EDC 274: ADVOCACY AND SYSTEMIC CHANGE IN SCHOOL COUNSELING

In Workflow
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Approval Path
1. Mon, 11 May 2020 15:42:55 GMT
   Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Mon, 11 May 2020 15:46:11 GMT
   Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 10 Sep 2020 22:06:04 GMT
   Sarah Ives (sarah.ives): Rollback to Initiator
4. Thu, 17 Sep 2020 22:50:27 GMT
   Carlos Nevarez (nevarezc): Rollback to Initiator
5. Mon, 21 Sep 2020 19:51:13 GMT
   Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
6. Mon, 21 Sep 2020 20:26:19 GMT
   Carlos Nevarez (nevarezc): Approved for GPSE Chair
7. Thu, 24 Sep 2020 19:36:55 GMT
   Sarah Ives (sarah.ives): Approved for ED College Committee Chair
8. Tue, 06 Oct 2020 00:16:36 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

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Viewing: EDC 274 : Advocacy and Systemic Change in School Counseling
Last edit: Fri, 18 Sep 2020 16:34:35 GMT
Changes proposed by: Maiko Xiong (102077207)

Contact(s):

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Catalog Title:
Advocacy and Systemic Change in School Counseling

Class Schedule Title:
Advocacy+Systemic Change in SC

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)
274

Course ID: (For administrative use only.)
116626

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:
The proposal is to change the name and course description of the course. Additionally course learning outcomes have been added. The changes reflect the current field of school counseling. School counselors work with students using a developmental and multi-tiered system to effect systemic changes. No other changes have been made.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
This course addresses the role of school counselors as leaders, collaborators, advocates, and systemic change agents. Explores models of consultation, implementation of multi-tier interventions, change strategies, and ethical considerations. Emphasis is on the developmental nature of school counseling programming that is comprehensive in scope and preventative in design to promote systemic change.

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?
Yes

Prerequisite:
EDC 216, EDC 280, EDC 270; classified student in the Counselor Education Program.

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar 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.'

Students will be able to:
Students will:
1. Explain the role of school counselors as leaders, advocates, consultants, team members and systems change agents in P-12 schools.
2. Demonstrate curriculum design, lesson plan development, appropriate classroom management strategies and differentiated instructional strategies
3. Design, deliver, and evaluate a student-centered, data-driven school counseling program that advances the mission of the school
4. Describe the school counselor's role as an active participant in the school improvement planning process to ensure a school climate that supports equitable learning for all students
5. Discuss the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
6. Analyze and use data to enhance school counseling programs, advocate for students, and inform decision making.
7. Identify the impact of intentional and unintentional bias and other culturally and institutionally supported behaviors on student learning
8. Articulate strategies to address a variety of diversity issues that impact student's academic, career, social, and emotional development
9. Demonstrate how to use community resources and referral procedures (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

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

274 Course Readings.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.

Portfolios, examinations, student papers, and presentations will determine the extent to which students have achieved the learning outcomes.

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

Yes

Has a corresponding Program Change been submitted to Workflow?

No

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

Programs:
MS 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

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)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Sarah Ives (sarah.ives) (Thu, 10 Sep 2020 22:06:04 GMT): Rollback: LO correction

Carlos Nevarez (nevarezc) (Thu, 17 Sep 2020 22:50:27 GMT): Rollback: It would be good to state no on the question of 'Does this course have prerequisites?' This has created problems in the past as students are not able to register. Thoughts?

Key: 1290