

EDUC 156: POWER, PRIVILEGE AND SELF IDENTITY IN COUNSELING

In Workflow

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Approval Path

1. Wed, 09 Sep 2020 18:03:27 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Mon, 21 Sep 2020 20:25:26 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Wed, 23 Sep 2020 21:43:15 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
4. Thu, 15 Oct 2020 17:36:05 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Fri, 23 Oct 2020 21:39:41 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Wed, 09 Sep 2020 00:52:43 GMT

Viewing: EDUC 156 : Power, Privilege and Self Identity in Counseling

Last edit: Fri, 23 Oct 2020 21:37:37 GMT

Changes proposed by: Bitá Rivas (223000752)

Contact(s):

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

Power, Privilege and Self Identity in Counseling

Class Schedule Title:

Pwr, Privlg + Self Identity

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:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

156

Course ID: (For administrative use only.)

116191

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:

We propose moving this course from Undergraduate Studies in Education to the Department of Graduate and Professional Studies in Education. Faculty in GPSE are better equipped to administer a course that is aligned with one of their programs (Counseling), and Counseling faculty typically teach the course. Furthermore, this course has been removed as a prerequisite for the MS in Counseling graduate program, and language is being proposed in the course description to reflect this change.

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

Focuses on understanding how one's values, attitudes, belief systems impact perception of differences related to race, ethnicity, culture, etc. Experiential activities promote self awareness while developing capacity in becoming a culturally responsive/skilled counselor. Historical processes that created inter and intra group constructs are explored. Required for the Counseling Minor, not included in 200-series 60 unit master's degree.

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.'

1. Students will explain factors that maintain oppression and systemic racism.
2. Students will demonstrate cultural awareness and sensitivity through exploration of one's own cultural heritage and to valuing and respecting differences.
3. Students will demonstrate understanding of cultural experiences, attitudes, values, and biases that influence psychological processes.
4. Students will analyze strengths and limits of their competencies and expertise related to counseling others.
5. Students will analyze differences that exist between oneself and clients in race, ethnicity, culture, and beliefs.
6. Students will demonstrate understanding of one's own racial and cultural heritage which personally and professionally affects one's definitions and biases of normality-abnormality and the processes of counseling.
7. Students will explain how oppression, racism, discrimination, and stereotyping affect each and every one of us personally and in one's work. This allows one to acknowledge one's own biases, attitudes, beliefs, and feelings.
8. Students will analyze how one's social impact on others that includes communication style differences and how one's style may clash in or facilitate the counseling process.
9. Students will demonstrate culturally appropriate counseling skills that influence vulnerability, authenticity, and relatedness.

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.

Reading responses (ELOs 1-9)
 Self-Identity Written Paper (ELOs 2, 4-9)
 Group Presentation and Summary, including list of resources (ELOs 1-5, 7-9)
 Reflective Journal (ELOs 1-9)
 Midterm Exam (ELOs 1-8)
 Final Exam (ELOs 1-8)

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:**

Minor in Counseling

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

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

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)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Please attach any additional files not requested above:

EDUC 156 Higgins.pdf
EDUC 156 Martinez.pdf

Key: 1658