

EDC 210: MULTICULTURAL COUNSELING

In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
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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
6. Wed, 14 Oct 2020 16:29:21 GMT
Janett Torset (torsetj): Approved for Academic Services
7. Tue, 20 Oct 2020 21:55:25 GMT
Julie Fogarty (fogarty): Rollback to Initiator
8. Thu, 22 Oct 2020 22:29:06 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
9. Fri, 23 Oct 2020 16:00:00 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
10. Fri, 23 Oct 2020 19:24:28 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
11. Fri, 23 Oct 2020 21:17:55 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 22 Oct 2020 04:26:43 GMT

Viewing: EDC 210 : Multicultural Counseling

Last edit: Thu, 22 Oct 2020 04:26:42 GMT

Changes proposed by: Bitá Rivas (223000752)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Multicultural Counseling

Class Schedule Title:

Multicultural Counseling

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 and updating the title name.

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 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 analyze 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 apply multicultural theory, theories of identity development, inclusive of multicultural competencies.
3. Students will analyze theories and strategies used in counseling and identify appropriateness for use with various cultural groups using culturally appropriate interventions.
4. Students will analyze intra- and intergroup similarities and differences when counseling with various cultural groups.
5. Students will apply concepts and terms discussed in class (e.g., racism, cultural encapsulation, etc.) for self-reflection to identify biases and personal values that may impact the counseling relationship.
6. Students will apply skills and techniques proven effective in counseling clients from a diverse background inclusive of socioeconomic status.
7. Students will analyze the impact of individual, couple, family, group, and community strategies when working with diverse populations and various cultural groups.
8. Students will analyze ethical considerations as related to cultural competencies.
9. Students will analyze institutional racism, sexism, and other forms of discriminatory practices and its impact on clients, students, patients, and families.
10. Students will analyze 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 increase awareness through analysis and assessment of acculturative experiences in school, home, and community, and its effect and impact on attitudes, beliefs, and understandings.
12. Students will analyze 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 analyze the history, educational plight, career opportunities, and social experiences of the various cultural 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 (ELO 1, 4-6)
 Lecture/Readings (ELO 1,3, 4, 8-9)
 Cultural Broker Interview (ELO 1-4, 6-10)
 Group Presentation (ELO5, 11-13)
 Midterm (ELO 1-13)
 Class Activity: Life Graph (ELO 1,3,5,8)
 Final Reflection Paper (ELO 1, 10-12)

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

Julie Fogarty (fogarty) (Tue, 20 Oct 2020 21:55:25 GMT): Rollback: See email from 10/20/20 regarding ELOs and assessment strategies.

Key: 1261