

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

**CSL6832.E2 Multicultural Counseling
Fall 2026**

PROFESSOR INFORMATION:

Professor: Dr. Valencia Campbell-Chapin LPC-S, RPT-S, SAP,
ADC, LCDC
Amberton Extension: 972-279-6511 ext. 246
Amberton Email: **VCampbell-Chapin@amberton.edu**

COURSE INFORMATION:

CSL6832.E2 Multicultural Counseling
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026

Student access available to the Student Portal: Saturday, September 12, 2026.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Counseling the Culturally Diverse : Theory and Practice
Author: Derald Wing Sue, Davis Sue, Helen A. Neville, Laura Smith
Publisher: Wiley
Year Published: 2022
Edition: 9th Ed.
ISBN: 9781119861904
Price: Available at <http://amberton.ecampus.com>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling

<https://amberton.edu/wp-content/uploads/2026/01/CMH-Handbook-1-5-26.pdf>

MA in Marriage and Family Therapy

<https://amberton.edu/wp-content/uploads/2026/01/MFT-Handbook-1-5-26.pdf>

MA in School Counseling

<https://amberton.edu/wp-content/uploads/2025/06/MA-SC-Handbook-Sept-2025.pdf>

APA REQUIREMENT:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please

consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE

Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course presents an in-depth study of counseling and therapy from a multicultural perspective. Emphasis is on the unique features and concerns in working with culturally and ethnically different clients in school and mental health settings. In addition, the course focuses on the development of skills needed to work with culturally different families.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Describing the multicultural counseling competencies as defined by the American Counseling Association.
2. Analyzing major theories of multicultural counseling.
3. Recognizing unique and universal characteristics of culturally diverse populations.
4. Discussing sociopolitical factors such as poverty, environment, economics and how they affect families and various cultural groups.
5. Understanding discrimination, prejudice, racism, and the history of oppression from a multicultural perspective.
6. Discussing the psychology of gender and sexual orientation from a multicultural perspective.
7. Understanding the family structure and family dynamics from a multicultural perspective.
8. Understanding ways to create, maintain, and advocate for a school environment that is culturally sensitive, responsive, and inclusive to all learning environments.
9. Understanding the impact of environmental influences on learners' development and achievement and facilitating learners' development of strategies that help them cope with situations that may hinder learning.
10. Demonstrating an appreciation of human diversity by providing equitable guidance and counseling services for all learners and by promoting a climate of mutual respect in which students learn to value themselves and others.
11. Understanding the aspects of counseling and guidance from a multicultural perspective.
12. Describing cultural values, educational needs, and attitudes of culturally different clients and their relevance to learning development.
13. Demonstrating the differences in assessment, evaluation, and treatment skills required when working with culturally diverse populations.
14. Defining culture as it relates to multi-ethnic populations including gender and its relevance to learning development.
15. Understanding multicultural counseling and guidance from the perspective of various ethnic groups.
16. Demonstrating culturally appropriate approaches, skills, and strategies for various cultural groups.

COURSE POLICIES:

STUDENTS' RESPONSIBILITIES:

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

ATTENDANCE POLICY:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Weekly Coffee, Culture and Conversations: This one hour Zoom meeting will take place every Thursday evening at 7:00PM CST (Starting Thursday September 17, 2026 of) and will focus on a few discussion questions from the current chapter readings. "Attended Zoom Meeting" for each week of attendance to receive a grade.

Zoom Meeting Thursday, Sept. 17, 7:00 pm, CST
Zoom Meeting Thursday, Sept. 24, 7:00 pm, CST
Zoom Meeting Thursday , Oct. 1st, 7:00 pm, CST
Zoom Meeting Thursday , Oct. 15, 7:00 pm, CST
Zoom Meeting Thursday, Oct. 22, 7:00 pm, CST
Zoom Meeting Thursday, Oct. 29, 7:00 pm, CST
Zoom Meeting Thursday, Nov. 05, 7:00 pm, CST

PLAGIARISM POLICY:

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

The course outline is the critical component of the course. It is in the outline that topics and learning resources are brought together. Aside from a personal lecture (not available to e-Course students) the course outline should sufficiently inform the student of all the information (type, source, and important due dates) that will be learned during the course. Do not include the actual assignments and exercises within the syllabus, but do include important due dates, activities scheduled, as well as examination dates.

Week	Topic	Assignment	Competencies Covered	Due Date
WEEK ONE Sep 12-Sep 18	Ch. 1 Understanding Resistance to Multicultural Training Ch. 2 Multicultural Counseling & Therapy Ch. 3 Cultural Perspectives & Barriers	Read Chapters 1 - 3	1, 2, 4, 5, 8, 10, 11, 12, 13.	Due Sept 18, 2026 Complete Reflection and Discussion questions on pg 13 & 31.
WEEK TWO Sep 19-Sep 25	Ch. 4 Microaggressions Ch. 5 Sociohistorical Privilege and Oppression	Read Chapters 4 & 5	1, 2, 4, 5, 8, 10, 11, 12, 13.	Due Sept 25, 2026 Complete Reflection and Discussion questions on pg 68, 87 & 101.
WEEK THREE Sep 26 - Oct 2	Ch. 6 Racial, Ethnic, Cultural Identity Attitudes in People of Color Ch. 7 White Racial Consciousness Ch. 8 Multicultural Counseling Competence	Read Chapters 6 - 8	1, 2, 4, 5, 8, 10, 11, 12, 13.	Due Oct 2, 2026 Complete Reflection and Discussion questions on pgs 145, 152 & 156.
WEEK FOUR Oct 3 - Oct 9	Ch. 9 Multicultural Evidence-Based Practice Ch. 10 Indigenous and Cultural Methods of Healing: Implications for Counseling and Therapy Ch. 11 Culturally Competent Assessment	Read Chapters 9 - 11	2, 3, 5, 9, 11, 13, 14.	Due Oct 9, 2026 Complete Reflection and Discussion questions on pgs 181, 183 & Cultural Assessment Due.
WEEK FIVE Oct 10 - Oct 16	Mid-Term Exam Chapters 1 - 11		All of the above.	Mid-Terms Due Oct 16, 2026
WEEK SIX Oct 17 - Oct 23	Ch. 12 Counseling African Americans Ch. 13 Counseling American Indians & Alaskan Natives	Read Chapters 12 & 13	3, 7, 9, 11, 13, 15, 16.	Due Oct 23, 2026 Case Study pages 231 & 244
WEEK SEVEN	Ch. 14 Counseling Asian Americans	Read	3, 7, 9, 11, 13,	Due Oct 30 2026

Oct 24-Oct 30	and Pacific Islanders Ch. 15 Counseling Latinx Populations	Chapters 14 & 15	15, 16.	Case Study page 255 & See details in Moodle Assign- ment Document
WEEK EIGHT Oct 31 - Nov 6	Ch. 16 Counseling Multiracial Americans Ch. 19 Counseling Immigrants & Refugees Counseling Jewish Americans	Read Chapters 16 & 19	3, 7, 9, 11, 13, 15, 16.	Due Nov 6, 2026 Journal Response Paper #1 See details in Moo- dle Assignment Document
WEEK NINE Nov 7 -Nov 13	Ch. 20 Counseling LGBTQ Populations Ch. 23 Counseling Individuals in Poverty	Read Chapters 20 & 23	3, 7, 9, 11, 13, 15, 16.	Due Nov 13, 2026 Journal Response Paper #2 See details in Moo- dle Assignment Document
WEEK TEN Nov 14-Nov 19	FINALS WEEK	SUBMIT FINAL EXAM	1-17	FINAL EXAM DUE NOV 18, 2026

1. Instructions for Case Studies and Journal Response Assignments. **Please Note: Once enrolled in the course, you will see additional details in the Moodle Document called Assignment Instructions.**

Students are provided case studies and journal response assignments in Moodle. Each assignment will require you to read, comprehend and translate in your own words your understanding of information found in the text. You are also expected to treat each of the discussion questions as a short essay by including your thoughts, feelings, views, and perspectives and if possible, any examples. You must back up your short answers with content from the readings. College level writing is expected. Each question should be answered in less than 300 words. Assignments are to be submitted on the due date by 11:59 PM (Central Standard Time). Failure to respond to discussion questions by the due date will result in loss of grade points. Do not send in your assignment answers via email attachment to professor. Please submit to all assignments in Moodle.

Note for all Assignments –See Assignment Instructions in Moodle for additional details and Assignment due dates and times

2. Instructions for all exams. **Please Note: Once enrolled in the course, you will see additional details in the Moodle Document called Exam Instructions.**

Students are provided a list of essay questions via Moodle. Each of the discussion questions will require you to read, comprehend and translate in your own words the information found in the text.

Test Prep :

The questions are general in naturefocusing on the main areas that we covered in the first half (for midterm) and second half (for final) of the semester. Be sure to study the main theories, approaches and concepts and have a feel for how you would apply them in real life. I like to see that you have a basic understanding and can provide effective help in typical course related counseling situations.

Remember, you only have an hour .. I am not looking for a research-like paper, just good sound thoughts and practices based on your readings.

You are also expected to treat each of the discussion questions as an essay by including your thoughts, feelings, views, and perspectives and if possible, any examples. College level writing is expected. Each question should be answered in less than 300 words. Students will send the answers via Moodle. An exam submitted after the time allotted will be assessed an appropriate penalty. Students are expected to take the

exams during the designated time window. **Make-up exams and assignments will be determined on an individual basis.**

Note: See Exam Instructions in Moodle for additional details and exam due dates and times.

GRADING CRITERIA:

Reflection and Discussion Questions -5%
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Midterm Exam – 20%
Case Study Chapters 5%
Case Study Chapters 5%
Journal Response Paper 5%
Journal Response Paper 5%
Final Exam – 40%

Graduate

92 – 100 A

82 – 91 B

72 – 81 C

62 – 71 D

Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in Professor Information area.

INCOMPLETE GRADES:

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

HOW TO WITHDRAW FROM A COURSE:

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY:

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

EMAIL COMMUNICATION:

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.