



COUN 5010 Social and Cultural Diversity

Spring 2022

CAB 318

Wednesdays: 5:15 PM – 8:00 PM

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Office Hours: Email me to set up a time to meet via Microsoft Teams

Course Description

This course will explore research and counseling approaches related to diverse populations, including issues related to ethnicity, gender, gender-identity, sexual orientation, age, and disabilities. Students will also explore factors involved in identity development within themselves and within individuals in the different populations studied. 3 hours (prerequisites: COUN 5001, 5002, 5003)

Methods of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Program Objectives

1. Develop knowledge and skills necessary for competent professional practice, while cultivating strong counselor identity.

- a. Practice code of ethics relevant to counseling
- b. Demonstrate the ability to work with diverse populations.**
- c. Design and implement effective counseling interventions in various settings with groups and individual clients.
- d. Develop a strong professional identity
- e. Utilize various research methods, assessments, and data to improve counseling effectiveness
- f. Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan

2. Develop competent professional who engage in advocacy, by enhancing awareness and creating a passion for social justice while implementing multiculturally competent practices

Course Objectives

- 1) Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (II.F.2.a)
- 2) Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (II.F.2.b)
- 3) Multicultural counseling competencies (II.F.2.c)
- 4) The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (II.F.2.d)
- 5) The effects of power and privilege for counselors and clients (II.F.2.e)
- 6) Help-seeking behaviors of diverse clients (II.F.2.f)
- 7) The impact of spiritual beliefs on clients' and counselors' worldviews (II.F.2.g)

- 8) Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (II.F.2.h)

Required Textbook:

Sue, D. W., Sue, D. Neville, H., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Hoboken, NJ: Wiley.

Student Expectations

Expectations for this class include the following:

1. **Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by reading all assigned material and by bringing any written or electronic assignments required for class.
2. **Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early.

Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class.

3. **Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor **before** the due date. How these circumstances are handled is solely at the discretion of the professor.
4. **Submit Electronically:** All written assignments are to be submitted electronically as email attachments or within Moodle on or before the due date.
5. **Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
6. **Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
7. **APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
8. **Have Fun:** Students are expected to have fun learning about the subject matter.
9. **Online Track:** The content of this course will be delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. Online students will be required to either attend the in-class sessions synchronous learning via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner.

Digitally Delivered Policies

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: "The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research."

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Proctoring Software is required for all Counseling courses

In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.

Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

Assignments

A. Attendance, Participation, and Professionalism (10 points; 4% of final grade)

Active class participation – Be prepared to actively participate in class discussions by applying the information learned in reading assignments and lectures. At times, topics will arise which are sensitive for class members. It is expected that ideas will be discussed and debated in a respectful manner. The successful student will be willing to consider different perspectives, to challenge her/his own assumptions, and to respect differing opinions. In addition, students are expected to attend all classes and complete out-of-class assignments in a cooperative manner. Students may expect to receive point deductions for lateness, unreported absences, lack of preparedness, and other behaviors and attitudes not conducive to their own learning and that of classmates.

B. Quizzes (worth 10 points each, 40 total points; 16% of final grade) (Course Objective 1, 2, 3, 4, 5, 6, 7, & 8)

Students will review PowerPoint lectures and assigned readings and then complete four quizzes, each with a value of 10 points. Each quiz will have 10 questions and you will have 20 minutes to complete.

C. Personal Assessment (75 points; 30% of final grade) (Course Objective 1, 2, 3, 4, 5, & 7)

Students will write a 4 - 6 page paper of a personal assessment of your ethnic and cultural heritage that will require attention to several general themes. Discuss your own cultural background by looking at **behavior, expectations, and values** you have regarding the following social systems variables:

1. family values and behaviors both now and as you were growing up
2. nationality
3. ethnicity
4. religion
5. language
6. geographic region
7. gender
8. socioeconomic status
9. educational status
10. and political orientation

THESE TEN AREAS MUST ALL BE ADEQUATELY ADDRESSED IN THE PAPER.

In a final paragraph, share what insights you have gained regarding diversity and regarding your own development and that of others as a result of this assignment.

D. Multicultural Immersion (125 points; 50% of final grade) (Course Objective 1, 3, 4, 5, 6, 7, & 8)

This experience will give you the opportunities to learn about diverse populations. The levels of the activities represent differing degrees of cognitive and experiential risk and involvement. For this assignment, you are asked to complete the immersion activities, present a 10 minute discussion of your experience, and write a 2 page reflection paper. A sample list of activities and the format for this assignment is provided on Appendix A, entitled **Multicultural Immersion Activity**. Appendix A also has a list of questions to answer in the reflection paper.

Note: this is a Key Performance Indicator Assignment (CACREP Standard II.F.2.c)

Assessment

Assignment	Points Poss.	Course Objectives
Attendance/Participation/Professionalism	10	
Quizzes (4)	40	CO1,2,3,4,5,6,7,&8
Personal Assessment Paper	75	CO1,2,4,5,&7
Multicultural Immersion Activities, Presentation, & Reflection Paper	125	CO1, 3, 4,5,6,7,&8
TOTAL	250	

Grading Scale	
A	225-250
B	200-224
C	175-199
D	150-174
F	<150

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedure

ADA

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify Ms. Lindsay Shaughnessy, Director of the Panther Academic Center for Excellence (PACE) and Coordinator of Accessibility Services at accessibility@lagrange.edu or 706-880-8652.

Class	Date	Topic/Reading Materials in <u>CONNECT</u>	Chapters	Assignments
Week 1	Feb. 9th	Overview of Course Syllabus Intro to Multicultural Counseling		
Week 2	Feb. 16th	-Obstacles to Developing Cultural Competence and Cultural Humility -Multicultural Counseling And Therapy -Multicultural Counseling Competence for Counselors	1-3	
Week 3	Feb. 23rd	-Political and Social Justice Implications of Counseling -Systemic Oppression -Microaggressions	4-6	
Week 4	Mar 2	-Multicultural Barriers and the Helping Professional -Communication Style and Its Impact on Counseling -Multicultural Evidence Based Practice (EBP) Virtual Meeting	7-9	Quiz 1 On Connect due by 11:59 PM (Chapters 1-6)
Week 5	Mar 9	-Racial Ethnic and Cultural Identity Attitudes in People of Color -White Racial Identity Development Model -Culturally Competent Assessment	11-13	
Week 6	Mar 16	-Counseling African American Clients -Counseling Latinx Populations	14, 17	
Week 7	Mar 23	-Counseling Asian Americans/Pacific Islanders -Counseling American Indians/Native Americans -Jewish Americans -Non-Western Indigenous Methods of Healing	10, 15, 16, 21	Quiz 2 On Connect Due by 11:59 PM (Chapters 7, 8, 9, 11, 12, 13, 14, 17)
Week 8	April 6	Spring Break -Arab Americans and Muslim Americans -Immigrants and Refugees	18-20	

		--Counseling Multicultural Races Virtual Meeting		
Week 9	April 13	<i>Counseling People with Disabilities</i> <i>Counseling People Living in Poverty</i> <i>Counseling Older Adults</i> <i>Presentations of Immersion Activities</i>	22, 25, 26	Quiz 3 On Connect Due by 11:59 PM (Chapters 10, 15, 16, 18, 19, 20, 21)
Week 10	April 20	<i>Counseling LGBT</i> <i>Counseling Women</i> <i>Presentations of Immersion Activities</i>	23, 24	
Week 11	April 27	<i>Presentations of Immersion Activities</i>		Quiz 4 on Connect Due by 11:59 PM (Chapters 22-26)
Week 12	May 4	Virtual Meeting <i>Presentations of Immersion Activities</i>		
Week 13	May 11	<i>Presentations of Immersion Activities</i> Virtual Meeting		Immersion Activity Reflection Paper Due by 11:59 PM Personal Assessment Paper Due by May 13 by 11:59 PM

Current Course Related Research

- Alfaro, M. A. ., & Bui, N. H. 1. nbui@laverne. ed. (2018). Mental Health Professionals' Attitudes, Perceptions, and Stereotypes Toward Latino Undocumented Immigrants. *Ethics & Behavior*, 28(5), 374–388.
<https://doi.org/10.1080/10508422.2017.1300773>
- Atkin, A. L., & Tran, A. G. T. T. (2020). The roles of ethnic identity and metastereotype awareness in the racial discrimination-psychological adjustment link for Asian Americans at predominantly White universities. *Cultural Diversity and Ethnic Minority Psychology*. <https://doi.org/10.1037/cdp0000323.supp> (Supplemental)
- Fabre, V. D., & Gaveras, E. (2020). The manifestation of multilevel stigma in the lived experiences of transgender and gender nonconforming older adults. *American Journal of Orthopsychiatry*. <https://doi.org/10.1037/ort0000440>
- Linder, C. (2015). Navigating Guilt, Shame, and Fear of Appearing Racist: A Conceptual Model of Antiracist White Feminist Identity Development. *Journal of College Student Development*, 56(5), 535–550.
- Nelson, S. C., Syed, M., Tran, A. G. T. T., Hu, A. W., & Lee, R. M. (2018). Pathways to ethnic-racial identity development and psychological adjustment: The differential associations of cultural socialization by parents and peers. *Developmental Psychology*, 54(11), 2166–2180. <https://doi.org/10.1037/dev0000597>

Multicultural Immersion Activity

First, choose **one ethnic or cultural group that is different group from the ethnic/racial and cultural group that you identify with**, to complete this assignment. For example, **the group can be an ethnic minority, members of the LGBT community, a religious minority group, etc. A multiracial culture will not be appropriate for this assignment. YOU MUST EXPLORE A CULTURE DIFFERENT FROM YOUR OWN AND THAT YOU KNOW LITTLE ABOUT OR LESS ABOUT THAN OTHER GROUPS.**

Choose **one Level 1** Multicultural Immersion Activity and **three Level II** Multicultural Immersion Activities and provide a detailed description of each of the activities you participated in.

I. Level 1 Activities:

- a. Watch a special on television that explores minority issues or provides insight concerning the lifestyles of your ethnic minority group.
- b. Follow local news articles on your ethnic group's concerns – read an ethnic newspaper. You may also read popular magazines, e.g., Ebony, Essence, Latina Style, People En Espanol, Native Peoples, etc.

2. Level 2 Activities:

- a. Meet with a community leader (minister, politician, judge, district attorney, school principal) **from your group's ethnic minority community** and discuss his/her perceptions of the needs and concerns of the community.
- b. Talk with at least 2 individuals from your ethnic minority group (students, staff, or faculty on campus or colleagues at work), and learn about their views of their cultural group as well as their adjustment/views to living in this country.
- c. Attend a community meeting of your ethnic minority group (Church, Mosque, Synagogue, NAACP, other community organizations) and talk with some of the members attending to find out more about this meeting and the members involvement. Of course, you must gain their permission before attending.
- d. Go to a social event with an individual from your ethnic minority group or visit the home of an individual from your ethnic minority group for a meal or social gathering.

Answer the following questions in your paper:

1. Identify and briefly describe the activities' experiences.
2. Discuss why you selected each activity.
3. Discuss your feelings and reactions to the activity and then describe what you would do differently if you were to repeat this assignment.
4. Discuss the value of this experience to you as a counselor (include your reactions to the entire experience).
5. Summarize what you have learned about this population and about yourself.

You are expected to reflect on each of these activities and provide insight that demonstrates self-awareness as you engaged in the activities. This should be highly evident as I read answers to 2, 3, 4, & 5.

Immersion Activity Paper Rubric

CACREP Standards

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (II.F.2.a)

Multicultural counseling competencies (2.F.2.c)

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (II.F.2.d)

The effects of power and privilege for counselors and clients (II.F.2.e)

Help-seeking behaviors of diverse clients (II.F.2.f)

The impact of spiritual beliefs on clients' and counselors' worldviews (II.F.2.g)

Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (II.F.2.h)

Page Length

	5	3	0
Page Length	Paper is 2 pages or longer in length	Paper is 1 page in length	Paper is less than a full page

Grammar/Spelling

	10	8	6	0
Writing	Paper was well written, had very few grammatical/spelling errors, paper was clear and concise	Paper was well written but had some grammatical/spelling errors	Paper was not clear and concise and had many grammatical/spelling errors	Paper was not well written, was not clear and concise and had grammatical/spelling errors throughout

Immersion Experience Questions (syllabus)

	20	14	8	0
Addressed questions	Student thoroughly addressed each of the questions	Student thoroughly addressed most but not all of the questions	Student addressed a few of the questions, several questions were not addressed	Student answered none of the questions

Immersion Activities

	10	8	6	0
<p>Level 1 Activity CACREP Standards: (II.F.2.a; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.2.h;)</p>	<p>Described in paper; met the requirements of a level 1 activity</p>	<p>Indicated in paper; somewhat met requirements of level 1 activity</p>	<p>Briefly mentioned in paper; unclear if activity meets requirement of level 1 activity</p>	<p>Not indicated in paper; does not meet requirement of level 1 activity</p>
<p>Level 2 Activity (One) CACREP Standards: (II.F.2.a; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.2.h;)</p>	<p>Described in paper; met the requirements of a level 2 activity</p>	<p>Indicated in paper; somewhat met requirements of level 2 activity</p>	<p>Briefly mentioned in paper; unclear if activity meets requirement of level 2 activity</p>	<p>Not indicated in paper; does not meet requirement of level 2 activity</p>
<p>Level 2 Activity (Two) CACREP Standards: (II.F.2.a; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.2.h;)</p>	<p>Described in paper; met the requirements of a level 2 activity</p>	<p>Indicated in paper; somewhat met requirements of level 2 activity</p>	<p>Briefly mentioned in paper; unclear if activity meets requirement of level 2 activity</p>	<p>Not indicated in paper; does not meet requirement of level 2 activity</p>
<p>Level 2 Activity (Three) CACREP Standards: (II.F.2.a; II.F.2.c; II.F.2.d;</p>	<p>Described in paper; met the</p>	<p>Indicated in paper;</p>	<p>Briefly mentioned in</p>	<p>Not indicated in paper; does</p>

II.F.2.e; II.F.2.f; II.F.2.g; II.F.2.h)	requirements of a level 2 activity	somewhat met requirements of level 2 activity	paper; unclear if activity meets requirement of level 2 activity	not meet requirement of level 2 activity
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Immersion Activity Presentation

	10	8	6	0
Length of Presentation	Presentation was at least 10 minutes of length (not including questions)	Presentation was 7-9 minutes of length (not including questions)	Presentation was 5-6 minutes of length (not including questions)	Presentation was 4 minutes or less (not including questions)
Professionalism	Presentation was professional and put together well, presenter was professional	Presentation was put together well but presenter could have been more professional during presentation	Professionalism could have been much greater	Presentation was not taken seriously; presenter did not seem interested in presentation
Discussion of why presenter chose cultural group to explore	Presenter thoroughly discussed why cultural group was chosen to explore	Presenter provided some justification for why cultural group was chosen to explore	Presenter vaguely mentioned why cultural group was chosen to explore	Presenter did not discuss why cultural group was chosen
Discussion of Immersion Activity Experience (II.F.2.a; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.2.h;)	Presenter thoroughly discussed immersion experience	Presenter talked about immersion experience but was not thorough in discussion	Presenter vaguely discussed immersion experience	Presenter didn't discuss immersion experience
Engagement of Class	Presenter was engaging to audience and professor	Most but not all parts of presentation were engaging to audience and professor	Few parts of presentation were engaging to audience and professor	Presentation was not engaging at all to audience or professor

Personal Assessment Paper Rubric

CACREP Standards

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (II.F.2.a)

Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (II.F.2.b)

Multicultural counseling competencies (II.F.2.c)

The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (II.F.2.d)

The effects of power and privilege for counselors and clients (II.F.2.e)

The impact of spiritual beliefs on clients' and counselors' worldviews (II.F.2.g)

Behavior, Expectations, and Values (50 Points)

	5	4	3	0
Family Values & Behaviors both now and as you were growing up CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper
Nationality CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper
Ethnicity CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper
Religion CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper

Language CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper
Geographic Region CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper
Gender CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper
Socioeconomic Status CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper
Educational Status CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper
Political Status CACREP Standards: (II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.g)	Fully described in paper	Discussed in paper; could have added more detail to section	Briefly mentioned in paper without much description	Not indicated in paper

Write/Grammar/Spelling (20 points)

	20	15	10	0
Writing	Paper was well written, had very few grammatical/spelling errors, paper was clear and concise	Paper was well written but had some grammatical/spelling errors	Paper was not clear and concise and had many grammatical/spelling errors	Paper was not well written, was not clear and concise and had grammatical/spelling errors throughout

Page Length (5 points)

	5	4	3	0
Length of paper	Paper was 4-6 pages or longer	Paper was 3 pages in length	Paper was 2 pages in length	Paper was less than 2 pages
