

EDC 210: MULTICULTURAL/ETHNIC COUNSELING

In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
2. GPSE Chair (nevarezc@csus.edu)
3. ED College Committee Chair (sarah.ives@csus.edu;%20dale.allender@csus.edu)
4. ED Dean (kdohara@csus.edu)
5. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Mon, 24 Aug 2020 19:10:41 GMT
Carlos Nevarez (nevarezc): Rollback to Initiator
2. Mon, 24 Aug 2020 21:44:27 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
3. Mon, 24 Aug 2020 21:52:27 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
4. Thu, 10 Sep 2020 22:01:28 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Tue, 15 Sep 2020 01:34:28 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Mon, 24 Aug 2020 20:30:09 GMT

Viewing: EDC 210 : Multicultural/Ethnic Counseling

Last edit: Mon, 24 Aug 2020 20:30:08 GMT

Changes proposed by: Bitá Rivas (223000752)

Contact(s):

| Name (First Last) | Email | Phone 999-999-9999 |
|-------------------|------------------|--------------------|
| Bitá Rivas | b.rivas@csus.edu | 9162785950 |

Catalog Title:

Multicultural/Ethnic Counseling

Class Schedule Title:

Multicultural Ethnic Counsel

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDC - Education - Counselor Education

Catalog Number: (course number)

210

Course ID: (For administrative use only.)

116396

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Updating to include CACREP 2016 standards and to link to each proposed program concentration.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Exploration of ethnic and cultural differences to develop or expand awareness, techniques, skills, theories, concepts, and to acquire information necessary to counsel effectively with clients of various ethnic/cultural groups. Students examine their own attitudes, behaviors, perceptions, and biases, and are encouraged to develop their own multicultural approach to counseling. Lecture/discussion three hours.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

This course addresses the following CCTC and 2016 CACREP Standards:

1. Students will demonstrate knowledge of counselor and consultant characteristics and behaviors that influence helping processes, including age, gender, ability, spirituality, and ethnic differences, socioeconomic status, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills.
2. Students will demonstrate knowledge of multicultural theory, theories of identity development, and multicultural competencies.
3. Students will demonstrate knowledge of theories and practices used when counseling with various ethnic and culturally identified groups and develop cultural competence when relating to ethnic/cultural groups different from one's own.
4. Students will demonstrate knowledge and develop a working knowledge of intra- and intergroup similarities and differences when counseling with various ethnic/cultural groups.
5. Students will demonstrate knowledge of concepts and terms discussed in class (e.g., racism, cultural encapsulation, etc.).
6. Students will practice skills, and techniques proven effective in counseling ethnically/culturally different and economically impoverished clients.
7. Students will demonstrate knowledge of the individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
8. Students will demonstrate knowledge of ethical considerations as related to cultural competencies.
9. Students will demonstrate knowledge of institutional racism, sexism, and other forms of discriminatory practices discussed in class or in the reading.
10. Students will demonstrate knowledge of counselor and consultant characteristics and behaviors that influence helping processes, including age, gender, ability, spirituality, and ethnic differences, socioeconomic status, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills.
11. Students will demonstrate knowledge of awareness and assessment of acculturative experiences in school, home, and community, and its effect and impact on attitudes, beliefs, and understandings.
12. Students will demonstrate knowledge of counselors' roles in social justice, advocacy, and conflict resolution in the areas of cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
13. Students will demonstrate knowledge of the history, educational plight, career opportunities, and social experiences of the various ethnic and subcultural groups, including characteristics and concerns between and within diverse groups.

Attach a list of the required/recommended course readings and activities:

EDC 210 Syllabus.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Skill Development Portfolio (PLO1, CACREP 2.F.1.b.e.2.c, e, g; 5.b.2.c; CCTC 2,3)

Lecture/Readings (PLO4, CACREP 2.F.2.h)

Cultural Broker Interview (PLO6, CACREP 2.F.2.h, CCTC 1,18)

Group Presentation (PLO5, CACREP 2.F.2.c.h;5.B.2.f;5.F.2.m;5.H.2.e, CCTC 3,8)

Midterm (PLO4, CACREP 2.F.2.b)

Class Activity: Life Graph (PLO3, CACREP 2.F.2.d;5.B.2.f;5.F.2.m;5.H.2.e)

Final Reflection Paper (PLO2, CACREP 2.F.1.e; 2.b, CCTC 14)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:**Programs:**

MS in Counseling

MS in Counseling (Career Counseling)

MS in Counseling (Marriage, Couple, and Family Counseling)

MS in Counseling (Rehabilitation Counseling)

MS in Counseling (School Counseling with Embedded PPS Credential)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis

Communication

Information literacy

Disciplinary knowledge

Intercultural/Global perspectives

Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

The change does not impact currently written common standards document.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Bitá Rivas (b.rivas) (Sat, 22 Aug 2020 01:58:21 GMT): I should have marked yes to 'is this part of a teacher credentialing program' and no it makes no significant impact.

Carlos Nevarez (nevarezc) (Mon, 24 Aug 2020 19:10:41 GMT): Rollback: FYI

Key: 1261