

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.) Promoting Multiculturalism, Social Justice, and Positive Human Development														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) MC Social Justice HD														
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, HD 102, and <del>HD 220</del> . 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: <a href="http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>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)														

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.

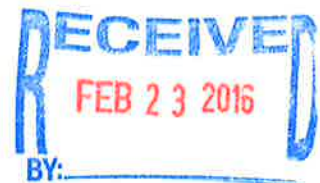
SOE Discipline	<u>see email</u> Signature	<u>3/15/16</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	_____ Signature	_____ Date	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

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

\_\_\_\_\_  
 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](mailto:vmann@csusm.edu)>  
**Cc:** Suzanne Moineau <[smoineau@csusm.edu](mailto:smoineau@csusm.edu)>; Regina Eisenbach <[regina@csusm.edu](mailto: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 | [mvargas@csusm.edu](mailto:mvargas@csusm.edu) |

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**From:** Virginia Mann  
**Sent:** Tuesday, March 15, 2016 8:50 AM  
**To:** Manuel Vargas <[mvargas@csusm.edu](mailto:mvargas@csusm.edu)>  
**Cc:** Suzanne Moineau <[smoineau@csusm.edu](mailto:smoineau@csusm.edu)>; Regina Eisenbach <[regina@csusm.edu](mailto: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



## HD 382: Promoting Multiculturalism, Social Justice, and Positive Human Development

**Course Number:** --

**Units:** 3

**Term:** Fall 2016

**Professor:** Rafael Hernández, Ph.D.

**Phone:** (760) 750-8252

**E-Mail:** [rhernandez@csusm.edu](mailto: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, HD 102, and HD 220. 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 address disparities in opportunities for positive development 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
- Emphasize the integration of complementary and interdependent disciplines

- Employ the use of multiple perspectives and theoretical frameworks
- Advance evidence-based practices
- Promote social responsibility, 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 in applied settings such as counseling, healthcare, and education.
2. Identify barriers to positive human development that disproportionately impact specific marginalized and oppressed groups of people.
3. 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.
4. Apply comprehension of concepts such as intersectionality, identity development, worldview, 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* (2<sup>nd</sup> 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	Percent of Overall Grade
Journal	1,4	30

Self-Reflection Paper	4	30
Social Justice Project*	1,2,3,4	40
TOTAL		100

\*signature assignment

### 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 4). 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 4). 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.

### Social Justice Project

Choose a real-world problem or social justice issue related to human development to be the focus of your project. Identify specific barriers to positive human development that disproportionately impact one or more marginalized/oppressed groups of people (name the targeted group or groups). Articulate a question driving the research for your project, and a clear, compelling rationale for the impact of the issue your project will address (CSLO 2). Depending on the nature of your driving question, you may gather data from library and internet research, interviews, observations, and/or other appropriate sources. 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 3). Identify the setting(s)—e.g. counseling, healthcare, or education—for which your proposed strategies to address the problem are most applicable and what multicultural considerations are most relevant for implementing your proposed solution (CSLO 1). Apply comprehension of concepts discussed in class, such as intersectionality, identity development, worldview, multiculturalism, equity, power, privilege, oppression, bias, and prejudice, to discuss the relevant contextual dynamics of the problem and proposed solution (CSLO 4). The project will culminate in a presentation of your research and analysis to the class as well as an outline summarizing your project and an annotated bibliography in APA format. You may work on this project individually or in groups of 2-6 students.

The fundamental components that comprise the project include:

**Project Proposal:** Answer the following questions clearly and concisely.

1. *Problem*: What is the developmental problem or issue? Who does the problem or issue affect?
2. *Rationale*: Why is this problem or issue important to address? What is at stake if the problem or issue is not addressed?
3. *Purpose*: **What is the question driving your project?** What do you hope to learn and contribute with this project?
4. *Plan*: What are the methods you will use to collect the information you need for this project? What two developmental perspectives will you employ to answer your driving question?

**Outline**: Clearly summarize the social justice problem or issue and clearly state your driving question, rationale, purpose, methods, proposed solution strategies/activities, multicultural considerations, theoretical/research support, and conclusions/implications. Include an annotated APA style references section listing all sources informing the project. See the rubric attached to this syllabus.

**Annotated Bibliography**: The annotated bibliography consists of two elements: (1) citation in current APA style format, and (2) annotation. The annotation will follow the citation on the next line. There is not an extra space—double spacing is used throughout. An annotation is different from an abstract. It should have several sentences summarizing the main points or ideas found in the item. It should then include your own statement evaluating the quality of the item and/or relating the item to your own research topic. See the rubric attached to this syllabus.

**Presentation**: The presentation will be your opportunity to communicate what you learned and how you have applied your understanding of course concepts, theories and relevant research to address the question that drove your project. The presentation must include a visual aid which may take the form of a poster, video clip, diagram, artwork, PowerPoint, or other medium that contributes to the effective and creative communication of your ideas. The presentation should be no longer than 15 minutes, plus 5 minutes for questions from the audience and discussion. See the rubric attached to this syllabus.

### **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 Journal (1,500 words minimum) 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](mailto: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](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html) .



### Tentative Course Schedule

Week	Topics	Readings
1	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Community building activities</li> <li>• Identifying personal goals for the course</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Critical Thinking and Critical Theory</li> <li>• Worldview</li> </ul>	Is Everyone Really Equal? Ch 1. Critical Thinking and Critical theory
3	<ul style="list-style-type: none"> <li>• Gender socialization and sexuality</li> </ul>	Is Everyone Really Equal? Ch 2. Socialization
4	<ul style="list-style-type: none"> <li>• Identity Development and Intersectionality</li> </ul>	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
5	<ul style="list-style-type: none"> <li>• Prejudice and Discrimination</li> </ul>	Preventing Prejudice Ch 1. understanding Prejudice and Racism
6	<ul style="list-style-type: none"> <li>• Oppression, Power, and Privilege</li> </ul>	Is Everyone Really Equal? Ch 4. Oppression and Power Is Everyone Really Equal? Ch 5. Privilege
7	<ul style="list-style-type: none"> <li>• Models of Disability and Their Implications for Justice</li> </ul>	See cougar courses
8	<ul style="list-style-type: none"> <li>• The Invisibility of Oppression</li> </ul>	Is Everyone Really Equal? Ch 6. The Invisibility of Oppression
9	<ul style="list-style-type: none"> <li>• Racism and White Supremacy</li> </ul>	Is Everyone Really Equal? Ch 7. Racism Is Everyone Really Equal? Ch 8. Racism as White Supremacy
10	<ul style="list-style-type: none"> <li>• Colonial Mentality</li> </ul>	See cougar courses
11	<ul style="list-style-type: none"> <li>• Microaggressions</li> </ul>	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.
12	<ul style="list-style-type: none"> <li>• Color-Blind Ideology</li> <li>• Multiculturalism</li> </ul>	See cougar courses
13	<ul style="list-style-type: none"> <li>• Resistance Movements</li> </ul>	See cougar courses
14	<ul style="list-style-type: none"> <li>• Ally Models</li> </ul>	See cougar courses
15	<ul style="list-style-type: none"> <li>• Putting It All Together</li> </ul>	Is Everyone Really Equal? Ch 10. Putting it all together
Finals	<ul style="list-style-type: none"> <li>• No final exam</li> </ul>	

## Social Justice Project Rubrics

### Project Proposal:

<i>Component</i>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
<i>Problem:</i> What is the developmental problem or issue? Who does the problem or issue affect?	4	3	2	1
<i>Rationale:</i> Why is this problem or issue important to address? What is at stake if the problem or issue is not addressed?	4	3	2	1
<i>Purpose:</i> <b>What is the question driving your project?</b> What do you hope to learn and contribute with this project?	4	3	2	1
<i>Plan:</i> What are the methods you will use to collect the information you need for this project? What two developmental perspectives will you employ to answer your driving question?	4	3	2	1
Length, format, grammar	4	3	2	1

### Outline:

<i>Component</i>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
Quality of <i>driving question</i>	4	3	2	1
Quality of <i>rationale</i> for significance of problem to be addressed	4	3	2	1
Clarity of <i>purpose</i> of project	4	3	2	1
Appropriate <i>methods</i> clearly explained	4	3	2	1
Clarity and relevance of proposed solution strategies/activities	4	3	2	1
Articulation of relevant multicultural considerations	4	3	2	1
Theoretical/research support adequately informs understanding of problem and directly relates to proposed solution strategies/activities	4	3	2	1
Relevance, significance and clarity of conclusions/implications	4	3	2	1
Organization, grammar and formatting	4	3	2	1

### Annotated Bibliography:

<i>Component</i>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
References listed in APA format	4	3	2	1
Annotations summarize the main points or ideas found in the reference (item)	4	3	2	1
Annotations include statement evaluating the quality of the item and/or relating the item to your own research topic	4	3	2	1

### Presentation:

<i>Component</i>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
Communication: pace, volume, clarity of speech	4	3	2	1

Communication: eye contact	4	3	2	1
Communication: body language	4	3	2	1
Communication: Visual aid contributes to the effective and creative communication of your ideas	4	3	2	1
Content: Quality of <i>driving question</i>	4	3	2	1
Content: Quality of <i>rationale</i> for significance of problem to be addressed. Identifies barriers to positive human development (CSLO 2)	4	3	2	1
Content: Clarity of <i>purpose</i> of project	4	3	2	1
Content: Appropriate <i>methods</i> clearly explained	4	3	2	1
Content: Clarity and relevance of proposed strategies for interrupting systems of oppression and promoting the dignity, health and life chances of diverse populations through prevention, advocacy, and outreach and identification of appropriate applied settings (CSLO 3)	4	3	2	1
Content: Articulation of relevant multicultural considerations—discuss specific skills, knowledge, and awareness (CSLO 1)	4	3	2	1
Content: Theoretical/research support adequately informs understanding of problem and directly relates to proposed solution strategies/activities (CSLO 3)	4	3	2	1
Content: Relevance, significance and clarity of <i>conclusions/implications</i>	4	3	2	1
Content: Apply comprehension of concepts such as intersectionality, identity development, worldview, multiculturalism, equity, power, privilege, oppression, bias, and prejudice to increase self-awareness and understanding of diverse social locations (CSLO 4)	4	3	2	1
Organization and length of presentation	4	3	2	1