

**George Mason University**  
**College of Education and Human Development**  
**Counseling Program**

EDCD 660.DL2 – Multicultural Counseling  
3 Credits, Fall 2020  
Wednesdays 7:20 – 10:00 PM  
Synchronous Online

**Faculty**

Name: Dr. Tracey R. Scott, Ph.D.  
Office Hours: By appointment; please email for appt.  
Office Location: Krug Hall Suite, 202 (Counseling Office). Closed for Fall due to Covid-19 – Staff will be working remotely. For assistance, email your faculty advisor or dwest6@gmu.edu)  
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Email Address:

**Prerequisites/Corequisites**

Admission to the CNDV program; B or better EDCE 606 or B or better in EDCE 609; EDCE 608 or concurrent.

**University Catalog Course Description**

Examines multicultural issues in counseling and explores the complexities of culture and its influence on the client/counselor relationship. Promotes awareness and understanding of cultural differences and their effect on the counseling relationship. Investigates variables that interact with culture that may interfere with the counseling relationship, such as historical, political, socioeconomic, psychosocial adjustment, racism, prejudice, discrimination, and oppression.

**Course Overview**

Explores extensively the above issues through group process experience that enables the development of interpersonal awareness, cultural sensitivity and cultural competence that are critical to being a social justice multicultural counselor/therapist.

**Course Delivery Method**

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Tuesday, August 25th.**

**Under no circumstances may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- See the detailed Course Schedule for specific meeting and assignment due date information.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions (videos on).
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

This course is designed to enable students to do the following:

1. To increase awareness of how one's cultural background (e.g., race, ethnicity, gender, spirituality), acculturation experiences, belief systems, attitudes, values and biases influence the views of self and others in the counseling process. **(CACREP Stds. 2.F.2.d; 2.F.2.g).**
2. To gain insight and appreciate multicultural and pluralistic characteristics within and among diverse groups nationally and internationally **(CACREP Std. 2.F.2.a).**
3. To gain an awareness and understanding of power and privilege **(CACREP Std. 2.F.2.e).**
4. To gain an awareness and understanding of theories and models of multicultural counseling and cultural identity development. **(CACREP Std. 2.F.2.b).**
5. To gain an awareness of help seeking behaviors of culturally diverse clients **(CACREP Std. 2.F.2.f).**
6. To encourage the elimination of biases, prejudices and discriminatory behavior with culturally diverse clients, community and society **(CACREP Std. 2.F.2.h).**
7. To acknowledge, understand and demonstrate the multicultural counseling competencies **(CACREP Std. 2.F.2.c).**

### **Professional Standards**

#### ***Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016***

Upon completion of this course, students will have met the following professional standards:

- multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a)
- theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP 2.F.2.b)
- multicultural counseling competencies (CACREP 2.F.2.c)
- the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP 2.F.2.d)
- help-seeking behaviors of diverse clients (CACREP 2.F.2.f)
- the impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2.g)

### **Required Texts**

1. Helms, J. E. (2020). *A Race is a Nice Thing to Have (3rd ed.)*. San Diego: Cognella.
2. Required Articles/book chapters/videos uploaded on Blackboard

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA).

- **Assignments and/or Examinations**

Details of course assignments/requirements will be posted on Bb and reviewed on the first day of class.

- **Other Requirements**

**First day of class is mandatory**

**If there is a scheduling conflict that interferes with attendance during any portion of the synchronous classes, students should email the instructor to discuss continuing in the class this semester or taking the course during another semester.**

**Counseling Program Attendance Policy**

Students are allowed one unexcused absence throughout the semester. If there are two unexcused absences this will result in a non-passing course grade.

**COVID Concerns:**

If you are experiencing additional course concerns due to COVID please reach out to me via email/virtual session at your earliest convenience. I will also review a Covid Syllabus addendum on the first night of class that will be emailed to you and posted in our Bb course.

## Grading

<b><u>Course Requirements/Assignments</u></b>	<b><u>Points</u></b>	<b><u>Assignments Due</u></b>
Class Participation/Attendance	10	<b>Every synchronous class period</b>
Small Group Bb postings	10	<b>(see class schedule for due dates)</b>
Assignment 1: (Helms/White Privilege) (2-3 pgs.)	5	<b>9/16/20</b>
Assignment 2: (Critical Incident Paper) (2-3 pgs.).	5	<b>10/7/20</b>
Assignment 3: (Documentary Cultural Immersion)	10	<b>11/4/20</b>
Assignment 4: (Research Paper) (8-10 pgs.)	30	<b>12/9/20</b>
Assignment 5: (Journal entries/ Final Class Reaction)	10	<b>12/2/20</b>
Assignment 6: (Group Presentations)	20	<b>To be arranged</b>

**All paper assignments must be uploaded to Blackboard. The research paper (Assignment #4) will be uploaded on Bb and VIA. All links will be located under Assessments in Bb**

## **Course Grading Details**

### **Class Attendance and Participation (10 pts):**

Students are expected to attend each synchronous class (**13 synchronous class sessions**) and have completed all class readings prior to attending class. Classroom participation is a vital part of this course. Students will contribute to online class discussions and engage in all the activities to foster a comprehensive awareness and understanding of the multicultural social justice counseling competencies therefore attendance at all synchronous class sessions is critical. Please consider that absences will not only affect individual student learning, but will negatively impact other class-

members as well. **Students who miss more than (1) unexcused synchronous class will not receive a passing grade for the course. Late arrivals to class will affect your class participation grade; arriving more than 15 minutes late to a synchronous class without prior instructor notification will count as an unexcused absence.** If there is a scheduling conflict that interferes with attendance during any portion of the class, students should see the instructor on the first class to discuss continuing in the class this semester or taking the course during another semester. **All student course concerns can be addressed via email or by a scheduled virtual appointment with Dr. Scott. Please allow 24-48 hours for email responses on weekdays (weekends not included).**

### **Blackboard Small Group Postings (10 total points)**

Students will be required to post at least one response per class session regarding the readings and class discussions. This is intended to serve as smaller group discussions outside of class.

Blackboard postings will be due by the beginning of class time, i.e., 7:20 pm, on the next class day. Blackboard small discussion groups will be randomly organized by the professor.

### **Class Papers/Group Presentations**

#### **1. Assignment # 1: Helms/White Privilege Paper (2-3 pages) (5 pts) (CACREP Std. 2F.2.e)**

Provide your reactions (both cognitive and emotional) to the Helms book and White privilege readings/class discussions. **Due 9/16/20**

#### **2. Assignment #2: Critical Incident Paper (2-3 pages) (5 pts) (CACREP Std. 2.F.2.b)**

Write about a critical incident from your life pertaining to a multicultural experience. A critical incident is an event or circumstance that is generally outside your personal control or is some decision you have made in response to a painful or difficult situation; in this case, it should be racially/culturally-related. It often changes the course of your life. The goal is to pick a significant event that somehow impacted or influenced you in a powerful way. Please do not choose a counseling related experience unless you were the client during that process.

Lastly, please utilize a racial/cultural identity development model to conceptualize your critical incident and the understanding of your cultural identity development at that time. An example will be provided by the instructor to reference. **Due 10/7/20**

#### **3. Assignment #3: (Cultural Immersion based on documentary viewing ) (2-3 pages) (10 pts)**

Each student will individually watch a documentary (minimum 30 minutes) that is a cultural topic/issue distinctly different from the student's cultural values, norms, and personal experiences. Students will provide a reaction paper after watching this documentary including rationale for documentary choice, expectations going into viewing, reactions after viewing the documentary, and personal/professional impact. **Due 11/4/20**

#### **4. Assignment #4: (Research Paper) (8-10 pages) (30 pts) (KPI A.2.a) (CACREP Stds. 2.F.2.a**

**&d)** You can choose any topic related to multicultural counseling independent of papers you have already written in the program. You should cite at least 10 peer-reviewed sources in this paper and provide me with an abstract (via email) by **9/23. These papers will be submitted electronically on Blackboard and VIA by 11:59pm on Wednesday, 12/9/20. All research paper and course final grades will be posted on Patriot Web/Bb no later than 12/13/20.**

#### **5. Assignment #5 (Final Course Reflection Paper) (10 pts)**

Students will maintain a personal journal with dated entries, reflecting on their class experiences throughout the semester. This assignment will permit students to include a summary of dated journal class reactions/reflections as well as reflect on overall personal/professional experiences

areas gained from class. What were some of your emotional and cognitive reactions throughout your time in the class? What did you learn about multicultural counseling? What did you learn about yourself and others? What are some strengths and/or growth areas you may have in developing strong culturally competent competencies? **Due 12/2/20**

**Assignment # 6 Group Presentations (20 points)**

You will divide into groups (at least two people per group) to present on a particular racial and ethnic group chosen at random as noted on the timeline portion of the syllabus. Your presentation should last no more than 40 minutes followed by a 10-minute role-play utilizing effective evidence-based interventions with this population. You will then have the remainder of class time to lead the class in a discussion related to your topic. You should integrate multimedia techniques into your presentation including a representation of how your group has been portrayed in the media and include a discussion of intersecting issues (e.g., sexual orientation and religion or being a POC and a woman, etc.; within group concerns) within your particular group. You should also include your personal reactions (emotional and cognitive) to what you learned and additional counseling role-plays/reflection activities for your peers to participate in, time permitted. Finally, students not involved in the group presentation of the day will post two questions in the class chat, which will be addressed by the presenting group members.

**Grading Policies**

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, genuine reflection, logic and degree to which points made are effectively supported. Papers receiving an “A” grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the personal and/or professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit by more than 2 pages. Late assignments will receive point deductions unless there is a reasonable excuse (e.g., family emergency, illness with a doctor’s certificate).

**In accordance with the George Mason University Grading Policy, the following grades may be achieved:**

**A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]**

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

**Professional Dispositions Assessment**

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
<b>Basic</b>	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
<b>Intermediate</b>	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
<b>Advanced</b>	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

### Tentative EDCD660 Class Schedule

<u>Class Date</u>	<u>Topic</u>	<u>Readings/Assignments due</u>	<u>CACREP Stds.</u>
8/26/20 <u>Class 1</u>	Introduction and Overview of Topic/ Racial/Cultural Exploration Exercises	<b>Begin Helms book</b>	2.F.2.d
9/2/20 <u>Class 2</u>	Personal Cultural Artifacts Definitions of Race, Culture, Ethnicity; Review Multicultural Social Justice Counseling Competencies (MSJCC)	Bb Articles Bb small group posting due by 7:20pm Personal Journal entry	2.F.2.c.
9/9/20 <u>Class 3</u>	Multicultural Counseling Concepts/Worldviews and Privilege	Bb Articles Bb small group posting Personal Journal entry	2.F.2.e.

9/16/20 <u>Class 4</u>	Racism, Discrimination and Oppression	Bb Articles <b>Finish Helms Book Assignment #1 Due</b> Bb small group posting Personal Journal entry	2.F.2.f.
9/23/20 <u>Class 5</u>	Racial, Cultural and Ethnic Identity Models/Multiracial Populations	Bb Articles Bb small group posting Personal Journal entry	2.F.2.b.; 2.F.2.e
9/30/20 <u>Class 6</u>	Refugees/Immigrant Pops, Gender, LGBTQ, Poverty, Spirituality, Ableism, Ageism	Bb Articles <b>Assig. 4 Abstract due</b> Bb small group posts Personal Journal entry	2.F.2.g
10/7/20 <u>Class 7</u>	Multicultural Counseling Interventions/Strategies	Bb Articles <b>Assignment 2 Due</b> Bb small group posts Personal Journal entry	2.F.2.b
10/14/20 <u>Class 8</u>	Prep for Group Presentations; no synchronous class meeting		
10/21/20 <u>Class 9</u>	Black/African Americans Group Presentation	Bb Articles Bb small group posts Personal Journal entry	
10/28/20 <u>Class 10</u>	Latinx Group Presentation	Bb Articles Bb small group posts Personal Journal entry	
11/4/20 <u>Class 11</u>	Asian Americans and Pacific Islanders Group Presentation	Bb Articles <b>Assignment 3 Due</b> Bb small group posts Personal Journal entry	
11/11/20 <u>Class 12</u>	Native American/American Indians/Alaska Natives Group Presentation	Bb Articles Bb small group posts Personal Journal entry	
11/18/20 <u>Class 13</u>	Arab Americans and Muslim Americans Presentation	Bb Articles Bb small group posts Final Personal Journal entry	
11/25/20 <u>Class 14</u>	No class—Thanksgiving break		
12/2/20 <u>Class 15</u>	Final Class Review/Reflections	<b>Assignment 5 Due</b> Final Bb small group posting	
12/9/20 <u>Class 16</u>	Finals Week (no class)	<b>Assignment 4 Due</b>	2.F.2.a; 2.F.2.d.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.



## **Counseling Program Mission Statement**

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

## **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

**Assessment Rubric(s)**

**A.2.a.1 – CMHC & SC: Multicultural Research Paper in 660 (30 points)**

Criteria	%	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
1. Introduction to the multicultural counseling topic of choice regarding underrepresented populations and problem statement [KPI A.2.a.1; CACREP 2.F.2.a] (6pts)	20	Topic/problem statement is clearly identified and articulated	Topic/ problem statement is adequately identified	Topic/problem statement not fully/and or inadequately identified	Topic/problem statement not identified/articulator
2. Literature Review/ Critique of the literature pertaining to the underrepresented population of choice [KPI A.2.a.1; CACREP 2.F.2.a] 6 pts)	20	Excellent and comprehensive review and critique of the literature/ theory presented as it relates to chosen topic.	Good/Adequate Literature Review and Critique including discussion on theory and critique of the literature	Inadequate Literature Review and discussion on theory. Unclear presentation, discussion and critique of the literature	Poor Literature Review and Discussion of Theory. Poor presentation and Discussion of the literature
3. Counseling/ Research Implications demonstrate an understanding of multicultural and pluralistic characteristics within and among diverse groups [KPI A.2.a.1; CACREP 2.F.2.a] (9 pts)	30	Excellent discussion of counseling/research implications as it relates to multicultural and pluralistic characteristics	Good/Adequate discussion of counseling/research implications as it relates to multicultural and pluralistic characteristics	Inadequate/Poor discussion of counseling/research implications as it relates to multicultural and pluralistic characteristics	Poor or No discussion on counseling/research implications for this population as it relates to multicultural and pluralistic characteristics.

<p>4. Reflection on impact of culture [KPI A.2.a.1; CACREP 2.F.2.d] (6 pts)</p>	<p>20</p>	<p>Reflection includes an excellent discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on a counselor's views of others including excellent self-reflection/assessment in relation to topic of choice.</p>	<p>Reflection includes a good discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on a counselor's views of others and good self-reflection/assessment in relation to topic of choice.</p>	<p>Reflection includes some discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on a counselor's views of others and partial self-reflection/assessment to topic of choice.</p>	<p>Reflection includes limited or no discussion of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on counselor's views of others and no self-reflection/assessment to topic of choice.</p>
<p>5. Writing &amp; APA format (3)</p>	<p>10</p>	<p>Adheres to APA format (7th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.</p>	<p>Adheres to APA format (7th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.</p>	<p>Has errors in APA format (7th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.</p>	<p>Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.</p>