

**College of Education
Counseling Academic Unit
COUN 582 Multicultural Counseling II
School Counseling Program**

Credits: 3. This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Instructor name: Abraham Cazares-Cervantes, Ph.D.
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Quarter: Spring 2017

Face-to-face: Two Fridays: Week 1 and Week 9, 0900-1700 Pacific Standard Time

Course Description

This class is designed to further the exploration of multicultural counseling by studying in-depth the experience of specific student populations and their unique strengths and needs. Students will gain understanding on the specialized school programs and state and national regulations that support a variety of learners as well as the theories and research related to language acquisition to support ELL and bilingual students in the PK-12 system. Students will engage in authentic experiences and assignments to enrich their understanding of sub-populations of students and their families to enhance their cultural responsiveness with those specific groups of learners. Highlighted student populations include, but are not limited to, English Language Learners, Undocumented Students, and Unaccompanied Youth. COUN 581 is a required prerequisite for this course.

Pre-Requisites: COUN 581

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits

This course will be delivered as a hybrid class. This means it integrates online and face-to-face learning, content, and activities. We will meet face-to-face twice and online on [Canvas](#). The course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits. The Face-to-Face meetings will occur the first and ninth week of the term.

Face-to-Face class time will be used for:

- Getting an overview of major concepts, minor points, and how they fit together
- Question, answer, and sharing time for assignments
- In class explorational activities
- Viewing augmenting instructor selected materials (These will not be posted online.)
- Guest speakers

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Online activities are for:

- Learning concepts and extending in class learning of topics
- Use of media and Internet resources to explore and extend learning of topics
- Weekly online discussions
- Reading probes (quizzes) on the text
- Reviewing weekly augmenting materials in a self-directed manner
- Submitting final drafts of major assignments to Canvas

Technical Assistance

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

Learning Resources**Required Textbook**

Soltero, S. W. (2011). *Schoolwide Approaches to Educating ELLs: Creating Linguistically and Culturally Responsive K-12 Schools*. Portsmouth, NH: Heineman

Additional Textbook Chapters

Freeman, D.E. & Freeman, Y. S. (2011). *Between Worlds. Access to Second Language Acquisition*. Portsmouth, NH: Heineman

Required journal articles and book chapters

Aydin, N. G., Bryan, J. A., & Duys, D. K. (2012). School counselors' partnerships with linguistically diverse families: An exploratory study. *School Community Journal*, 22, 145-166.

Bruton, A., & Robles-Pina, R. A. (2009). Deficit thinking and Hispanic student achievement: Scientific information resources. *Problems of Education in the 21st Century*, 15, 41-49.

Cook, A. L., Perusse, R., & Rojas, E. D. (2015). Promoting college access among latino/a English language learners: Implications for professional school counselors.

<http://web.b.ebscohost.com.ezproxy.proxy.library.oregonstate.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=8772e30d-4639-464f-8521-f6fc57c1502e%40sessionmgr105&hid=102>

Cook, A., Perusse, R., & Rojas, E. D. (2012). Increasing academic achievement and college-going rates for latina/o english language learners: A survey of school counselor interventions. *The Journal of Counselor Preparation and Supervision*, 4, 25-40.

<http://web.b.ebscohost.com.ezproxy.proxy.library.oregonstate.edu/ehost/pdfviewer/pdfviewer?vid=8&sid=8772e30d-4639-464f-8521-f6fc57c1502e%40sessionmgr105&hid=102>

Hurt, K., Lindo, N., & Schulz L. L. (2014). My name is not Michael: Strategies for promoting cultural responsiveness in schools. *Journal of School Counseling*, 20, 1-35.

<http://web.b.ebscohost.com.ezproxy.proxy.library.oregonstate.edu/ehost/pdfviewer/pdfviewer?sid=8772e30d-4639-464f-8521-f6fc57c1502e%40sessionmgr105&vid=47&hid=102>

Perez, W. (2010). Higher education access for undocumented students; recommendations for counseling professionals. *Journal of College Admission*, 32-35.

http://www.cccie.org/images/stories/Perez_2010-JCA.24210357.pdf

Storlie, C. A., & Jach, E. A. (2012). Social justice collaboration in schools: a model for working with undocumented latino students. *Journal for Social Action in Counseling and Psychology*, 4, (2), 99-116. http://www.psyr.org/jsacp/Storlie-v4n2-12_99-116.pdf

Young, D. J. (1991). Creating a low-anxiety classroom environment: What Does Language Anxiety Research Suggest?. *The Modern Language Journal*, 75, (4), 426-439.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.1991.tb05378.x/abstract>

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Required web-based readings and video viewings

Benefits of the bilingual brain

Video: 5 min <https://www.youtube.com/watch?v=MMmOLN5zBLY>

Beyond Survival English

<https://www.youtube.com/watch?v=CK5WEe2iEb8>

Building Social Studies Background Knowledge

<https://www.youtube.com/watch?v=-BEnlxdtzRM>

Colorin Colorado: Reasons for the Misidentification of Special Needs Among ELLs:

<http://www.colorincolorado.org/article/reasons-misidentification-special-needs-among-ells>

Creating a Low Affective Filter

https://www.youtube.com/watch?v=-xYK8B_H_os

Developing a Culturally and Linguistically Responsive Approach

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=0ahUKEwiRvMGvzLrRAhVJiVQKHYYQwBmQQFghKMAc&url=https%3A%2F%2Fwww.wida.us%2Fget.aspx%3Fid%3D601&usg=AFQjCNF_yhGGjLzhM2av7260HgZfMqvY7Q

English Language Development Levels (Oregon Department of Education)

<http://www.ode.state.or.us/teachlearn/real/documents/ep.pdf>

English Language Learners: Culture, Equity, Language

Video: 5 min: <https://www.youtube.com/watch?v=5HU80AxmP-U>

Front Loading for English Language Learners

<https://www.youtube.com/watch?v=jxvbBEqmNYM>

Los Angeles Times Video: 19 Hours

<http://www.latimes.com/local/lanow/la-me-belmont-high-school-20160710-snap-story.html>

Placing ELLs and the Home Language Survey

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf>

Project GLAD video

<https://www.youtube.com/watch?v=V0DeylBY5VM&list=PLdeHhbuMgiVpt9iU6fNzkQ4OMfo2tJBol>

Resource Guide

<http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf>

School and family partnerships tools and resources for meaningful communication

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>

Some Myths Regarding ELLs and Special Education

<http://www.colorincolorado.org/article/some-myths-regarding-ells-and-special-education>

State standards (link to ODE)

http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/at-a-glance-elp-standards_2-18-2014.pdf

The Affective Filter YouTube Video

<https://www.youtube.com/watch?v=FHBFN-xyrDE>

U.S. Department of Education ELL Tool Kit

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Unnecessary Segregation (U.S. Department of Education)

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf>

Woodcock Munoz Language Survey-Revised

<http://www.seisd.net/common/pages/DisplayFile.aspx?itemId=2069212>

Technology Requirements

- A computer with audio
- A high speed internet connection (i.e., download speeds at least in the teens according to speedtest.net)

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (<http://osubeaverstore.com/Academics> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

#	Learning Objectives
582.1	Identify the ELL population in the school setting
582.2	Describe characteristics of English Language Learners, Undocumented Students, Unaccompanied Youth and other specific student populations
582.3	Examine characteristics of different ELL proficiency levels.
582.4	Understand language acquisition theories and subsequently determine the appropriate instructional program for ELLs
582.5	Understand local, state, and national policies and standards affecting specific students' populations (such as ELLs) in schools.
582.6	Gain awareness of school and community resources designed to service underserved student populations and their families.
582.7	Develop components of a comprehensive school counseling program with goals that meet the needs of ELLs and other underserved student populations
582.8	Create lessons for groups of students that allows for a decreased affective filter and increased student engagement.
582.9	Develop a school counselor identity that focuses on advocacy and social justice for underserved student populations.

#	CACREP Core Standards
II. F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
II.F.2.d	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
II.F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Standard #	2016 CACREP School Counseling Standards
G.2.a	School counselor roles as leaders, advocates, and systems change agents in P-12 schools
G.2.b	School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
G.2.c	School counselor roles in relation to college and career readiness
G.2.d	School counselor roles in school leadership and multidisciplinary teams

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G.3.c	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
G.3.i	Approaches to increase promotion and graduation rates
G.3.j	Interventions to promote college and career readiness
G.3.k	Strategies to promote equity in student achievement and college access
G.3.l	Techniques to foster collaboration and teamwork within schools

#	TSPC/CACREP School Counseling 2009 Standards
A.6	Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
E.3	Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
F.3	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

#	Additional TSPC Standards
	English Language Learner (ELL) TSPC 584-017-1025
A	Language
B	Culture
C	Planning
D	Assessment
E	Professionalism
F	Technology

Evaluation of Student Performance

- On-line Discussion Boards: 90 points **but missing two weeks of posting will result in an incomplete**
- Quiz 1: 12 points
- Quiz 2: 16 points
- Core Assignment 1: School-site Services for ELLs: 40 points
- Core Assignment 2: Lesson Plan/Group Outline: 30 points
- **Face-to-Face Class Attendance: 0 points but a missed class will result in an incomplete**
- **Total – 188 points**

Grading Scale

Letter	Total % Score	Letter	Total % Score
A	93-100	C	76.9-73
A-	92.9-90	C-	72.9-70
B+	89.9-87	D+	69.9-67

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B	86.9-83	D	66.9-63
B-	82.9-80	D-	62.9-60
C+	79.9-77	F	Below 60

Core Assignments:

Core Assignment 1: School-site Service for ELLs

For this assignment you will be using at least 2 of the following sources: observations of ELD classes, observation of ELLs in the general education setting, staff collaboration meetings on ELL services, and/or services/programs for ELLs; and at least 3 of the following sources: school-based artifacts (documents, brochures, forms, etc.) district-based artifacts (flow-charts, policies, etc.), articles, and the assigned text, to write a paper that illustrates the ELL population and services at your school-site and a proposal for enhanced services to reach the needs of that specific population. Full information and Grading Rubric are posted on CANVAS. This assignment is due end of week 9.

Core Assignment 2: Lesson Plan/Group Outline

The guidance curriculum is generally a preventative method of program delivery that is standards-based and related to student health and well-being. You will select a target school-age population or grade level to be served and write a lesson plan for a guidance lesson or an outline for a short-term counseling group that addresses one of the three ASCA National Model domains (academic, career, social/emotional) to support participating ELLs. Full information and Grading Rubric are posted on CANVAS. This assignment is due Monday of week 11 (Finals week).

Course Content

Week	Topic	Reading/Viewing Assignments	Learning Activities	Due Dates
1	Who Are Our ELL? & Asset vs. Deficit-Based Thinking	Freeman, D.E. & Freeman, Y. S. (2011). Chapter 1 & 2 Bruton, A., & Robles-Pina, R. A. (2009). Videos: <ul style="list-style-type: none"> English Language Learners: Culture, Equity, Language Benefits of the bilingual brain 	Discussion Board Face-to-Face Class	Original Post Due: Wednesday Response posts due by Saturday 11:59pm
2	Language Acquisition Models	Text: Chapter 1 ASCA Code of Ethics	Discussion Board	Original Post Due: Wednesday Response posts due by Saturday 11:59pm
3	School-wide Structures for Supporting ELLs	Text: Chapter 2 <ul style="list-style-type: none"> Developing a Culturally and Linguistically Responsive Approach 	Discussion Board	Original Post Due: Wednesday Response posts due by Saturday 11:59pm
4	Program Design for ELLs & Understanding State Standards	Text: Chapter 3 <ul style="list-style-type: none"> Woodcock Munoz Language Survey-Revised Placing ELLs and the Home Language Survey State standards (link to ODE) English Language Development Levels 	Discussion Board & Quiz	Original Post Due: Wednesday Response posts due by Saturday 11:59pm Quiz due Friday
5	Best Instructional	Text: Chapter 4	Discussion Board &	Original Post Due:

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	Practices for ELLs	Videos: <ul style="list-style-type: none"> Project GLAD video Language scaffolding "Beyond Survival English" video for elementary Building Social Studies Background Knowledge for Secondary Front Loading for English Language Learners 	Quiz	Wednesday Response posts due by Saturday 11:59pm Quiz due Friday
6	Coordinating Services, Consultation, & Multidisciplinary Teams	Web-based reading: <ul style="list-style-type: none"> Reasons for the Misidentification Some Myths Regarding ELLs and Special Education U.S. Department of Education ELL Tool Kit 	Discussion Board Core Assignment 1: School-Site Services for ELLs	Original Post Due: Wednesday Response posts due by Saturday 11:59pm Core Assignment Due: Week 9 by Face-to-Face Class
7	Family Engagement and the Importance of Culture	Text: Chapter 5 Aydin, N. G., Bryan, J. A., & Duys, D. K. (2012). Web-based reading: <ul style="list-style-type: none"> School and family partnerships tools Unnecessary Segregation 	Discussion Board	Original Post Due: Wednesday Response posts due by Saturday 11:59pm
8	The Role of the School Counselor	Hurt, K., Lindo, N., & Schulz L. L. (2014). Cook, A. L., Perusse, R., & Rojas, E. D. (2015). Cook, A., Perusse, R., & Rojas, E. D. (2012).	Discussion Board	Original Post Due: Wednesday Response posts due by Saturday 11:59pm
9	School Counseling with the Affective Filter in Mind	Young, D. J. (1991). Video <ul style="list-style-type: none"> The Affective Filter YouTube Video Creating a Low Affective Filter YouTube Video 	Discussion Board Face-to-Face Class Core Assignment 2: Lesson Plan/Group Outline	Original Post Due: Wednesday Response posts due by Saturday 11:59pm Core Assignment 1 Due this week
10	Supporting Undocumented Students	Perez, W. (2010). Storlie, C. A., & Jach, E. A. (2012). Resource Guide: Supporting Undocumented Students (pdf) Video <ul style="list-style-type: none"> Los Angeles Times Video:19 Hours 	Discussion Board	Original Post Due: Wednesday Response posts due by Saturday 11:59pm Core Assignment 2 Due Monday of week 11

Course Policies

Syllabus revisions

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

Conduct in classroom: online and face-to-face

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

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your original post due no later than Wednesday 11:59pm, and your second and third (Response to classmates' post) posts due by the end of each week. Late posts will result in a 0. Incomplete or poorly researched or articulated post will result in partial points.

Communication

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

Confidentiality and privacy

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

Late assignment submission

In general, late submissions will result in the forfeiture of the assigned points. Submission more than 30 minutes late will lose 10% of the points assigned. Five percent of the points will be deducted for each subsequent hour of lateness. That means, 15% of the points will be deducted for assignments turned in 90 minutes late. Exceptions will only be considered in cases of documented family emergencies and personal health-related incidents. In the event of a Canvas or Internet service interruption coinciding with a submission deadline, students should alert the instructor and submit the assignment as soon as the service comes back online. The instructor will be able to verify Canvas's outage. Students should contact the instructor in advance if they need extension of due date due to legitimate reasons. I will always work with students within reason.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty, and [Disability Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Accessibility of Course Materials

All materials used in this course are accessible with the exception of two videos. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Office of Student Conduct and Community Standards](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

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

b) It includes:

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

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

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

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

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

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

Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

Tutoring

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

OSU Student Evaluation of Teaching

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

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College of Education, Licensure Unit Requirements

With respect to national standards, this course includes application of **TSPC Standards**:

English Language Learner (ELL) Knowledge, Skills, Abilities and Dispositions for Oregon State University School Counselor Preparation Candidates, Faculty and Programs: School Counseling application of TSPC 584-017-1025 (New Rule)

(A) Language:

- (i) Identify the characteristics of students' academic and social language, oracy and literacy, and the resulting cultural capital;
- (ii) Are able to recognize students at different stages of second language acquisition and English Language Proficiency (ELP) levels during typical school-based situations, related potential areas of youth's risk, and develop and implement supportive services that offer ELLs equitable access and build on their strengths and protective factors;
- (iii) Recognize the role of first language (L1) in learning the second language (L2);
- (iv) Are aware of personal, affective and social variables influencing second language acquisition

(B) Culture:

- (i) Understand the impact and interaction of culture on language learning and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct programs and learning environments that support ELL students' cultural identities, language, literacy, development and content area achievement;
- (ii) Recognize and alter deficit perspectives and views on second language learner students by employing corrective school counseling practices, comprehensive school counseling programs that provide accurate perspectives of multilingual communities;
- (iii) Demonstrate warmth, cultural competency, and acceptance (e.g. regarding the social, cultural position of ELL students) for all students and their families within their cultural framework, assess the areas in which all students need support to do the same, implement such programs, and assess effectiveness;

(C) Planning, Implementing, and Managing School Counseling Practices

- (i) Are familiar with different ELL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models) and are able to implement programmatic support;
- (ii) Incorporate language scaffolding appropriate to learners at different levels of English language proficiency;
- (iii) Are familiar with state-adopted English Language Proficiency standards; and
- (iv) Advocate for appropriate use of primary language support within instruction, interpretation services, and school-level coordination of resources that focus upon ELL students' needs.
- (v) Develop Comprehensive School Counseling and Individual Learning Plans in collaboration with ELL specialists, multidisciplinary teams, teachers, parents and/or legal counsel, with an awareness regarding ELL enrollment, family context, and placements;
- (vi) In using data on graduation rates, post high school matriculation rates, and % of students in college-prep classes, will ensure that data is disaggregated to include populations of ELL students for each of the metrics used.
- (vii) Will utilize best practices in providing career and college information to ELL, immigrant and undocumented students.
- (viii) Review ELL-related school and district data with ELL specialists and assess the relationship between school/home culture, school cultural climate, and language acquisition in achievement and disciplinary data and integrate supportive/educational services and programs;
- (ix) Observe and participate in classrooms (elementary, middle and secondary) with ELL students with a focus on effective teaching and learning strategies.

(D) Assessment:

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465

- (i) Understand the role of language in cultural context in educational, vocational and psychological assessments and interpretation, including special education as it relates to language and literacy development, cultural identity, an content area achievement; and
- (ii) Implement multiple and varied assessments that offer ELL learners the opportunity to demonstrate skills regardless of language proficiency level
- (iii) School counselors know the material that should be included in a cumulative folder for ELL students including information regarding how they were identified for ELL status, how they were assessed annually, and how they were exited if they were exited

(E) Professionalism

- (i) Foster community-based organizations, family, and school partnerships; particularly ones that decrease the impact of poverty and develop community networks for ELLs and their families and
- (ii) Collaborate and consult with English Language Development specialists.

(F) Technology

- (i) Demonstrate knowledge of current technologies and application of technology with ELL students;
- (ii) Design, develop, and implement school counseling program activities that integrate information technology; and
- (iii) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Scoring Rubric for Canvas Posts

Purpose: Canvas activities are designed to increase self-awareness, demonstrate understanding and application of course readings, and to apply critical thinking skills

	Excellent	Satisfactory	Poor	N/A
Critical Thinking	Post demonstrates critical thinking, insight and analytical understanding (3 point)	Post somewhat demonstrates critical thinking, insight and analytical understanding (2 points)	Very basic statements with minimal or no analysis/insight expressed (1 points)	No post or late post – late post will not be graded (0 points)
Respond to Questions	Responded to all questions of the original post (3 point)	Responded fully to one question and partially responded to remaining questions of the original post (2 points)	Responded partially to all questions or did not respond to all questions (1 points)	No post or late post – late post will not be graded (0 points)
Peer Replies	Constructive feedback provided to two original posts. Feedback was very detailed, creative and thoughtful (3 point)	Feedback provided to two original posts without constructive feedback (2 points)	Constructive feedback provided to only one original post (1 points)	No post or late post – late post will not be graded (0 points)

School-site Service Paper Rubric COUN 582

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Lesson Plan Rubric COUN 582

	Excellent	Satisfactory	Poor
ASCA Domain Title & Participants	Lesson is clearly aimed to an ASCA Domain, participants are identified and title of lesson is given	Lesson somewhat but not clearly aimed to ASCA Domain, lesson title included and participants are identified	Lesson not clearly aimed to ASCA Domain, lesson title not included and/or participants are not clearly identified
Goals & Objectives For Activities	G & O are clearly stated/ well aligned with ASCA standards & competencies	Most G & O are stated/ some aligned with ASCA standards & competencies	G & O are poorly stated/ minimal or no alignment with ASCA standards & competencies
Evaluation Method	Utilized an evaluation tailored to ELLs that was related to the goals of the activity	Utilized an evaluation mostly tailored to ELLs that somewhat was related to the goals of the activity	Utilized an evaluation not tailored to ELLs
ELL Strategies	Identifies strategies to support ELLs to reduce affective filter and increase comfort and engagement	Identifies strategies to support ELLs to reduce affective filter or increase comfort and engagement	Did not include strategies to support ELLs to reduce affective filter to increase comfort and engagement
Instructions & Time Frame	Complete, descriptive instructions are given; format and time frame are provided	Descriptive instructions with some missing information or unclear steps; format and time frame are provided	Did not include descriptive instructions, format and/or time frame
Grammar & APA	Lesson is well organized, grammatically correct, uses proper sentence structure, paragraph formation and correct spelling. APA formatting; references included	Lesson is satisfactorily organized, with very few errors in grammar, sentence structure, paragraph formation and spelling. Some APA formatting errors; references included	Lesson has several minor to moderate problems with organization, grammar, sentence structure, paragraph formation and spelling. No references and/or poor APA formatting