

COUN A107H: CHICANA/O & LATINA/O EXPERIENCE AND SUCCESS IN HIGHER EDUCATION HONORS

Item	Value
Curriculum Committee Approval Date	10/07/2020
Top Code	493013 - Academic Guidance
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	- OC Social/Economic Institutions - AA (OD2) - OC Life Skills - Theory - AA (OE1)
Associate Science Local General Education (GE)	OCC Social/Behavioral Sci - AS (OSD)
California State University General Education Breadth (CSU GE-Breadth)	- CSU D3 Ethnic Studies (D3) - CSU E1 Lifelong Understanding (E1)

Course Description

Counseling theoretical frameworks will be utilized to explore factors that contribute to a successful experience in higher education for Chicana/o and Latina/o students and a Mestizaje identity. An examination of Mestizaje and the educational experience of the Chicana/o and Latina/o community in the United States. Emphasis on an understanding of Mestizaje and the background of Chicana/o and Latina/o students in relation to current educational conditions and trends. Enrollment Limitation: COUN A107; students who complete COUN A107H may not enroll in or receive credit for COUN A107. ADVISORY: ENGL C1000. Transfer Credit: CSU; UC: Credit Limitation: COUN A104, COUN A105, COUN A107 and COUN A107H combined: maximum credit, 3 units.

Course Level Student Learning Outcome(s)

1. Demonstrate by written account an understanding of the background and condition of Mestizaje and the Chicana/o and Latina/o experience and success in higher education.
2. Develop an awareness of the barriers and challenges toward educational equity and the Chicana/o and Latina/o community through problem solving exercises and group discussion.
3. Comprehend the importance of peer/mentor/group relationships and the campus community related to academic success and well being in terms of cultural competency and cultural humility.

4. Articulate a presentation on the context of the Chicana/o and Latina/o experience regarding education and cultural capital related to community cultural wealth.

Course Objectives

- 1. Demonstrate an understanding of the relationship of Chicana/o and Latina/o cultural experiences to education.
- 2. Demonstrate an awareness and sensitivity of the Chicana/o and Latina/o condition as it applies to their life experiences.
- 3. Develop a critical and applied understanding on the impact of the Chicana/o and Latina/o condition regarding academia.
- 4. Identify and comprehend factors of success involved in Chicana/o and Latina/o narratives regarding experiences in higher education.
- 5. Demonstrate an understanding of the importance of peer/group relationships and the campus community to academic success.
- 6. Employ a sense of equity and relationship with groups and individuals within and outside the Chicana/o and Latina/o experience.
- 7. Develop a comprehensive ability to identify and evaluate the available campus resources.
- 8. Recognize the process and application of skills involved in the transition from higher education to that of a career.
- 9. Demonstrate ability to establish rapport with a academic and career mentor.
- 10. Define and discuss personal and educational goals and develop a student educational plan.

Lecture Content

I. Counseling A. Definition, American Counseling Association 20/20
 a. Professional Relationship that Empowers 1. Individuals
 2. Groups 3. Families 4. Communities b. Areas of
 Empowerment 1. Personal 2. Educational 3. Career II.
 Addressing a Framework of Multicultural Counseling for Assessment
 A. Applied Examples of Diversity a. Vignette of Counseling for Race
 b. Vignette of Counseling for Ethnicity c. Vignette of Counseling
 for Gender d. Vignette of Counseling for Culture 1. Geographical
 Origins 2. Historical Origins 3. Language 4. Religion
 e. Vignette of Multicultural Counseling for Race, Ethnicity, Gender,
 and Culture. B. Assessing Perspectives on Diversity a.
 Assimilation b. Pluralism c. Myths C. Assessing Personal and
 Social Barriers that inhibit Success a. Prejudice b. Discrimination
 c. Stereotypes d. Ethnocentrism e. Limited Perceptions f.
 Prejudice Plus Power g. Segregation D. Facilitating the Stages
 of Ethnic and Cultural Typology a. Counseling practices that engage
 Cultural Captivity b. Counseling practices that engage Cultural
 Encapsulation 1. Cultural Ethnocentrism 2. New Discovery
 of Cultural Identity c. Counseling practices that encourage Cultural
 Identity Clarification d. Counseling practices that encourage
 Biculturalism e. Counseling practices that encourage Multiculturalism
 f. Counseling practices that encourage Cosmopolitanism/Applied
 EthicsIII. Multicultural Counseling Competency A. Multicultural
 Perspective a. Fourth Force in Counseling Practices B. Formation
 of the Chicana/o and Latina/o background a. A Hybrid Background
 1. Amerind 2. Iberian 3. Mestizaje b. Counseling the Hispanic
 1. Identifying and Validating c. Counseling the Latina/o 1..
 Identifying and Validating d. Counseling the Mexican-American 1.
 Identifying and Validating E. Counseling the Chicana/o 1. Identifying
 and Validating F. Intraplurality of Group Identity Perspectives a.
 Jose Vasconcelos 1. La Raza Cosmica b. Rodolfo Gonzalez

1. I am Joaquin c. Gloria Anzaldua 1. Mestiza/Hybrid Identity d. Guillermo Gomez Pena 1. Collective IdentitiesIV. Practices of Multicultural Counseling A. Latina/o Critical Theory and Practice a. Actively Listening and Analyzing Master Narratives b. Actively Listening and Analyzing Meta-Narratives B. Cuentos and Active Listening a. oral tradition of storytelling b. Identity Validation C. Addressing Latina/o and Chicana/o Barriers to Well Being a. Derald Wing Sue 1. Microaggressions a. Microassaults b. Microinsults c. Microinvalidations b2. Overcoming Educational Experiences of Segregation a. The Lemon Grove Incident b. The East L.A. Blowouts c. Jaime Escalante and Garfield High School D. Addressing Latina/o and Chicana/o practices for Well Being a. Applying Cultural Capital 1. Community Cultural Wealth a. Practicing Aspirational Capital b. Practicing Familial Capital c. Practicing Linguistic Capital d. Practicing Social Capital e. Practicing Resistant Capital f. Practicing Navigational Capital E. The Practice of Cultural Democracy in Education 1. Biculturalism 2. Bilingualism V. Latina/o and Chicana/o College Success Experience A. Planning for College Success 1. Getting Ready for College 2. Financial Literacy in Higher Education 3. Earning your Degree and Life Long Learning B. Productivity Management in College Life 1. Applying Resources and Services for Success on Campus 2. Using Technology to Learn and Succeed 3. Transition from Community College to the University or World of Work 4. Preparing for a Graduate and/or Professional Degree C. Short Stories of How I Made it in College 1. Terry Guzman, Social Service Executive 2. Leo Raul Valverde, Attorney and Author 3. Tomas Morales, College President 4. Christopher Flores, Attorney 5. Jose Angel Gutierrez, University Professor 6. Onelia Garcia Lage, Pediatrician 7. Sandra Soto Mayor, Supreme Court Justice D. College and University Directories E. Develop a Student Educational Plan VI. Barrios to Burbs A. Divergent Backgrounds and Pathways into the Suburbs B. Family Obligations and the Narrative of Individualism C. The Educated Minority and American Identities D. Latina/o and Chicana/o Professional Associations E. The Minority Culture of Mobility and the New American Identity of Success VII. Drink Cultura A. Latina/o and Chicana/o Aesthetic Contributions to the American Culture

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lecture, discussions, research, video, film, biographies, individual presentation, and group projects.

Reading Assignments

Students will be assigned readings from the required texts.

Writing Assignments

Students will provide written responses from the assigned questions from the readings assigned in the course. Written outlines of textbook material for class discussion and review. Reflective essay related to class material.

Out-of-class Assignments

Students will be assigned to conduct searches for information that is relevant to the course material via hard copy and online sources available in the library for individual presentation and group projects.

Demonstration of Critical Thinking

Students will develop questions and summaries related to the class material for group discussion and review. Active listening will be emphasized to support critical thinking formation. Oral and written responses to the questions and summaries will involve consideration of diverse perspectives which may include difference in outlook. Students will demonstrate reflective thinking by self monitoring and correcting their judgements based on the course material. Ability to exemplify an open mind regarding incorporation of information provided by peer review.

Required Writing, Problem Solving, Skills Demonstration

Students will develop a summary position paper reflecting the ability to synthesize diverse material that employs evidence of critical thought and formation of an outlook on their understanding of the Chicana/o and Latina/o background and condition related to the educational experience. Students will be able to problem solve and create an action life plan based on their educational and career goals. Students will demonstrate active listening skills and develop reflective abilities through individual presentations and group projects.

Eligible Disciplines

Counseling: Masters degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelors degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) Masters degree required. Title 5, section 53410.1

Textbooks Resources

1. Required Valverde, L. A.. The Latino Students Guide to College Success, 2nd ed. Santa Barbara, CA: ABC CLIO, 2012 2. Required Villasenor, V.. Burro Genius, 1st ed. New York City, NY: Harper Perennial, 2004 Rationale: A memoir that depicts the educational experience of a Latino. Present topics for an applied understanding regarding counseling students of a latino background. 3. Required Bucher, R.D.. Diversity Consciousness: Opening our Minds to People, Cultures, and Opportunities, 3rd ed. Prentice Hall, 2010 4. Required Erickson Cornish, J.A.; Schreier, B.A.; Nadkarni, L.I.; Henderson Metzger, L.; Rodolfa, E.R.. Handbook of Multicultural Counseling Competencies, First ed. Hoboken, New Jersey: Wiley, 2010 Rationale: Provides a functional knowledge of key terms regarding Multicultural Competency.