COUN 697: Advanced Multicultural and Social Theory and Practice

Course Syllabus:
Summer 2022
June 6-July 7
Online-Synchronous (date will be picked soon)

INSTRUCTOR INFORMATION

Instructor: Edith Gonzalez. PhD, NCC
Office Location: BIN 223
Office Hours: Online, by appointment
University Email Address: edith.gonzalez@tamuc.edu
Preferred Method of Communication: Email
Communication Response Time: 48 hours M-F

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook
No required textbook

Note: This course will use D2L as IT Learning Management System

Required Supplemental Readings
Selected readings will be posted the week before class on D2L.

Recommended Textbook
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author

Catalog Description of Course
697. *Advanced Multicultural and Social Justice Theory and Practice-* three semester hours
A course which builds on the introductory elements of multiculturalism and social justice presented in COUN 522. This course covers the following topics: issues that require social justice analysis and advocacy, social justice theoretical frameworks, ethical and legal issues in social justice, systemic barriers and challenges, and culturally responsive leadership. Prerequisites: COUN 522: Counseling Diverse Populations or equivalent graduate level multicultural counseling course.

General Course Information

The syllabus/schedule are subject to change.

This course is an elective course for all doctoral degree options. This course covers the following topics: issues that require social justice analysis and advocacy, social justice theoretical frameworks, ethical and legal issues in social justice, systemic barriers and challenges, and culturally responsive leadership.

Student Learning Outcomes
1. Issues that may arise in organizational settings requiring a social justice analysis and advocacy approach (e.g., racism, sexism, heterosexism, ableism, classism).
2. Past and current theory, research, and practice on effective leadership on social justice and advocacy issues in organizational settings will be presented from a multidisciplinary perspective.
3. Systemic barriers and challenges, leadership and organizational development, social justice strategy frameworks, and community-building issues involved in social justice and advocacy work in organizational settings.
4. Ethical and legal issues (e.g., confidentiality, informed consent, boundaries, competence) that are unique to advocacy and social work in organizational settings.
5. Developmental stages of organizational change and community organizing.
6. Issues related to the development of the professional engaging in social justice and advocacy work in their organizations and communities, including reflections on personal and societal experiences or privilege and oppression.
7. Case conceptualization of individual and organizational challenges and strengths, including a critical analysis (e.g., racism, sexism), while engaging in systemic change.

Content Areas include, but are not limited to, the following:
I. Social Justice Theories
II.   Social Justice Practice

COURSE REQUIREMENTS

Minimal Technical Skills Needed
In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This is an online class - it is important to schedule your time wisely. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different from student to student. You will be expected to participate and complete all online tasks via D2L

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Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. Online, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

ASSIGNMENTS/ASSESSEMENTS

1. **Class Attendance & Participation (10 points)**
   Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – Exceeds Expectations (9-10 points)	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness
2 – Meets Expectations (8 points)	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness
1 – Does Not Meet Expectations (0-7 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but

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not attentive, sleeping, texting/surfing, irrelevant contributions.
More than two absences/pattern of lateness evident

2. **Social Justice Visual Project (20 points)**
   For this project, students will use everyday objects (e.g., magazine cut-outs, photos) to create an visual that represents your **history of personal advocacy that shape how you view social justice theory, the nature of human challenges and resilience, and the reasons why you have chosen a helping profession.** In one page, the students should also reflect on the reasons they have decided to undertake the challenge of becoming an advocate, in addition to applying theoretical constructs to their understanding of themselves. The project will be presented in class.

Social Justice Visual Project Rubric

	1 – Does Not Meet Expectations (0-7.9 points)	2 – Meets Expectations (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
Content (10 points)	Knowledge of content was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework	N/A	Knowledge of content clearly identified/addressed with no missing detail; meets standards of graduate level coursework
Presentation Style (10 points)	Information provided appears disorganized/disjointed; presenter appeared unrehearsed; proposal quality was inappropriate for doctoral level work; scholarly sources not utilized	Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; proposal quality was appropriate for doctoral level work; scholarly sources utilized	Information provided appears well organized; presenter appeared rehearsed; proposal quality was appropriate for doctoral level work; scholarly sources utilized

3. **Social Justice Issue (30 points)**
   Students will design a class presentation that (a) highlights the main points of a set of readings on an issue of privilege and oppression within their setting (b) includes a group activity that

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"brings to life" the main points of discussion of these readings and (c) provides the class with relevant resources for future action on this particular setting. 15 minutes content and 15 minutes group exercise. Signup sheet will be provided in class.

	1 – Does Not Meet Expectations (0-7.9 points)	2 – Meets Expectations (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
Demonstration of Content (10 points)	Demonstration of content does not align or only tangentially aligns with textbook; presentation does not meet standards of graduate level coursework	Demonstration of content mostly aligns with textbook but excludes one or two key considerations; presentation meets standards of graduate level coursework	Demonstration of content completely aligns with textbook; presentation meets standards of graduate level coursework
Group Activity (10 points)	Group activity did not align or only tangentially aligns with topic; did not promote peer engagement; presentation does not meet standards of graduate level coursework	Group activity mostly aligns with topic but excludes one or two key considerations; had minimal peer engagement; presentation meets standards of graduate level coursework	Group activity completely aligns with textbook; had optimal peer engagement; presentation meets standards of graduate level coursework
Presentation Style (10 points)	Information provided appears disorganized/disjointed; presenter appeared unrehearsed; proposal quality was inappropriate for graduate level work; scholarly sources not utilized	Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; proposal quality was appropriate for graduate level work; scholarly sources utilized	Information provided appears well organized; presenter appeared rehearsed; proposal quality was appropriate for graduate level work; scholarly sources utilized

4. **Social Justice Project Presentation (30 points/50 points for doctoral students)**

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In this project, the student will consult with the instructor and her/his peers to develop a project (e.g., intervention, advocacy) that is designed to bring awareness and social change regarding a social justice issue (e.g., discrimination, racism, heterosexism, transphobia, adultism). This project should seek to identify both the systemic and individuals levels of impact of this social justice issue (the "personal is political"). Therefore, the project should be grounded in counseling, psychological theories, education, sociology, or anthropology, which will require a thorough review of the pertinent literature. The project should take 10-15 hours to complete outside of class. Include the following in your final 30 minute presentation (**25 points**):

a. A description of the social justice issue at the setting
b. An exploration of the literature review
c. A discussion of a call to the field (gaps in the research—what needs to happen to address this issue)
d. A description of the theoretical framework using
e. A detailed outline of the actual social justice work within the setting **(doc students)**
f. Implications for practice and research **(doc students)**
g. Reflection of the experience- include your own and the voices of participants **(doc students)**

Presentation Rubric

Category	1 – Does Not Meet Expectation (0 – 7.9 points)	2 – Meets Expectation (8.0 – 8.9 points)	3 – Exceeds Expectation (9.0 – 10.0 points)
Thoroughness and statement of social justice issues (10 points)	Evidence of lack of strong preparation. Topic coverage is shallow and statement of problems/issues is not clear. Theories are not clearly identified.	Student is somewhat thorough in preparation – there is evidence that the student made good effort to prepare. While the statement of problem/issues is included, it is not quite clear..	Superior preparation for presentation is evident. There is an overall thoroughness of topic coverage and the statement of the problem is clearly presented.
Literature Review, Gaps in research, and theoretical framework (10 points)	Lacks evidence of comprehensive review of the research on the topic selected; does not demonstrate understanding of readings and course concepts. Literature is not incorporated into the paper and	Evidence of literature review of the research on the topic selected; demonstrates understanding of readings and course concepts. Omits one or two key points. Literature is incorporated into the paper with minimal long block quotes.	Evidence of comprehensive review of the research on the topic selected; demonstrates a high depth of understanding of readings and course concepts. Literature is incorporated into the paper rather than just inserted using long block quotes.

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	utilized long block quotes.		
Practice and Research Implications (10 points)	Practice and Research implications identified but not discussed.	Practice and Research implications and considerations discussed, but no examples given for support.	Practice and Research implications and considerations discussed in detail and examples provided for support.
Outline of actual social justice work and reflection of experience (10 points)	Presentation did not include outline of social justice work and reflection of experience.	Presentation included outline of social justice work and reflection of experience but omitted two to three key points	Presentation included outline of social justice work and reflection of experience.
Presentation skills (10 points)	Below average creativity in presentation and instructional methods. Student lack confidence in presentation and appears not be in control nor has a grasp of content. Time management is poor – is done in 15 or less minutes.	Average creativity with a few creative manner of delivering the presentation. Student is confident but may somewhat appear to struggle with content. Some examples are shared to bolster the presentation. Time management is fair – Presentation last more than 15 but less than 20 minutes.	Excellent creativity is evident from the presentation. Student makes a clear choice of method and presents the same in great detail. Student is confident and has a command of knowledge in the area. Many examples are shared to enhance understanding and application of knowledge. Presenter utilizes differentiated instruction. Time management is good – presentation last about 25 minutes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

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D = 60%-69%

F = 59% or Below

Assignment/Assessment	Point Value
Class Attendance & Participation	10
Social Justice Visual Project	20
Social Justice Issue	30
Social Justice Project Presentation	30/50 (doctoral)
_____	_____
Total	90 points/110 (doctoral)

Total points possible = 90/110 (doctoral). Your Final Grade is determined adding the point values earned from each assignment and then dividing by 90/110 (doctoral). The resulting value is multiplied by 100 to yield a percentage. For example: (85/90) X 100= 94% **OR** (100/110) X 100 = 91%

Assignments are due on the day noted in the syllabus. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive

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- o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
    Pop-ups are allowed.
    JavaScript is enabled.
    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player _(version 17 or later)_ https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

The syllabus/schedule are subject to change.

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **LiveChat** **Live Chat** or click on the words "click here**"** to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfE mployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1	Syllabus Review Course Requirements/Expectations, Social Justice Competencies, Defining Social Justice, Identifying Our Values/Biases The Use of "Self" in Advocacy			
Week 2	Social Justice Visual Project Due			Social Justice Visual Project Due
Week 3	Global and U.S. Social Justice Movements, **Social Justice Theory: Privilege and Oppression**, **Liberation Theory**, Liberation Psychology **The Role of Language in Social Justice**		On D2L	
Week 4	**Critical Race Theory, Theory of Intersectionality Black Feminist Thought, Womanism, Relational Cultural, Radical Feminist Theory**		On D2L	
Week 5	**Social Change Theory Standpoint Theory Social and Cultural Capital Theory** **Organizational Theory**: Challenges and Opportunities		On D2L	Due Social Justice Project (1-2 page synopsis of a-e) Due Contact with Project Setting (3/2)
Week 6	**Community-Building: Personal and Community Empowerment**		On D2L	

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	Systemic Intervention: Consultation, Collaboration, and Legislative Advocacy			
Week 7	**Community-Building: Personal and Community Empowerment** **Systemic Intervention: Consultation, Collaboration, and Legislative Advocacy**		On D2L	
Week 8	Social Justice and Leadership: Discussing Social Conditions Effectively		On D2L	
Week 9	Social Justice Qualitative and Quantitative Research		On D2L	
Week 10	Social Justice and Technology: Promoting a Plan and Vision for Change Reflections and Connections			**Topic Presentations Recording Due (8/11 @ 11:59 pm)**

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