

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD 382														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Multiculturalism, Diversity and Social Justice														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) MC Divers Soc Justice														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Explores theories, models, and strategies to promote the dignity, health and life chances of all people with special attention to underrepresented minority and oppressed populations. Fosters awareness, knowledge, and skills for cultural competence when working with diverse populations in counseling, health, and human services settings. Examines how dynamics of power and privilege manage and sustain oppression at the individual and institutional levels. Explores strategies for interrupting systems of oppression and other ways to work for social justice in diverse contexts. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, and HD 102. Also, HD 230 or HD 231.														
9. Why is this course being proposed? This course will serve as a critical contribution to the first and second Program Student Learning Outcomes for the B.A. in Human Development by increasing HD students' ability to (1) "Demonstrate understanding of developmental theories and how biological, psychological, familial, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education," and (2) "Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan." This course also serves to build student competencies that support CSUSM's commitment to diversity, inclusion, social justice and civic engagement.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumsschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.
 16. Prerequisite(s): Yes No ANTH 200, HD 101, HD 102, and HD 220. Also, HD 230 or HD 231.
 17. Corequisite(s): Yes No
 18. Documentation attached:
 Syllabus Detailed Course Outline
 19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a
 20. How often will this course be offered once established?* once per academic year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 Upper division elective for Human Development major

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

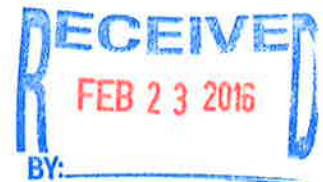
SoE Discipline	<u>see email</u> Signature	<u>3/15/16</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline	_____ Signature	_____ Date	<input type="checkbox"/> Support <input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

Rafael Hernandez, PhD	2-5-16
1. Originator (please print or type name)	Date
<u>Alia M. L. Zurrochis</u>	<u>2/22/16</u>
2. Program Director/Chair	Date
<u>[Signature]</u>	<u>2/19/16</u>
3. College Curriculum Committee	Date
<u>Denise Garcia</u>	<u>2/22/16</u>
4. College Dean (or Designee)	Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair	Date
6. Vice President for Academic Affairs (or Designee)	Date
7. President (or Designee)	Date



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Virginia Mann

AD 382 - SoE

support

Subject: FW: School of ED Sign-off

From: Manuel Vargas

Sent: Tuesday, March 15, 2016 2:20 PM

To: Virginia Mann <vmann@csusm.edu>

Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>

Subject: RE: School of ED Sign-off

Faculty consensus is that this course would have a minimal impact our EDU 364 course.

For clarification purposes, there should be distinction between School of Education and College of Education Health and Human Service. The former is an academic unit of the College.

Manuel Vargas, PhD

Professor & Director, **School of Education**

College of Education, Health & Human Services

California State University San Marcos

333 S. Twin Oaks Valley Road

San Marcos, CA 92096-0001

(760) 750-8535 | mvgargas@csusm.edu |

From: Virginia Mann

Sent: Tuesday, March 15, 2016 8:50 AM

To: Manuel Vargas <mvgargas@csusm.edu>

Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>

Subject: School of ED Sign-off

Good morning Manuel,

UCC is reviewing program changes for Human Development, and requests that the School of Ed review one of their courses: HD 382 (link below). Please let us know if SoE has any comments or concerns regarding this new course. Thank you.

Virginia

[HD 382](#) - Promoting

Multiculturalism/Social C 2/29/16

Justice

Virginia Peters Mann

Curriculum Specialist

Academic Programs

CRA 5201-B

(760) 750-8887

assigned readings. The Course Schedule has been significantly restructured to improve organization of course content and to be more explicit about expectations for readings and assignments.

HD 382:

1. UCC still awaits sign-off from Anthropology and Sociology on this course. As well, Education was contacted given the social justice/equity content. (This is informational).

Thank you for this information.

2. UCC will be removing HD 220 from the prerequisites as it is already embedded via HD 230. (This is informational alone).

Thank you for this information. I have removed HD 220 from the attached syllabus and C form.

3. Your syllabus does not have a culminating project or assignment which is a required element of these C-lecture courses. If you do not have a final exam, you must make an assignment that is due during final's week that reflects a summative assessment of the course.

I added an exam during final's week.

4. There is a question over the rigor of the course. The assignments reflect a great proportion of subjective assignments that are not easily tied back as measures of the course learning outcomes.

I added a final exam to complement the subjective assignments in measuring the course learning outcomes. I also revised and increased the rigor of the signature assignment (and rubric) which is now called the "Action Project". In addition, I added the assignments to the Course Schedule to show how they are distributed throughout the semester.

HD 385:

1. The first sentence of the course description is unclear to the committee- can you please revisit and clarify.

I have revised the first sentence to say, "Explores the dynamic nature of human development with special attention to the mutual interactions between the evolving human organism and the multiple systems that make up the individual's environment." Slight adjustments to improve the wording were made elsewhere in the course description as well. See the attached syllabus and C form.

2. HD will be removed again as above. (This is informational).

Thank you for this information. I have removed HD 220 from the attached syllabus and C form.

3. There needs to be a specified summative experience for the course that is due during finals week. Again, the assignments seem to lack the rigor and assessment measures to ensure acquisition of the course learning outcomes.

I added a mid-term and a final exam to complement the subjective assignments in measuring the course learning outcomes. I revised the Case Study assignment to make it more rigorous. In addition, I added rigor to the Writing Assignments by increasing the expected length (word count). These assignments are now displayed in the Course Schedule.

4. Please include a grade breakdown in the syllabus so that students understand how their grades will be determined.

I readjusted the value of each assignment and you can find an "Assignments & Grading" table breaking down the relative weight of each assignment as indicated by the percent of the overall grade that each assignment is worth. I have also added a "Grading Standards" table to all my syllabi for further clarification.

Best,
Rafael



California State University
SAN MARCOS
DEPARTMENT OF HUMAN DEVELOPMENT

HD 382: Multiculturalism, Diversity and Social Justice

Course Number: --

Units: 3

Term: Fall 2016

Professor: Rafael Hernández, Ph.D.

Phone: (760) 750-8252

E-Mail: rhernandez@csusm.edu

Office: University Hall 300

Office Hours: Tuesday & Thursday 2:30pm-4:00pm and by appointment

Course Description

Catalog Course Description:

Explores theories, models, and strategies to promote the dignity, health and life chances of all people with special attention to underrepresented minority and oppressed populations. Fosters awareness, knowledge, and skills for cultural competence when working with diverse populations in counseling, health, and human services settings. Examines how dynamics of power and privilege manage and sustain oppression at the individual and institutional levels. Explores strategies for interrupting systems of oppression and other ways to work for social justice in diverse contexts.

Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, and HD 102. Also, HD 230 or HD 231.

Expanded Course Description:

The course is designed to move students from basic self-awareness to critical consciousness by promoting understanding of the bases of social inequities in human development. Special attention is given to understanding systems that maintain differential access to power and privilege at the expense of marginalized others; building knowledge, awareness and skills for reflective and culturally competent counseling and human services work; and understanding and interrogating students' own multiple and intersecting social identities and social locations. This course explores ways to influence social change and address social, economic, health, and educational disparities based on social categories and intersecting identities, such as: race, ethnicity, culture, gender, sexual orientation, religious and spiritual values, age, mental/physical abilities, immigrant status, or socioeconomic status.

Human Development Department Mission Statement

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives. We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Integrate complementary and interdependent disciplines
- Use multiple perspectives and theoretical frameworks to equitably serve diverse communities
- Actively and critically utilize and generate research to promote evidence-based practices

- Promote social responsibility, ethical and professional standards, civic engagement, and service to the greater community

Course Learning Outcomes

The Human Development (HD) degree has 5 Programmatic Student Learning Outcomes (PSLOs). These are the broad skills that a Human Development graduate will have (see the HD website for more information). This course contributes to PSLOs #1 and #2 by increasing the student’s ability to (1) “Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education,” and (2) “Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan.”

Each HD course has 3 or more Course Student Learning Outcomes (CSLOs) which are the specific skills that the course will address. Each CSLO contributes an important step toward reaching the goals of the PSLOs. The CSLOs for this course are the following.

Upon successful completion of this course, students will:

1. Pursue skills, knowledge, and awareness that foster cultural competence for working with diverse populations in applied human services settings such as counseling, healthcare, and education.
2. Use theories and research to inform strategies for interrupting systems of oppression and promoting the dignity, health and life chances of diverse populations through prevention, advocacy, and outreach.
3. Apply comprehension of concepts such as intersectionality, identity development, worldviews, multiculturalism, equity, power, privilege, oppression, bias, and prejudice to increase self-awareness and understanding of diverse social locations.

Required Text

- Ponterotto, J. G., Utsey, S. O., & Pedersen, P. B. (2006). *Preventing prejudice: A guide for counselors, educators, and parents* (2nd edition). Sage.
- Sensoy, Ö., & DiAngelo, R. (2012). *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press.
- Additional readings provided on Cougar Courses

Recommended Text

- Tatum, B. D. (2003). *"Why are all the Black kids sitting together in the cafeteria?": and other conversations about race*. Basic Books.
- Freire, P. (2010). *Pedagogy of the Oppressed*. Continuum: New York.

Course Requirements: Assignments & Grading

Assignment	Corresponding CSLOs	% of Overall Grade
Journal Entries	1,3	20
Self-Reflection Paper	3	25
Action Project*	1,2,3	30
Final Exam	1,2,3	25
TOTAL		100

*signature assignment

Grading Standards

A	93 – 100%	C	73 – 76%
A-	90 – 92%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	F	Below 60%

Journal

Discuss experiences, reactions, reflections and insights related to course readings, class discussions, and activities in and out of class. Entries should explore strategies and experiences that contribute to your efforts to increase skills, knowledge, and awareness that foster cultural competence in applied settings such as counseling, healthcare, and education (CSLO 1). Integrate your understanding of concepts such as intersectionality, identity development, worldview, multiculturalism, equity, power, privilege, oppression, bias, and prejudice to discuss specific experiences, observations, and reflections on your own and others’ developmental processes (CSLO 3). You will write one journal entry each week for a total of 15 journal entries. Entries should generally be at least 100 words in length.

Self-Reflection Paper

Write a paper describing your multiple, layered, and intersecting identities, and how they relate to your worldview, biases, privileges, prejudices, values, experiences with oppression or discrimination, priorities, and social locations (CSLO 3). Include reflections on your processes of identity development, adjustments to new social contexts, and critical turning points or conflicts that have prompted significant growth and change in how you identify or see the world. Discuss your personal, familial, and/or cultural history as it relates to the development of who you are today and the self you expect or aspire to be in the future. This assignment is expected to be about 1,000 words in length and will be graded on quality of written communication, organization, comprehension and application of course concepts, and adherence to APA format.

Final Exam

The final exam will be comprised of multiple choice and essay questions assessing students’ ability to:

1. Pursue skills, knowledge, and awareness that foster cultural competence for working with diverse populations in applied human services settings such as counseling, healthcare, and education.
2. Use theories and research to inform strategies for interrupting systems of oppression and promoting the dignity, health and life chances of diverse populations through prevention, advocacy, and outreach.

3. Apply comprehension of concepts such as intersectionality, identity development, worldviews, multiculturalism, equity, power, privilege, oppression, bias, and prejudice to increase self-awareness and understanding of diverse social locations.

Action Project

Working individually or in small groups of 2-4 students, you will carry out a project to influence social change. Choose a current, real-world problem or social justice issue related to diversity and human development that is important to you. Identify the targeted group(s) that are directly and indirectly affected by the issue. Articulate a clear, compelling rationale for the impact of the issue you selected and what is at stake if the issue is not addressed. Identify the setting(s)—e.g. counseling, healthcare, or education—for which your Action Project is most applicable and what multicultural considerations are most relevant for carrying out your Action Project (CSLO 1). Apply theory and research to formulate prevention, advocacy, and/or outreach strategies for addressing the problem and what activities to pursue to interrupt relevant systems of oppression and promote the dignity, health and life chances of the population(s) you identified as disproportionately impacted by the problem your project addresses (CSLO 2). Your Action Project can take any of a variety of forms, including: writing a letter to a political representative or the editor of a newspaper, volunteering for a soup kitchen or other community service, or organizing/engaging in some sort of social activism or protest. Include, as appropriate, concepts discussed in class, such as: intersectionality, identity development, worldviews, multiculturalism, equity, power, privilege, oppression, bias, and prejudice, to discuss the relevant contextual dynamics of the problem and your Action Project (CSLO 3).

The project will culminate in a paper written in APA format (about 1,000 words) summarizing your project, research and aspects outlined above, including a references list with at least 5 scholarly sources. In your paper you will also reflect on the following questions:

1. How did you decide on an action project?
2. How will the project have meaning in a multicultural context?
3. What consequences do you expect the action project to have?

Finally, students will present and overview of their Action Project to the class so students will have an opportunity to share knowledge, insights, experiences, and reflections about influencing social change.

All University Writing Assignment

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students in a 3-unit course is 2,500 words (approximately 10 double-spaced pages). This requirement will be met in this course with the Action Project Paper (1,000 words), Journal Entries (1,500 words) and Self-Reflection Paper (1,000 words).

Credit Hour Policy Statement

Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. Because this course has a lecture mode of instruction, each unit of credit corresponds to an hour of class-time and two hours of student learning outside of class.

Students with Disabilities

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Academic Honesty Statement

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

It is recommended that students be referred to the full Academic Honesty Policy at http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html.

Tentative Course Schedule

Week	Topics	Readings	Assignments
1	<ul style="list-style-type: none"> • Introduction to the course • Community building activities • Identifying personal goals for the course 		<ul style="list-style-type: none"> • Journal Entry #1
2	<ul style="list-style-type: none"> • Critical Thinking and Critical Theory • Worldview 	<ul style="list-style-type: none"> • Is Everyone Really Equal? Ch 1. Critical Thinking and Critical theory 	<ul style="list-style-type: none"> • Journal Entry #2
3	<ul style="list-style-type: none"> • Gender socialization and sexuality 	<ul style="list-style-type: none"> • Is Everyone Really Equal? Ch 2. Socialization 	<ul style="list-style-type: none"> • Journal Entry #3
4	<ul style="list-style-type: none"> • Identity Development and Intersectionality 	<ul style="list-style-type: none"> • Preventing Prejudice Ch 4. Person of Color (Minority) Identity Development, Mental Health, and Prejudice • Preventing Prejudice Ch 5. European American (White) Racial Identity Development, Mental Health, and Prejudice 	<ul style="list-style-type: none"> • Journal Entry #4
5	<ul style="list-style-type: none"> • Prejudice and Discrimination 	<ul style="list-style-type: none"> • Preventing Prejudice Ch 1. understanding Prejudice and Racism 	<ul style="list-style-type: none"> • Journal Entry #5
6	<ul style="list-style-type: none"> • Oppression, Power, and Privilege 	<ul style="list-style-type: none"> • Is Everyone Really Equal? Ch 4. Oppression and Power • Is Everyone Really Equal? Ch 5. Privilege 	<ul style="list-style-type: none"> • Journal Entry #6
7	<ul style="list-style-type: none"> • Models of Disability and Their Implications for Justice 	<ul style="list-style-type: none"> • See cougar courses 	<ul style="list-style-type: none"> • Journal Entry #7 • Self-Reflection Paper
8	<ul style="list-style-type: none"> • The Invisibility of Oppression 	<ul style="list-style-type: none"> • Is Everyone Really Equal? Ch 6. The Invisibility of Oppression 	<ul style="list-style-type: none"> • Journal Entry #8
9	<ul style="list-style-type: none"> • Racism and White Supremacy 	<ul style="list-style-type: none"> • Is Everyone Really Equal? Ch 7. Racism • Is Everyone Really Equal? Ch 8. Racism as White Supremacy 	<ul style="list-style-type: none"> • Journal Entry #9
10	<ul style="list-style-type: none"> • Colonial Mentality 	<ul style="list-style-type: none"> • See cougar courses 	<ul style="list-style-type: none"> • Journal Entry #10
11	<ul style="list-style-type: none"> • Microaggressions 	<ul style="list-style-type: none"> • Sue, D. W., Capodilupo, C. M., Nadal, K. L., & Torino, G. (2008). Racial microaggressions and the power to impose reality. <i>American Psychologist</i>, 63, 277–279. 	<ul style="list-style-type: none"> • Journal Entry #11
12	<ul style="list-style-type: none"> • Color-Blind Ideology • Multiculturalism 	<ul style="list-style-type: none"> • See cougar courses 	<ul style="list-style-type: none"> • Journal Entry #12 • Action Project Paper
13	<ul style="list-style-type: none"> • Resistance Movements 	<ul style="list-style-type: none"> • See cougar courses 	<ul style="list-style-type: none"> • Journal Entry #13 • Action Project Presentations

	<ul style="list-style-type: none"> Action Project Presentations 		
14	<ul style="list-style-type: none"> Ally Models Action Project Presentations 	<ul style="list-style-type: none"> See cougar courses 	<ul style="list-style-type: none"> Journal Entry #14 Action Project Presentations
15	<ul style="list-style-type: none"> Putting It All Together Action Project Presentations 	<ul style="list-style-type: none"> Is Everyone Really Equal? Ch 10. Putting it all together 	<ul style="list-style-type: none"> Journal Entry #15 Action Project Presentations
Final's Week	Final Exam		

Action Project Paper Rubric

<i>Component</i>	Exemplary	Proficient	Marginal	Unacceptable
1. Clearly articulates current, real-world problem or social justice issue related to diversity and human development.	4	3	2	1
2. Identifies the targeted group(s) and how they are directly and indirectly affected by the issue.	4	3	2	1
3. Articulates a clear, compelling rationale for the impact of the issue selected and what is at stake if the issue is not addressed.	4	3	2	1
4. Identifies the setting(s)—e.g. counseling, healthcare, or education—for which the Action Project is most applicable and what multicultural considerations are most relevant for carrying out the Action Project (CSLO 1).	4	3	2	1
5. Applies theory and research to formulate prevention, advocacy, and/or outreach strategies for addressing the problem and what activities to pursue to interrupt relevant systems of oppression and promote the dignity, health and life chances of the population(s) identified as disproportionately impacted by the problem the project addresses (CSLO 2).	4	3	2	1
6. Action Project was carried out effectively.	4	3	2	1
7. Includes, as appropriate, concepts discussed in class, such as: intersectionality, identity development, worldviews, multiculturalism, equity, power, privilege, oppression, bias, and prejudice, to discuss the relevant contextual dynamics of the problem and the Action Project (CSLO 3).	4	3	2	1
8. Reflection: How did you decide on an action project?	4	3	2	1
9. Reflection: How will the project have meaning in a multicultural context?	4	3	2	1
10. Reflection: What consequences do you expect the action project to have?	4	3	2	1
11. APA style references list with at least 5 scholarly sources	4	3	2	1
12. Meets expectations for length, APA format, grammar	4	3	2	1