1. Course Designation and Identifier Information

1.1 Adler Graduate School
1.2 Course number 523
1.3 Multicultural Counseling
1.4 Three (3) credits
1.5 Prerequisites: none

2. Course Description

This course provides a comprehensive overview of the psychology of multicultural counseling. The cultural context of relationships, issues and trends in a multicultural society, theories of multicultural counseling, and the development of a cultural identity are explored in this course. Ethnocentrism, acculturation, communications patterns, racial conditioning, and micro-aggression are discussed. An emphasis is placed on implications for counseling in a culturally diverse society.

Discussions that are facilitated in this course are intended to widen the lens through which students view other cultures and to provide students with a series of hypotheses that can be accepted or discarded according to one’s personal and/or professional experience. Students will have an opportunity to explore their own attitudes, beliefs, understandings, acculturate experiences and other culturally supported traits and behaviors in the context of the professional roles to which they aspire.

The course is designed to increase students' cultural awareness by: 1) Challenging culturally biased assumptions; 2) Building a knowledge base concerning specific populations and service strategies/skills; and 3) Identifying appropriate professional interventions based on cultural competency and accurate knowledge.
3. **Texts, Materials, and Resources (required and optional)**

3.1 Required texts:

3.2 Optional


3.3 Additional materials in student handouts and/or through the AGS library

4. **Learning Outcomes**

Students in this course will:

4.1 Learn and begin to apply theories of multicultural counseling, identity development, and social justice in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development; create a conceptual cross-cultural therapeutic framework as applied to various facets of diversity, including race, ethnicity, age, gender, language, religion, sexual orientation, urban/rural status, level of abilities and education, and socio-economic status; study current literature that outlines theories, approaches, strategies and techniques that are effective in working with specific populations in mental health field (competencies met are 2a,2e).
Identify cross-cultural trends, from micro- to macro-level, and their impact on the dynamics of multicultural counseling occurring within and among various cultural groups, nationally and internationally; as well as cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of learning and employment (competencies met are 2a);

Be able to identify implications of internalized oppression, institutional racism, historical an current political climate regarding immigration, poverty, and welfare; public policies on different levels affecting quality and accessibility of mental health and educational services; ways in which educational and other organizational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of individuals and families; and define counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination;

Study attitudes, beliefs, understandings and acculturate experiences, multicultural counseling issues, and the impact of ability levels, stereotyping, family, SES, gender, sexual identity, and other aspects of multicultural society on various aspects of life, from interpersonal relations to academic and career achievement to counseling process; participate in specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients when dealing with racism, discrimination, sexism, power, privilege, and oppression, and their ability in creating effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (competencies met are 2b);

Plan individual, couple, family, group and community strategies for working with and advocating for the educational and employment experiences necessary to promote the academic, career, and personal/social development of individuals; for policies, programs, and services that enhance a positive interpersonal climate and are equitable and responsive to multicultural populations; learn to engage families to promote the academic, career, and personal/social development. (competencies met are 2c, 2f);

Evaluate personal and professional values and ethics as related to multicultural counseling and community advocacy; incorporate professional ethics in determining appropriate multicultural interventions. Attend to counselor roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body and counselor’s ability to identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development. (competencies met are 2d, 2f);

Demonstrate sensitivity to the unintended consequences of therapeutic processes that may oppress populations at risk, including issues of biases, overt oppression, and micro-aggression. Analyze the importance of culturally prescribed and culturally proscribed communication styles in a professional therapeutic environment (competencies met are 2b, 2d);

Evaluate competencies in multicultural counseling and develop a plan for growth; understand ethical responsibilities in providing mental health services for diverse populations in diverse
society, including but limited by strategies in gathering and maintenance of community resources to make appropriate referrals.
(competencies met are 2d, 2f);

4.8 Culturally skilled counselors will be aware of the impact of drugs and alcohol on individuals of various ethnic, cultural and other multicultural groups such as the GLBTQQA, aging, and disabilities populations and how they can be best addressed from a standpoint that takes into place the unique background, culture, and experiences and how they have influenced attitudes, values, and biases about recovery.

5. **Course Outline**

Please note:

- Minor changes may be made to adjust to specific needs of a particular class as this course progresses;
- There may be articles or papers that the instructor will hand out during the course of the class which are to be read for the next class session.
- **Chapters in this class are stated according to the latest (6th edition of Sue & Sue) (2013).**
- **The instructor reserves the right to give unannounced quizzes.**
- Included are an awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body and counselor’s ability to identify community, environmental, and institutional opportunities that enhance – as well as barriers that impede the academic, career, and personal/social development.

**Unit 5.1 July 9, 2015**

1) Administration (grades, assignments, attendance, miscellaneous issues).
2) Introductions and personal goals for course. First approach in assessment of personal and professional values and ethics as related to multicultural counseling and community advocacy.
3) Multicultural theories on race and ethnicity in psychotherapy and counseling. Role of the theories in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development, creating a conceptual cross-cultural therapeutic framework as applied to various aspects of diversity, including race, ethnicity, language, and religion.
4) Understanding culture, cultural similarities, and differences
5) A Fourth Force: Multiculturalism. Sociopolitical considerations in multicultural counseling, consulting, and education. Cross-cultural trends, from micro- to macro-level, and their impact on the dynamics of multicultural counseling occurring within and between various cultural groups.
6) The superordinate nature of multicultural counseling and therapy

Revised 06.01.2015
8) Multicultural Counseling Competence for Minority Group Counselors/Therapists
10) Systematic Oppression: Trust, Mistrust, Credibility, and Worldviews
11) Microaggressions in Counseling and Psychotherapy
12) Quiz 10 points

Read and Review: Chapters 2, 3, 4, 5, and 6 – Reading due for this Unit

Units 5.2 & 5.3 – Saturday, July 11, 2015

Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives
   1) Culturally Appropriate Intervention Strategies
   2) Multicultural Evidence-Based Practice
   3) Non-Western Indigenous Methods of Healing: Implications for Counseling and Therapy
   4) Racial/Cultural Identity Development in People of Color: Therapeutic Implications
   5) White Racial Identity Development: Therapeutic Implications
   6) Counseling and Poverty
   7) Counseling Women
   8) Quiz 18 points

Read and Review: Chapters 7, 8, 9, 10, 11, 12, 24, 25 and 26 – Reading due for this Unit

Unit 5.4 – Jult 16, 2015

Unit 5.5 –

Review of Cultural Concepts
   1) Multicultural theories on race and ethnicity in psychotherapy and counseling. Role of the theories in the process of professional practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development, creating a conceptual cross-cultural therapeutic framework as applied to various aspects of diversity, including race, ethnicity, language, and religion
   2) Culturally Competent Assessment
   3) Counseling African Americans
   4) Counseling American Indians and Alaska Natives
   5) Counseling Latinos
   6) Counseling LGBT
   7) Quiz 10 Points

Read and Review: Chapters 13, 14, 15, 17, & 22 - Reading due for this unit.

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Unit 5.6  –July 16, 2015

1) Counseling Asian Americans and Pacific Islanders
2) Counseling Individuals of Multiracial Descent
3) Counseling Arab and Muslim Americans
4) Counseling Jewish Americans
5) Counseling Immigrants and Refugees
6) Counseling Older Americans
7) Quiz 10 points
8) Read and Review: Chapters 16, 18, 19, 20, 21 and 23. Readings due for this unit.

Unit 5.7 & 5.8 –Saturday July 25, 2015

1) Translation Services
2) Group Presentations Topics: In class 7 minutes:

   Saturday July 25, 2015
   1. Counseling African Americans
   2. Counseling American Indians and Alaska Natives
   3. Counseling Latinos
   4. Counseling LGBT
   5. Counseling Limited English speakers
   6. Counseling Older Americans
   7. Counseling Asian Americans and Pacific Islanders
   8. Counseling Individuals of Multiracial Descent
   9. Counseling Arab and Muslim Americans
   10. Counseling Jewish Americans
   11. Counseling Immigrants and Refugees

7 minute introduction: Saturday July 25, 2015

3 PowerPoint Slides (taken from your 10 slides)
   ● Slide one: Name of Cultural Group(s)
   ● Slide four: Application of Adlerian Therapy
   ● Slide three: Best Practice Resources

Will be mailed to classmates, bring one sheet with the link URL.
   ● Slide 1: Name of Cultural Group(s)
   ● Slide 2-3: Data, Statics and Historical significance

Revised 06.01.2015
Using simplebooklet.com website and program you will create and record your presentation and each student will comment online about insights or the application of Adlerian concepts to the cultural group you selected.

Read and Review: Handouts

Unit 5.9–July 30, 2015

1) Group Presentations: In class 7 minutes
2) Adlerian Relationship to Multicultural Counseling
3) Closure and issues for future exploration.
4) Cultural competence in mental health revisited
6. Assessment/Evaluation Procedures

6.1. Special Project Time (SPT)

www.ifreedumb.com/prismo

a) Special project time (SPT) is meant to be a self-contained, 30 hour experience. Special project time allows students the opportunity to integrate course materials, to involve additional reading and experiential activities, to use academic knowledge and professional experience related to their chosen degree plan, to practice working in diverse teams, do research and deliver effective presentations.

b) Keep track of your time spent outside of class time, gathering research information, and preparing information for presentation or in writing for the journal article summary, Adlerian and multicultural summary, case study, special class presentation and handout, and final paper. This is due with your final paper no later than Date. Special Project Hours Form Included in Appendix A.

6.2 Final paper

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Please choose one of the following articles, use one of your classmates’ presentations and write a paper (10-12 pages) offering a critical analysis of the article, the classmates presentation and the ideas presented by its author or authors. In your paper, you will identify the most important observations made by the author or authors in both the articles and the presentations, key concepts presented in the article, major arguments, and practice or policy implications stemming from the ideas presented. You will then offer your position, and your reaction to the topic and the article. If you would like to choose your own article, please have this approved no later than July 23, 2015. **Paper Due: August 6, 2015**


### 7. Writing Guidelines including APA Format

7.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association*. ISBN 1-4338-0561-8).

7.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be

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either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

7.3 Prior to submitting a response, please proof read carefully. Grammar and spelling errors make your response difficult to read and understand.

7.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

8. **Attendance Policy**

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone. AGS attendance and grading policies appear in the School’s Student Manual. Any student who misses a class is expected to turn in their assignment by e-mail to the instructor no later than 4 days within the day of the class. With a reasonable excuse such as issues with illness, hospitalization, class date change, family circumstances, etc. a student may miss one class without losing attendance points. This missed class needs to be approved by the instructor.

9. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is strongly encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy in their participation that is appropriate for them.

For case presentations and other uses of clinical/personal information of others please refer to The Policy on Student Use of Patient/Client Information.

10. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating – Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
• Fabrication – Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

• Facilitating academic dishonesty – Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

• Plagiarism – The deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without acknowledgment.

11. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

12. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.
13. **Assessment/Evaluation Procedures**

Class Responses Journals: One page reflection on the course
Quizzes: Each session will begin with a short quiz on themes of the instruction
Group Presentations: Work in teams of 3 or 4 to prepare a presentation.
Final Paper & Special Project and SPT Hours

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Responses Journals</td>
<td>Each Class 7 X 3 points</td>
<td>21 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5 @ 10 points each session</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>July 30,</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Paper &amp; Special Project</td>
<td>August 6, 2015</td>
<td>20 points</td>
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<tr>
<td>Hours Due</td>
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GRADE BASIS:

Total Points: 150 points

135 Points = A  
120 Points = B  
105 Points = C  
104 Points or Below = N

A. Missed classes. A student can miss one class without any penalties for missing the class. Any assignments due for the missed class are expected to be e-mailed to the instructor within 3 days of the missed class. Any assignments received after that will receive a reduction in grade of at least one grade for every 2 days the paper is late. Any grade after 7 days will receive an N and zero points. Any student missing a class beyond one unit will be penalized 3 points per unit missed and include a reduction in grade for a late paper as previously discussed in this paragraph. A Saturday or Sunday class is considered two units.

B. Assignments. All assignments are due to the instructor either in class or sent to the instructor’s e-mail address or no later than midnight of the day they are due. All assignments such as the Case Study and Adlerian Response to Multiculturalism that are turned in late during the course will be penalized at least one grade for each two days they are late. After 4 days a student will receive an “N” and zero points for the assignment.

Final papers will be graded at least 1 grade lower each 3 days they are late = last day for a “B” or lower, 6 days late, last day for “C” or lower. After these dates papers will not be considered for grading and will receive an “N” if you have not submitted a Request for Extension no later than 2 weeks after class with approval from the instructor, Andre Koen, MA. Each student is responsible for requesting a Request for Extension from Andre Koen, MA.

If you have signed it and filled it out and it is approved by Andre Koen, MA, it will be forwarded to the other names on the form.. This request is accepted only for severe illness with a Dr’s excuse slip, hospitalization, or funeral of an immediate family member. Two weeks will be allowed for an extension if it is requested. It is suggested that student’s use Easter week to begin working on their final papers.

C. Participation. In a graduate level course it is expected that each student will participate in each class. You might be shy, introverted, or indifferent, but if you are going to be active as a counselor and active in social justice it is important to talk about things that might make you uncomfortable. It is also vitally important that you share a respect for any differences of opinion you might have over the material presented in class by either the instructor or other students. Discussion of differences is certainly encouraged but any behavior construed as inappropriate in terms of tone.

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or action will be addressed by the instructor and if further intervention is needed, the Academic Dean will be consulted. The instructor is looking for discourse appropriate to the material that was to be read, and any readings that are assigned outside of the textbook. Articles will be distributed in almost every class and discussed in the next class. **Discussion of these articles in class will be a part of the points for each class.**

D. **Assignments:** All assignments must be completed for a final grade in this course.

E. **Quizzes:** A quiz will be given as indicated in the syllabus. You will receive two multiple choice questions from each chapter for the reading that is required that class session.

F. **Recent News Article Summary.** Each student will bring a recent news article that has to do with some aspect of multiculturalism to be discussed the first night in class. Please bring a copy of the article to class and make some brief notes that are to be handed in with the article outlining the a) relevant facts, b) positives and negatives surrounding the issue and the way it is reported, and c) its potential impact on the people impacted, the country, and those people around them, and d) any issues related to the writer of the article or where it is published.

G. **Presentation of Special Project:** In groups of three (3) to four (4) (depending on class size) you will be assigned a one hour presentation that will be presented online with an introduction in class.

   **Group Presentations Topics:** In class 7 minutes, making reference to the online presentations.
   a. Counseling African Americans
   b. Counseling American Indians and Alaska Natives
   c. Counseling Latinos
   d. Counseling LGBT
   e. Counseling Limited English speakers
   f. Counseling Older Americans
   g. Counseling Asian Americans and Pacific Islanders
   h. Counseling Individuals of Multiracial Descent
   i. Counseling Arab and Muslim Americans
   j. Counseling Jewish Americans
   k. Counseling Immigrants and Refugees

   **7 minute introduction:**
   1. 3 PowerPoint Slides
i. Slide one: Name of Cultural Group(s)
ii. Slide four: Application of Adlerian Therapy
iii. Slide three: Best Practice Resources

**Presentation Format: simplebooklet.com**
   i. Slide 1: Name of Cultural Group(s)
   ii. Slide 2-3: Data, Statics and Historical significance
   iii. Slide 4: Barriers to therapy
   iv. Slide 5-6: Cultural responses to trauma, types, oppression
   v. Slide 7-8: Cultural response to healing, mental, physical & spiritual
   vi. Slide 9: Application of Adlerian Therapy
   vii. Slide 10: Best Practice Resources

**H.**

The 20 minute online may include:
1. Set up time.
2. Presentations by each member of the group.
3. You will include in your presentation:
   a. Why this topic is important to the field of counseling.
   b. How individuals present in therapy related to the issues you are exploring.
   c. Tips for the counselor addressing this population or issue.
   d. Possible diagnoses for individuals in this population or with this issue.
   e. Articles that support or challenge this area of counseling. You will put together a reference list of at least 5 journal articles or books pertaining to this subject.
   f. Local or national references to utilize in counseling individuals in this population. **At least 5 references.**
4. A possible case study you would like to present.
5. What types of Adlerian therapy and other therapy types might be useful in treating this issue.
6. Possible questions for an initial overview with the client.
7. You may use you-tube, videos, DVS’s, Power Points or other media to present your findings.
8. Make sure that each member of the group is presenting in a manner that supports the other group members and does not seem to be presenting on their own.
9. Time also includes presentation time and questions from the class and or teacher.

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10. Each member of the class as well as the instructor will receive a copy of your references and Power Points.

11. Issues to be assigned to groups include the following:
   a. Bicultural marriage.
   b. Adoption of children of another culture.
   c. Poverty and working with individuals in poverty.
   d. Immigration and its impact on immigrants and refugees.
   e. The unspoken issues – Women’s Issues, Disability Issues, and Aging.
   f. The new Families – Single parents, cohabitating couples, gay and lesbian families, aging couples who remain unmarried.
   g. Substance abuse as it relates to multicultural groups and issues.
   h. Dealing with multicultural issues in the schools.

I. **Final Paper.** Paper due **August 6, 2015**. Include your student folder number on your paper so it can be properly returned to you with comments or preferably e-mail it to me so I can make comments on your paper and return it to you online.

Please choose one of the following articles and write a paper (10-12 pages, which includes: Title page, appendix and bibliography) offering a critical analysis of the article and the ideas presented by its author or authors. In your paper, you will a) identify the most important observations made by the author or authors, b) key concepts presented in the article, c) major arguments, and d) practice or policy implications stemming from the ideas presented. You will discuss e) strengths and limitations of the research presented in the article. You will then f) offer your position, and your reaction to the topic and the article.

**OR**

Choose an article, book, or movie you would like to review for your paper and write a paper of (10-12 pages).

In your paper, you will
a) identify the most important observations made by the author or authors or other media presenters,
b) key concepts presented in the media,
c) major arguments, and
d) practice or policy implications stemming from the ideas presented. You will discuss
e) strengths and limitations of the research or information presented in the media choice. You will then
f) offer your position, and your reaction to the topic and your media choice.

**You must include at least 4 references.**

Revised 06.01.2015
If for a special reason such as illness or a previously unknown exception you will need additional time for your paper, you must request a Request for Extension **no later than July 23, 2015**. You can receive the form to be completed and signed by you, myself Amneok@gmail.com, Ray Li ray@alfredadler.edu and Debbie Velasco debbie.velasco@alfredadler.edu for approval.

**What Andre Koen, MA will be looking for in your papers**

**APA Style:** All areas of APA 6th edition are correctly addressed in your paper.

**Topic:** Primary idea discussed in paper is clearly stated; your choice is clearly explained

**General scholarship:** Organization of thoughts, adequate presentation of background research, clear transitions among ideas

**Creativity:** Innovative approach to material, stretching from what is to what might be – your ideas and thoughts, as well as references to other scholarly articles or references

**Continuity of paper:** Ideas progress logically and lead naturally to next section through conclusions drawn

**Congruency:** Ideas presented do not contradict one another without adequate explanations

**Theme development:** Introduction of issue, development of issue, conclusions and recommendations. What is stated as theme is developed as theme

**Technical Quality:** no typos or misspelled words, no excessive number of grammatical errors, careful organization (consistent margins, title page, reference section, page numbers).
GRADING RUBRIC FOR COURSE PAPERS

I. Rationale for graduate level writing in AGS Course 523

In understanding and utilizing information related to multicultural counseling, a mental health professional should be able to verbalize the thoroughness of theory, research, and practice of multicultural counseling and/or therapy. A skilled clinician succeeds when he or she can communicate with the client, other mental health professionals, and other professionals in a manner that will benefit client’s mental health in a culturally appropriate manner. Your final paper will be at least 10-12 pages long. The combined maximum percent for the paper organization, APA style/formatting, and grammar (parts III, IV, and V) in the total grade for this paper is 20%.

Revised 06.01.2015
II. **Paper Content (course specific, consistent with the course outlines)**

Writing a final course paper is a comprehensive process of exploring the assigned topic through the collection and analysis of evidence that result in informed conclusions. To demonstrate creative and critical thinking, the student will combine, synthesize, and analyze existing ideas, images, and expertise.

<table>
<thead>
<tr>
<th>Ideas and Content</th>
<th>Earned percent</th>
<th>Comments, including assessment of the level of performance (beginning, movement toward mastery, achievement of mastery, highest level of performance)</th>
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</thead>
<tbody>
<tr>
<td>□ All key elements of the assignment are covered;</td>
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<td>□ All key elements of the assignment are covered;</td>
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<tr>
<td>□ The content is comprehensive, accurate, relevant, and compelling; key concepts</td>
<td></td>
<td>□ The content is comprehensive, accurate, relevant, and compelling; key concepts are determined effectively;</td>
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<tr>
<td>are determined effectively;</td>
<td></td>
<td>□ Major points are stated clearly, are supported by specific details, examples, or analysis;</td>
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<tr>
<td>□ Major points are stated clearly, are supported by specific details, examples,</td>
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<td>□ Paper demonstrates an understanding of relevant theoretical information;</td>
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<tr>
<td>or analysis;</td>
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<td>□ Sources are credible and relevant;</td>
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<tr>
<td>□ Paper demonstrates an understanding of relevant theoretical information;</td>
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<td>□ Paper compares and contrasts relevant information in depth;</td>
</tr>
<tr>
<td>□ Sources are credible and relevant;</td>
<td></td>
<td>□ In a self-selected topic, a topic is focused and manageable;</td>
</tr>
<tr>
<td>□ Paper compares and contrasts relevant information in depth;</td>
<td></td>
<td>□ Paper extends a novel or unique idea, question, to create new knowledge.</td>
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<tr>
<td>□ In a self-selected topic, a topic is focused and manageable;</td>
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<tr>
<td>□ Paper extends a novel or unique idea, question, to create new knowledge.</td>
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</table>
III. Organization

Writer may need to break complex topics or issues into smaller parts to achieve a better understanding of them and the dynamics of their relationships. All the elements below will strengthen your writing.

<table>
<thead>
<tr>
<th>Organization, Unity and Coherence of the paper</th>
<th>Earned Percent</th>
<th>Comments, including assessment of the level of performance (beginning, movement toward mastery, achievement of mastery, highest level of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Abstract and headings (whenever applicable) are appropriate;</td>
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<tr>
<td>□ The introduction provides a sufficient background on the topic;</td>
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<tr>
<td>□ Central theme/purpose is immediately clear;</td>
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<tr>
<td>□ Each discussion follows logically the general objective stated in the assignment;</td>
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<tr>
<td>□ Transitions between sentences/paragraphs/sections are clear, meaningful, and help maintain the flow of discussion;</td>
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<tr>
<td>□ conclusion/recommendations follow logically from the body of the paper</td>
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<tr>
<td>□ Tone is appropriate to the audience, content, and assignment;</td>
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<tr>
<td>□ language is concise and clear;</td>
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<tr>
<td>□ references and quotations support the discussion; and quotations are used appropriately;</td>
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<td>□ paper is of required length;</td>
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</table>
### IV. APA Style, Formatting, Legal and Ethical Compliance

Accurate, respectful, and unbiased language is a necessary attribute of professional communication. When the first draft is completed, it is a good idea to check on these qualities.

<table>
<thead>
<tr>
<th>APA Style, Formatting, Legal and Ethical Compliance</th>
<th>Earned Percent</th>
<th>Comments, including assessment of the level of performance (beginning, movement toward mastery, achievement of mastery, highest level of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Page numbers, references follow the APA formatting guidelines;</td>
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<tr>
<td>□ Citations of sources within the body of the paper follow the APA guidelines, including giving a proper credit to any source of information;</td>
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<tr>
<td>□ Student follows ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Plagiarism is unacceptable and will automatically disqualify the paper from any further grading. Read discussion and examples in the APA Publication Manual (2009, pp. 15-19)</td>
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<tr>
<td>□ Student uses appropriate language when writing about individuals with disabilities, racial and ethnic identity, sexual orientation and gender, or individuals diagnosed with mental illness. Read discussion on reducing bias and examples in the APA Publication Manual (2009, pp. 71-76);</td>
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<td>□ Language demonstrates professional passion for the subject without personalizing combativeness</td>
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Revised 06.01.2015
V. Grammar

Correct grammar is the necessary element of successful, unambiguous, and convincing communication

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Earned percent</th>
<th>Comments, including assessment of the level of performance (beginning, movement toward mastery, achievement of mastery, highest level of performance)</th>
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<tbody>
<tr>
<td>□ Uses subject-verb agreement consistently;</td>
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<td>□ Uses verb tenses correctly (avoid passive voice);</td>
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<td>□ Spelling and grammar are correct;</td>
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*Grading will take into account error pattern vs. number of individual errors*

VI. Summary

<table>
<thead>
<tr>
<th>Earned total percent</th>
<th>Points/percentage in the total grade for the course</th>
<th>Comments</th>
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Revised 06.01.2015


**Submission instructions**
Please submit your paper via e-mail (preferred) or regular mail. I will try to submit your papers with corrections back to you via e-mail unless you want it returned to you at Adler (make sure you include your folder number). If you have an older version of word or would prefer a hard copy with corrections please include your address or student number so that I can either mail it to you or put it in your folder at Adler which is preferred if you do want a hard copy.

Andre Koen
Home Phone: 651.998.9376
E-Mail: Amneok@gmail.com

Revised 06.01.2015
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<thead>
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<th>Your Name:</th>
<th>Term and Year:</th>
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