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National Cross-Cultural Counseling and
Education Conference for Research, Action, and
Change

2019 Program and Presentations

Feb 8th, 7:00 AM

2019 Conference Program

Georgia Southern University, College of Education

Georgia Southern University, Continuing Education

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CROSS-CULTURAL

**COUNSELING AND EDUCATION CONFERENCE
FOR RESEARCH, ACTION, AND CHANGE**

18TH ANNUAL CONFERENCE

FEBRUARY 8-9, 2019
Georgia Tech Savannah Campus
Savannah, GA

SPECIAL THANKS

Sponsors

Georgia Southern University College of Education

Child and Family Guidance

Mount San Antonio College

Exhibitors

Fulbright Distinguished Awards in Teaching

George E. Miller Art Studio

Hustle University

Committee

Dr. Beth Durodoye, Chair
Georgia Southern University

Dr. Nathaniel Ivers
Wake Forest University

Dr. Leon Spencer, Honorary Chair
Georgia Southern University

Dr. Derrick Paladino
Rollins College

Dr. Lyndon Abrams
University of North Carolina at Charlotte

Dr. Patricia Stewart
Savannah, Georgia

Dr. Terry Diamanduros
Georgia Southern University

Dr. Kristen Dickens
Georgia Southern University

Dr. David Julius Ford
Monmouth University

Dr. Alejandro Gallard
Georgia Southern University

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COLLEGE OF EDUCATION



CONTINUING EDUCATION



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FRIDAY, FEBRUARY 8, 2019

8:00–8:30 a.m.	Registration and Continental Breakfast	Lobby
8:30–9:00 a.m.	Welcome and Introduction of Keynote Speaker <i>Dr. Beth Durodoye, Chair, Planning Committee, Georgia Southern University</i> <i>Dr. Cynthia Bolton, Associate Dean, College of Education, Georgia Southern University</i>	114/115
9:00–10:30 a.m.	Keynote Presentation The Sunken Place: Racism and Trauma -The Impacts on African-American Men <i>Yamonte Cooper, Ph.D., LPCC, NCC, CST, El Camino College</i>	114/115
10:30–10:45 a.m.	Break Visit Exhibitors	Lobby
10:45 a.m. – 12:00 p.m.	Session I	
12:00–1:00 p.m.	Lunch	
1:00–2:15 p.m.	Session II	
2:15–2:30 p.m.	Break Visit Exhibitors	Lobby
2:30–3:45 p.m.	Session III	

SATURDAY, FEBRUARY 9, 2019

8:00–8:30 a.m.	Registration	Lobby
8:30–10 a.m.	Dr. William Cross Jr. Lecture Series Building for Eternity: Intervening with Black and Brown Youth in Ways That Elevate and Sustain Multicultural Competencies and Proficiencies <i>Roslyn Caldwell, Ph.D., Prairie View A&M University</i>	114/115
10:00–10:15 a.m.	Break Visit Exhibitors	Lobby
10:15–11:30 a.m.	Session V	
11:30 a.m. – 12:30 p.m.	Boxed Lunches	
12:30–2:00 p.m.	Dr. William Cross Jr. Lecture Series Identity, Personality and Worldview <i>William Cross Jr., Ph.D., University of Denver</i>	114/115

Please sign in to each session you attend to receive credit.



Child and Family Guidance empowers children and families to achieve safety, permanency, and well-being by providing innovative community based services.

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The Sunken Place: Racism and Trauma - The Impacts on African-American Men

Friday 9:00–10:30 a.m. | Rooms 114/115



YAMONTE COOPER

Ed.D., LPCC, NCC, CST, El Camino College

From January 1, 2013 to October 3, 2016, 303 known unarmed Black Americans were killed by police officers; 278 (92%) of these victims were Black men. Trauma as a result of racism is a normative experience for many African-American men. According to the *Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association, 2013)*, "There is evidence that racism can exacerbate many psychiatric disorders, contributing to poor outcome, and that racial biases can affect diagnostic assessment" (p. 749). African-Americans who experienced racism are significantly more likely to experience symptoms of post-traumatic stress disorder (PTSD). Recent research suggests that multiple levels of racism, including interpersonal experiences of racial discrimination and the internalization of negative racial bias, operate jointly to accelerate biological aging among African-American men.

Yamonte Cooper, Ed.D., is an associate professor of counseling at El Camino College, adjunct assistant professor of school counseling at University of Southern California, adjunct professor of clinical psychology at Antioch University, licensed professional clinical counselor (LPCC), national certified counselor (NCC), ICEEFT certified emotionally focused therapist (EFT), and AASECT certified sex therapist (CST) in private practice in Los Angeles. He specializes in working with couples, trauma, sexual dysfunctions, gender and sexual identity, depression and anxiety, bipolar disorder, personality issues, grief and other mental health problems.

He is the author of the upcoming book, *The Impacts of Racism and Trauma on African-American Men* (Routledge). Further, as a Fulbright scholar, Cooper exchanged best practices in career counseling and development in Germany and has exchanged best practices with higher education institutions in Botswana.

SEE A QR CODE?

Scan It and Let Us Know What You Think of the Sessions!



Scan for Dr. Cooper's
Evaluation

STRANDS | FRIDAY SESSIONS

Ethical Issues in Professional Counseling

Session topic focuses on ethical standards and issues related to multicultural competency in Professional Counseling.

Social Change, Leadership and Advocacy

Session topics highlight the need for change related to social justice advocacy or the role of leadership in advocacy efforts.

Practice, Strategies, Techniques and Interventions

Session topic highlights programs, initiatives and strategies that serve as catalysts for positive social change across a variety of settings.

Research and Theory

Presenters may highlight a specific research project, or discuss a multicultural theory or framework and its application in a specific setting.

Teaching, Training and Supervision

Session topics emphasize pedagogy and provide strategies for teaching training, and supervising individuals across a variety of settings, in the area of multicultural competency in counseling or education.

Identity Formation

Session topics focus on the development of cultural identities (e.g., race, ethnicity, gender, spirituality, social class, sexual orientation, etc.)

“National Cross-Cultural Counseling and Education Conference for Research , Action, and Change has been approved by NBCC for NBCC Credit. Sessions approved for NBCC credit are clearly identified.

Georgia Southern University is solely responsible for all aspects of the program.

NBCC Approval No. SP-3197”

*Sessions marked with an asterisk have not been approved for NBCC hours.

FRIDAY, FEBRUARY 8, 2019



Scan for Session I
Evaluations

10:45 a.m. – 12:00 p.m. **Session I**

Identity Formation

ELAB 21

Black or Gay: Navigating Dual Identity in a World of Checking Boxes*

Delton Harris, MSW, LCSW, Another Level Counseling and Consultation

Aayla Alexander, MSW, LCSW, University of North Carolina at Charlotte

NOTES

If there were a Black Lives Matter protest and a LGBTQIAA protest occurring, which would you choose? In these times, being African-American may mean being profiled, misunderstood, even death, while being homosexual may result in being disowned, categorized or emasculated; it is a hard decision to choose which identity to embrace and in which environments.

Teaching, Training
and Supervision

ELAB 38

**Team Work Makes the Dream Work:
Teaching Cultural Competence Through
Instructor-Led Immersion Learning**

Kimberly Nelson, Ph.D., CSC, Fort Valley State University

It has been customary for instructors to include students engaging in some sort of immersion activity within their teaching of cultural competence. It is expected that students choose a cultural group to immerse themselves in to gain exposure, and then discuss in written form or through dialogue. Although this experiential learning activity brings to life some of the issues discussed in the class, it does not allow the instructor to address learning opportunities as they occur. This presentation will look at the pedagogy of instructor-led immersion experiences, the value of teaching within an immersion experience instructor-led model, lessons learned, and curriculum ideas and strategies using this framework.

Social Change,
Leadership and
Advocacy

PARB 128

**Beyond Admissions:
Retaining Students of Color in Counselor Education**

Rachelle Barnes, Ph.D., LPCA, CRC, Winston-Salem State University

In recent years, more people of color have pursued graduate training in the field of counseling. Although the demographics are changing, studies have found that these students' experiences in counseling programs at predominantly White institutions (PWIs) have been challenging. This presentation will discuss ways to support students of color pursuing master's and doctoral degrees in counseling and counselor education.

Teaching, Training
and Supervision

PARB 227

**Talk! Please Stop Talking!
The Challenges of Facilitating
Classroom Discussions on Taboo Topics**

Krista Malott, Ph.D., LPC, Villanova University
Xihlovo Mabunda, B.A., Villanova University

This presentation explores students' reluctance to engage in authentic classroom discussions surrounding multicultural and social justice topics. Based on a combination of the presenters' research and personal experiences, respectively as student and instructor, positive and negative experiences will be explored. Audience members will exchange ideas and support, as well as identify ways to deepen student learning through dialogue.

NOTES

Horizontal lines for taking notes.

Practice, Strategies, Techniques and Interventions

PARB 239

Incorporating Ecomaps to Understand Clients' Interactions with Ecological, Contextual and Systemic Environments

Derrick Paladino, Ph.D., LMHC, NCC, Rollins College
Stephanie Arredondo, M.A., Rollins College
Breahannah Hilaire, Registered Mental Health Counseling Intern, Rollins College

Ecomaps provide understanding into how interactions between people and their external environments promote growth and development. Furthermore, they account for how individuals influence their environments, how some environments favor some individuals' development more than others (e.g., privileged environments), and how ecological experiences impact the way individuals navigate the world. This hands-on presentation will discuss the ecomap and its application in multicultural counseling.

Practice, Strategies, Techniques and Interventions

PARB 255

23 and 1: Establishing Trust and Cultivating Lasting Impacts with Black Male Clients

Kristen Dickens, Ph.D., NCC, ACS, Georgia Southern University
Nehemiah McClendon, B.S., Georgia Southern University
John Holt, B.S., Georgia Southern University

"Twenty-three and one" is a concept that originates from prison culture. Presenters will discuss the adaptation of the original concept and how to positively reframe it to work within a counseling setting. This presentation includes strategies and interventions counselors can use with younger Black male clients in an effort to leave a lasting impact on an often overlooked client population.



Scan for Session II Evaluations

1:00-2:15 p.m.

Practice, Strategies, Techniques and Interventions

ELAB 21

Session II

Mental Well-Being and Schools: The Role of the Educator*

Allison Jackson, Ph.D., Georgia Southern University

This session will address the role of the educator in recognizing the increasing mental health needs of students. Additionally, this session will discuss resilience in relation to positive mental well-being, as well as culturally appropriate strategies that educators can use to promote mental well-being.

Teaching, Training and Supervision

ELAB 38

Traversing Critical Incidents: Techniques for Enhancing Difficult Dialogues

S. Kent Butler, Ph.D., LPC, NCC, NCSC, University of Central Florida

This interactive presentation will involve participants writing their own narratives, which involve encountering challenging situations. During this activity, participants will have the opportunity to process these incidents. The presentation will also include small groups that will model how to facilitate a difficult dialogues.

Teaching, Training and Supervision

PARB 128

Historical Roots of Racism in the USA

Lisen Roberts, Ph.D., Western Carolina University

Through a series of storytelling vignettes, this session presents a history of race and racism in the United States, beginning with the arrival of European settlers to Jamestown. Examination of this history will illuminate current realities of inequality and injustice. Participants will gain greater historical understanding of racism and counselor educators will gain content for teaching cross-cultural counseling.

Practice, Strategies, Techniques and Interventions

PARB 227

Mad, I Am Still Ni@@a: Facilitating Empowerment Groups for People of Color

Delton Harris, MSW, LCSW, Another Level Counseling and Consultation

Aayla Alexander, MSW, LCSW, University of North Carolina at Charlotte

Due to the increase in the outward expression of racial tension, the level of legal action taken against African-Americans, and the level of societal “wokeness,” the Black Experience has become another Civil Rights Movement with social media and multiple forms of art being its platform. Participants will learn to utilize different art forms to build authentic, brave and vulnerable spaces.

Teaching, Training and Supervision

PARB 239

From the Voices of Students: Social Justice Training and Identifying Training Growth Edges*

Shawntell N. Pace, M.Ed., University of Georgia

Adriauna Clay-Potts, B.S., University of Georgia

Madeline K. McGarrh, B.S., University of Georgia

Denise Powers, B.A., University of Georgia

Elizabeth Thacker, B.S., University of Georgia

This presentation addresses the purpose and importance of social justice and advocacy training in counselor education. Additionally, social justice issues that are often underrepresented in literature and within social justice training will be examined. Implications for training and students’ development as counselors will also be discussed.

NOTES

Ethical Issues in Professional Counseling

PARB 255

Ethically-Informed Supervision

David Julius Ford Jr., Ph.D., LPC, NCC, ACS, Monmouth University
Samuel Sanabria, Ph.D., LMHC, NCC, Rollins College

The Multicultural and Social Justice Counseling Competencies (MSJCC) provide a framework for various identities of counselor and client. The same competencies can be applied to the Supervisory relationship. Using the MSJCC, the presenters will provide a framework for culturally inclusive ethical supervision.



Scan for Sesion III Evaluations

2:30-3:45 p.m.

Session III

Identity Formation

Unmasking the Fraud: Imposter Syndrome Among Black Doctoral Students

ELAB 21

Carla Roberson, M.A., Ohio University

Black doctoral students manage factors aside from meeting high academic achievements, such as dealing with imposter syndrome (IS) and race-related stress, particularly at predominately White institutions (PWIs). This session will provide the audience with information on how Black doctoral students can utilize Afrocentric coping strategies to combat impostor syndrome.

Identity Formation

Self-Acceptance of Transgender Identities: A Narrative Re-Storying Through Photos

ELAB 38

Bonnie King, Ph.D., LPC, NCC, Midwestern State University
Kristen Dickens, Ph.D., NCC, ACS, Georgia Southern University

Identities form and change throughout the lifespan. Gender non-conforming and transgender individuals often experience a markedly different internal identity than is expected of their gender expression and identity in society. Three individuals share, through interview and photos, their journey of self-acceptance and expressions of individuality in this narrative, qualitative study.

Research and Theory

PARB 128

Being Well, Feeling Well, Doing Well: The Journey of Women Faculty of Color

Ann Shillingford, Ph.D., NCC, Liberty University
Nivischi Edwards, Ph.D., LMHC, LPC, NCC, BC-TMH, Liberty University
S. Kent Butler, Ph.D., LPC, NCC, NCSC, University of Central Florida

Research clearly suggests negative factors may foster attrition amongst minority female faculty. These factors are related to increased anxiety, career dissatisfaction and burnout, which unfortunately have led to decisions to leave the profession. This workshop will provide female faculty the arena to discuss healthy ways of addressing work stressors, balancing life roles, and the potential for burnout.

Identity Formation

PARB 227

Black Girl Glare: Uplifting and Edifying Your Sister

Rebecca George, Ph.D., LPCS, LPC, LAC, NCC, ACS, Webster University
Alexanderia Smith, Ph.D., NCC, LPC, CACI, LAC, Webster University

The purpose of this session is to use original spoken word poetry to illustrate the challenges Black women face with social support. We will highlight the unspoken Black girl “glare” that many women project onto each other largely due to internalized oppression and racism. The psychosocial manifestation of this internalization is low self-esteem, lack of awareness and general insecurity. The presenters will use elements of Cognitive Behavioral Therapy (CBT) to assist participants with developing cognitive awareness, increasing their knowledge and skills to edify themselves and their sisters.

Social Change, Leadership and Advocacy

PARB 239

Experiencing the Disconnect: Micro-Aggressions in Counseling from a Student Clinician Perspective*

Shawntell N. Pace, M.Ed., University of Georgia
Adriana Clay-Potts, B.S., University of Georgia
Madeline K. McGarrah, B.S., University of Georgia
Denise Powers, B.A., University of Georgia
Elizabeth Thacker, B.S., University of Georgia

This presentation will highlight the intersection of counselors-in-training and client stories of micro-aggressions experienced in counseling. Specific topics to be covered include transphobia and ableism, and common micro-aggressions experienced among these populations. Content will also address interventions and strategies to prevent client harm.

NOTES



Scan for Session IV Evaluations

Ethical Issues in Professional Counseling

PARB 255

4:00-5:15 p.m.

Social Change, Leadership, and Advocacy

ELAB 21

Research and Theory

ELAB 38

When Culture, Counseling and Ethics Collide

Henry L. Harris, Ph.D., LPC, University of North Carolina at Charlotte

This presentation will address examples of cultural bias that may occur in counseling sessions and explore culturally responsive ways to ethically address them. In addition, appropriate steps in multicultural, ethical decision-making will be addressed, along with strategies to become more culturally competent.

Session IV

Angry Black Woman: Killing the Misconceptions that Hinder Your Success or That Cling to Your Life*

Patricia Harris, M.S., LPC, Winning Life Counseling and Coaching
Keiwonda Tennerson, LCSW, MAC, Savannah State University

Misconceptions are lethal to quality care. Consequently, it is imperative that therapists remain malleable, readily absorbing information to assist their patients. The Black woman is frequently misinterpreted with the negative stereotypes plaguing them. This research is designed to provide clinicians with material regarding the trope of the Angry Black Woman (ABW) in an effort to improve care.

Perpetuating Invisibility: Examining the Relationship Between African-American Men and Law Enforcement

Bredell Moody, M.E.d., LPCA, NCC, North Carolina State University

The relationship between law enforcement and the African-American community has been strained by practices that prevent healthy engagement between communities. This study assessed the perception and effect of the relationship between law enforcement as an institution and African-American males. The study also examined how African-American males cope with and process their relationship with law enforcement.

Social Change,
Leadership and
Advocacy

PARB 128

**Reframing Mental Health Perceptions: The Need for
Mental Health Education in Embu, Kenya***

Aishwarya Joshi, M.S., Heidelberg University

Yuichi Sasakawa, B.A., Heidelberg University

Despite the higher prevalence of mental health problems in rural Kenya, the negative stigma associated with mental health continues to persist (Puffer, et al., 2012; Lee, et al., 2016; Endetei, et al., 2017). Musiyami (2017) reported that people in rural Kenya continue to resist mental health services by internalizing and minimizing the impact of mental health problems. The purpose of this paper presentation is to unmask the need for mental health education and its impact on the resistance of youth-at-risk towards mental health services.

Teaching, Training
and Supervision

PARB 227

**Listen to the Music: Training Counselors
Through the Use of Music**

Richard Deaner, Ph.D., Augusta University

Kathryn Towns, B.S., Augusta University

This presentation will discuss the use of music as a tool to enhance awareness, knowledge and skills for counselors-in-training. First, presenters will briefly review the effects of music on the brain and on learning. Next, presenters will demonstrate how songs and reflective discussion can stimulate learning. Diverse cognitive styles, learning styles, and micro-counseling techniques will be considered during these reflective activities.

Social Change,
Leadership and
Advocacy

PARB 239

**Exploring Gender Justice in Counselor Education:
Counseling Students Speak Out**

Kathryn Norsworthy, Ph.D., Licensed Psychologist, NCC, Rollins College

Michelle Ilugbusi, B.S., Rollins College

Sarah Moore, B.S., Rollins College

Barb Dos Santos, B.S., Rollins College

Christina Senesi, B.S., Rollins College

Taylor Sweet, B.S., Rollins College

Social justice and advocacy are at the heart of the counselor education process. Cultivating awareness, knowledge and skills in the area of gender justice is central to the process of deepening critical consciousness of counselors-in-training. Join a group of graduate counseling students, and a faculty member, as they facilitate a classroom simulation demonstrating a feminist-liberation framework for increasing critical consciousness and cultural competencies in anti-sexist counseling and activism.

NOTES

**Ethical Issues
in Professional
Counseling**

PARB 255

Spirituality and Ethics

Pamela Wells, Ph.D., LPC, Georgia Southern University

Spirituality and religiosity are fundamental values for both counselors and clients. How do we, as counselors, support our clients and their spirituality and engage in ethical decision making? What do we do when our values conflict with our clients? Come and learn how to engage in ethical decision-making when our values may not align with our client's choices.

SATURDAY, FEBRUARY 9, 2019



Scan for Dr. Caldwell's Evaluation

Dr. William Cross Jr. Lecture Series

Building for Eternity: Intervening with Black and Brown Youth in Ways That Elevate and Sustain Multicultural Competencies and Proficiencies

8:30-10:00 a.m. | Rooms 114/115

NOTES



ROSLYN CALDWELL

Ph.D., Prairie View A&M University

Roslyn Caldwell, Ph.D., explores the challenges faced by African-American and Latino/a youth-at-risk intersecting with the criminal justice systems. In addition, she offers ways to develop and incorporate intervention and prevention programs that are culturally relevant, transcend time and are mentally liberating.

Dr. Caldwell is an associate professor in the Department of Psychology at Prairie View A&M University, a published author of several articles and book chapters, and the recipient of several awards. She is an expert in the areas of clinical and forensic psychology particularly as it relates to multiculturalism in forensic psychology, mental health programming, program evaluation and treatment effectiveness among adolescent youth. Dr. Caldwell is passionate about understanding how African-American and Latino/a youth are disproportionately exposed to environmental and social conditions, and the importance of developing and providing interventions designed to understand the vulnerability of being victimized by socially oppressive phenomena.

Dr. Caldwell is the co-creator and director of the Bakari Mentoring Program, an intervention and prevention program cultivated from the Bakari Project—*Bakari* meaning: “One Who Will Succeed” in Swahili—originally developed by Dr. Thomas A. Parham over 20 years ago.

10:15-11:30 a.m.

Session V

**Teaching, Training
and Supervision**

ELAB 21

**Culturally Inclusive Teaching: Strategies
to Incorporate LGBTQ Adult Learners***
Christy M. Rhodes, Ph.D., East Carolina University
Syntia Santos Dietz, Ph.D., NCC, East Carolina University



Scan for Session V
Evaluations

Research reveals there is often reticence on the part of adult English language educators to include lessons or classroom conversations related to sexual identities other than heterosexuality (Liddicoat, 2009; Nelson, 2006). The purpose of this session is to present the findings and recommendations of the presenters' recent study. Attendees will have an enhanced understanding of Queer Theory and its application for creating inclusive classrooms.

Research and Theory

ELAB 21

**A Case Study on the Lives of Latino Farmworkers
in Eastern North Carolina***
Syntia Santos Dietz, Ph.D., NCC, East Carolina University
Christy M. Rhodes, Ph.D., East Carolina University

Participants will engage in a discussion about the lives of Latino migrant farm workers in the eastern region of North Carolina, and a reflection on the lives of Latinx individuals in the United States. Presenters will share their experiences of community engagement partnership in support of this population, their research work, and the professional implications for counselors and educators.

**Teaching, Training
and Supervision**

ELAB 38

**Social Constructivism: Teaching Counselors from a
Multicultural Lens**
Shama Panjwani, M.S., APC, NCC, CCMHC, Mercer University

The presentation explores the use of the social constructivist approach and pedagogy to teaching multicultural competency utilizing the social justice advocacy model. The teaching strategies utilized in this approach can enhance student learning experiences and help in meeting student learning outcomes. With this approach, the educators can help students practice components of self-awareness, knowledge, and skills.

NOTES

NOTES

Horizontal lines for taking notes.

Social Change, Leadership and Advocacy

PARB 128

Beyond the Baby Blues: Cross-Cultural Perspective on Perinatal Mental Health

Pamela Wells, Ph.D., Georgia Southern University
Rena Kibler, B.S., Georgia Southern University

Postpartum depression is not "the baby blues." Perinatal mood disorders (PMD) affect up to one in five individuals across socio-economic strata, cultures and communities. Culturally sensitive awareness and care is imperative for struggling individuals. This session examines silent barriers to women, and underprivileged and marginalized populations around PMD, and promotes advocacy and multiculturally competent training for mental health counselors.

Identity Formation

PARB 227

"But What Are You, Really?": Examining Multiracial Identity and Psychological Well-Being

C. Peeper McDonald, Ph.D., LPC, ACS, NCC, Mercer University
Victoria Glover, B.S., Mercer University

With the continued growth of the multiracial population, it is increasingly important to study this underrepresented group. This presentation will provide an overview of the literature regarding psychological well-being and multiracial identity. The presenters will then give recommendations for future research regarding these constructs, and discuss implications and recommendations for counselors and counselor educators.

Practice, Strategies, Techniques and Interventions

PARB 239

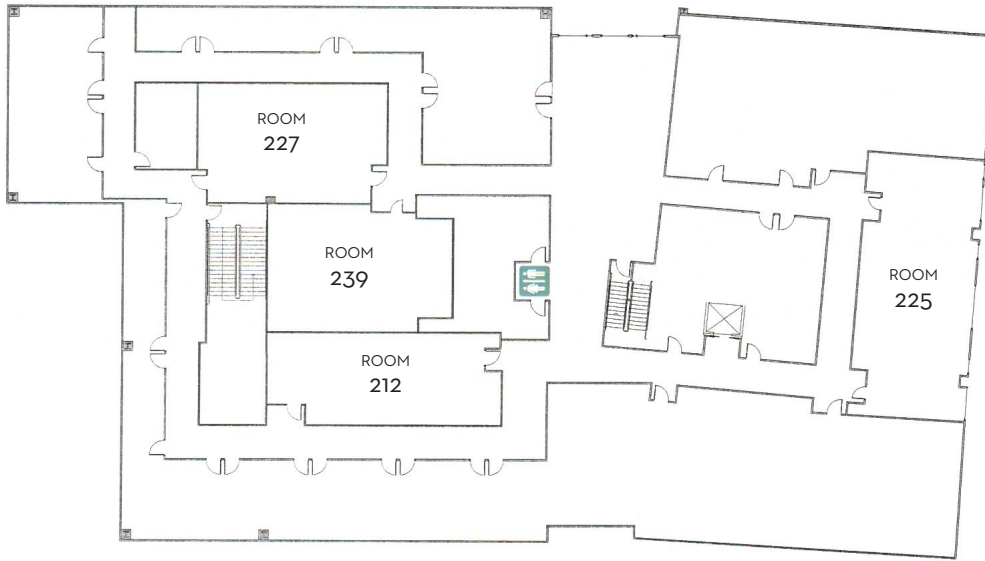
"Let's Have a Talk!": Creating a Process Support Group for Those Holding Target Identities at a PWI

Leigh Baker, Ph.D., Stetson University
Princessa Long, M.A., Stetson University
Michelle Sullivan, B.S., Stetson University

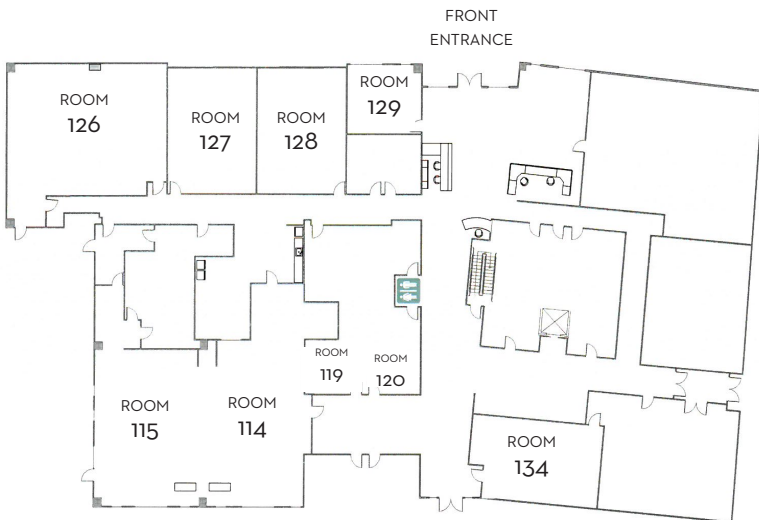
College students holding target identities often have to contend with micro-aggressions and isolation, which can inhibit their academic success. This presentation deals with creating safe spaces for these students to hold helpful conversations about their experiences and help each other cope, thereby allowing them to focus their energies back into their own success.

MAPS

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Georgia Tech Savannah
ELAB



Mt. San Antonio College is excited to announce the opening of the **Vice President of Instruction** position and 40 new full-time, tenure-track faculty positions:

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- Counseling – ESL
- Counseling – Veterans
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- Kinesiology, Head Women’s Soccer Coach
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- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Short-Term Vocational
- Sign Language/English Interpreting & American Sign Language
- Sociology
- Spanish
- Theater (Technical Theater)

For more information about these and other positions available in the College, visit our employment website:

<https://hrjobs.mtsac.edu/>.

Our Mission

The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences.

Our Equity Commitment

Mt. San Antonio College recognizes that equity and diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. We seek employees who possess a genuine interest in serving others because we serve a diverse student body.

About the Region

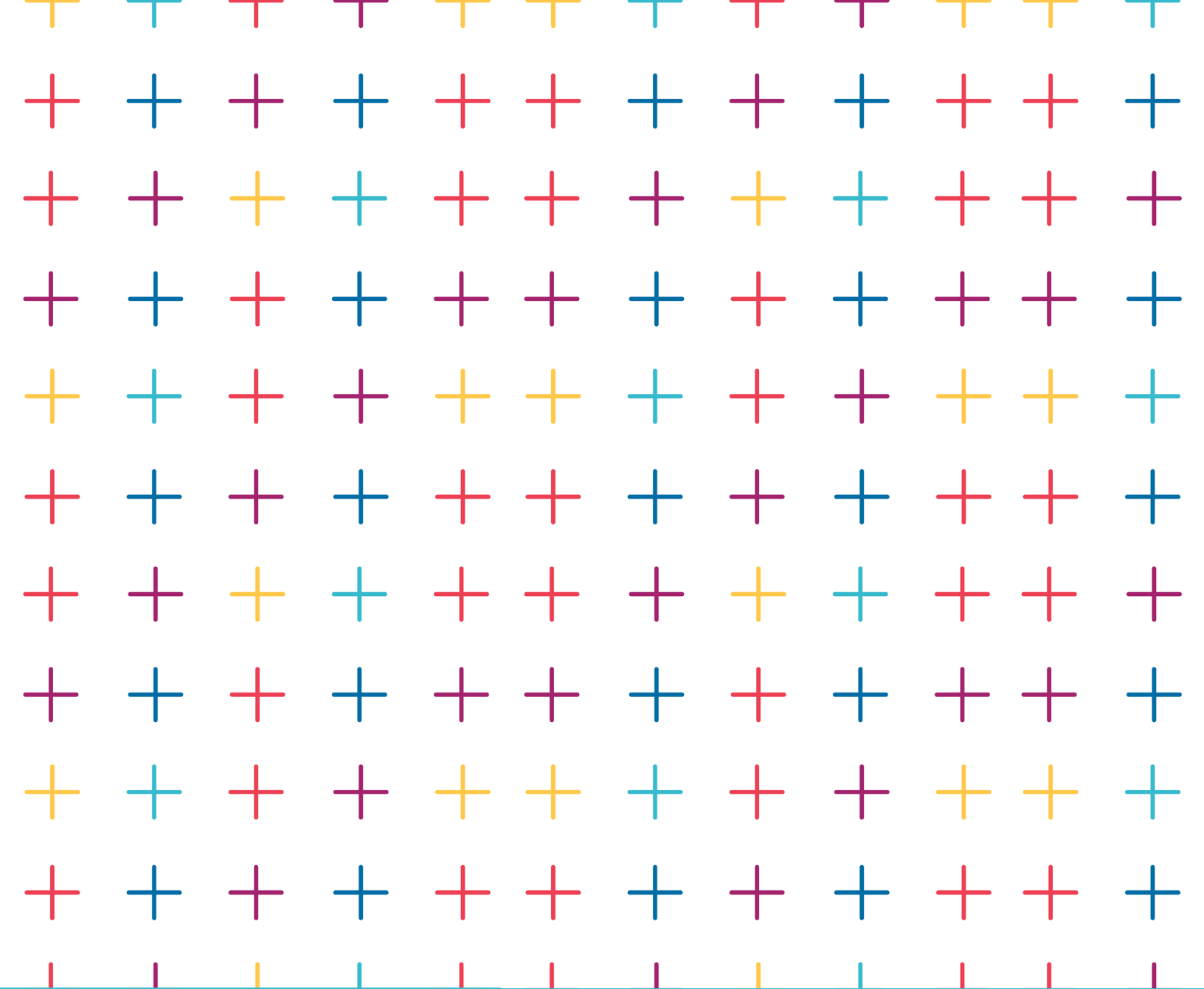
Mt. San Antonio College sits on 420 rolling acres in Walnut, California, located on the eastern edge of the diverse Greater Los Angeles Area. With equestrian and farm roots, the city combines the charms of suburban living with the benefits of being just 25 miles from Downtown Los Angeles and its incredible cultural and recreational activities. Regularly ranked in Money Magazine’s Best Places to Live, Walnut is known for its exceptional educational offerings, including Mt. SAC and the prestigious Walnut Valley Unified School District schools.

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Wait for our GTPE Login Page to load
3. Click: Login

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19th Annual Cross-Cultural Counseling and
Education Conference for Research, Action, and Change

February 7-8, 2020

