents material in a clear and logical manner
- Gives evidence of ability to synthesize information from various sources to support the topic
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly
- Is on time. Late work will result in grade reduction.
General APA guidelines must be used for all written papers

- Times New Roman
- Font 12 pt
- Indent new paragraphs five spaces or tab.
- Double space the entire paper, including between paragraphs
- Margins - 1" top, bottom, left and right
- Use no more than three lines for your name, assignment, date on title page
- Be sure to use your APA 6th edition manual

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
</tr>
<tr>
<td>90-94</td>
</tr>
<tr>
<td>87-89</td>
</tr>
<tr>
<td>84-86</td>
</tr>
<tr>
<td>80-83</td>
</tr>
<tr>
<td>77-79</td>
</tr>
<tr>
<td>72-76</td>
</tr>
<tr>
<td>70-71</td>
</tr>
<tr>
<td>&lt;70</td>
</tr>
</tbody>
</table>

Summer I- Course Session Schedule

(Subject to Change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week 1</td>
<td><strong>Individual Attitudes and Interpersonal Relations</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Chapters 1, 2, &amp; 3 Understanding Human Differences: Multicultural Education for a Diverse America</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Chapter 1 Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States</em></td>
</tr>
<tr>
<td>Week</td>
<td>Article</td>
<td>Cultural Foundations of Oppression in the United States</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Chapters 4-7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding Human Differences: Multicultural Education for a Diverse America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 2-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strangers No Longer, What We Have Seen and Heard, Religious Liberty, By Joslyn Ogden</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment Due: Collective Memory Story</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Article</th>
<th>The Challenge of Diversity in American Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Chapters 8-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding Human Differences: Multicultural Education for a Diverse America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White Privilege, By Peggy McIntosh</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment Due: Theoretical Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Midterm Examination: *BLACKBOARD</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Chapters 13 &amp; 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding Human Differences: Multicultural Education for a Diverse America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 6 &amp; 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deculturalization and the Struggle for</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Article</td>
<td>Assignment Due: Court Case or Act</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Equality: A Brief History of the Education of Dominated Cultures in the United States</td>
<td>The Harvest of Justice is Sown in Peace</td>
</tr>
<tr>
<td>5</td>
<td>A Decade After “Economic Justice for All”</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Why Ruby Payne is a Pain</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Organization for Professional School Counselors**  
American School Counselor Association (ASCA)  
[www.schoolcounselor.org](http://www.schoolcounselor.org)

**Professional Journals**  
*Journal of Counseling and Development*  
*Professional School Counseling*

**References**


