

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 8/25/17 Department ESPMU College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BCE 636

Add Change Inactivate

Type of modification:

Title Description _____ Credit hours

Type _____ Grade _____

Number Old _____
New BCE 636

Classification of Instructional Programs (CIP) # 13.1101

Title Leadership and Advocacy in Counselor Education

Short Title (30 characters or less) _____

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course is designed for advanced counseling students who study leadership and advocacy in Counselor Education.

1. Credit Hours 3

2. Prerequisites limited to enrollment by only specialist or doctoral students in Counselor Education.

3. Corequisites none

4. Cross Listed (Equivalent Courses) none
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) _____

Slash listed courses refer to the courses offered by the same department at different levels.

.. Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata-log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade

(b) Pass/fail

7. Indicate one of the following types of instruction:

(a) Seminar _____

(c) Independent Study _____

(e) Thesis/Dissertation _____

(g) Recitation/Discussion/Quiz _____

(i) Activity/Performance/Studio _____

(k) Research _____

(m) Blended _____

(b) Lecture

(d) Laboratory _____

(f) Field Experience _____

(h) Lecture/Laboratory _____

(j) Clinic _____

(l) Online _____

(n) Lec w/Recitation/
Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

n/a

10. Maximum Repeat: 0 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: Aaron Kuntz

Signature

8/25/17

Date

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME BCE 636 – Leadership and Advocacy in Counselor Education

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.
1. Describe the rationale for the course.

→ This course meets new 2016 CACREP standards related Leadership and Advocacy which are critical to the development of a unified counseling professional identity.
 2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

→ Proposer: Joy Burnham
For individuals to teach this course, they must (a) hold a doctoral degree in counselor education and supervision (preferred graduates from CACREP accredited programs); or (b) hold a doctoral degree in counseling related fields with a strong professional identity in counseling
 3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

→ This course will be a required course to be added in the study plan for Ph.D. in Counselor Education and Supervision

4. Indicate how frequently and during which semesters the class will be offered.

→At least every other year

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

→No fee will be charged

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

→This is a required course, so there is no foreseeable reason to discontinue this course. However, the results of student course evaluation (i.e., Student Opinions of Instruction) will be examined to identify areas that need to be modified, such as course content, assignments, etc.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

→For the in-class course

Resources needed:

(a) An instructor to teach this course

(b) Classroom to teach the course

How needs will be met:

(a) Assign qualified instructor to teach this course

(b) Provide a classroom either in Graves hall or Carmichael

RECOMMEND FOR APPROVAL:


Department Head

(date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

→There is no duplication.
3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

→There is no foreseeable impact on other courses and programs of study
4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

→N/A
5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

→N/A

Angela O. Benson

RECOMMEND FOR APPROVAL:

Chair, Curriculum Committee

10/30/17

(date)

APPROVED

Dean

(date)

COURSE SYLLABUS

BCE 636: Leadership and Advocacy in Counselor Education

Fall 2018

Department: Educational Studies	Instructor: Joy J. Burnham, Ph.D.
Program: Counselor Education	Office Hours: posted
Course: Leadership and Advocacy in Counselor Education	Office Phone: 205-348-2302
Course Number: BCE 636	E-mail: jburnham@ua.edu
Credit Hours: 3	Fax: 205-348-7584

MISSION OF THE COLLEGE OF EDUCATION

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

VISION OF THE COLLEGE OF EDUCATION

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their fields; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.



DISPOSITIONS

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

PREREQUISITES

This course is limited to enrollment by only specialist or doctoral students in Counselor Education.

COURSE DESCRIPTION

This course is designed for advanced students who wish to examine leadership and advocacy in Counselor Education.

REQUIRED TEXTS

Chang, C. Barrio Minton, C. , Dixon, A., Myers, J & Sweeney, T. (2012) *Professional Counseling Excellence through Leadership and Advocacy*, Routledge: NY, NY.

Herlihy, B., & Corey, G. (2014). *ACA ethical standards casebook* (7th. Ed.). Alexandria, VA: American Counseling Association.

Readings in Blackboard Learn

COURSE OBJECTIVES

This course is an introduction to leadership and advocacy in counselor education, professional issues, and the various roles and expectations of being a counselor educator and/or supervisor. Additionally, this course will explore how legal and ethical aspects intersect within the profession.

Course Overview/Objectives:

Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

These five doctoral core areas representing the foundation knowledge required of doctoral graduates in counselor education (CACREP, 2016). Students will examine leadership and advocacy in Counselor Education.

STUDENT LEARNING OUTCOMES

CACREP 2016 DOCTORAL STANDARDS/LEARNING OUTCOMES

LEADERSHIP AND ADVOCACY

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes

- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

OTHER COURSE MATERIALS

See Blackboard Learn for supplemental readings.

LIVETEXT SUBMISSIONS FOR CACREP-ACCREDITED TRACKS

Students in the Clinical Mental Health Counseling, Rehabilitation, and School Counseling, and Counselor Education and Supervision (Doctoral) tracks have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) turn in all assignments as directed by faculty, per course syllabi; and, (2) upload specific coursework from CACREP-affiliated courses to LiveText - the data management system used to track all CACREP Standards by the date designated by faculty. Failure to submit assignments to faculty or to upload graded rubrics to LiveText will lead to a grade of “incomplete” for the student’s final grade.

OUTLINE OF TOPICS

Topical Outline - Chang et al. (2013)

Week One:	Leadership for the Counseling Profession
Week Two:	Foundations of Leadership: Theory, Philosophy, and Research
Week Three:	Characteristics of Effective Leaders
Week Four:	Becoming a Leader
Week Five:	Professional Advocacy: Doing Good Work
Week Six:	Professional Advocacy: Professional Responsibility
Week Seven:	Social Justice
Week Eight:	Foundations of Client Advocacy
Week Nine:	Client Advocacy in Action
Week Ten:	Leadership and Advocacy in Counselor Education
Week Eleven:	Supervision: Promoting Advocacy and Leadership
Week Twelve:	Counseling Practice
Week Thirteen:	Advocacy and Leadership Through Research
Week Fourteen:	Leadership Training: Curricula
Week Fifteen:	Advocacy Training
Week Sixteen:	Future Needs: Accountability

EXAMS AND ASSIGNMENTS

See Tentative Calendar for all assignments and due dates.

1. Class Attendance and Participation: You are responsible for reading critically, watching all recorded lectures online, and preparing for class. Preparing for class is defined operationally as arriving to class online on time and prepared to ask questions and to make comments based on the reading and the lecture material for that week. Professional journal articles and websites are available on Blackboard Learn for this class. What you know becomes the tools of your trade. So, read, read, read! Assimilate, evaluate, analyze, synthesize. Read some more. Read for conceptual knowledge, not specific facts. Pay attention to the authors of ideas.

Active participation throughout the semester, as evidenced by thoughtful questions, comments, and responses to questions in a respectful atmosphere of “give and take,” will demonstrate your accepted responsibility for your learning in this course. If class participation in discussions is inadequate, objective examinations may be implemented to facilitate awareness of learning needs and progress toward achieving course objectives.

Any absences or late arrivals from online meetings should be discussed with me in advance either in person or via email. At my discretion, any absences beyond one (1) absence may affect your final grade.

In terms of attendance, you are expected to attend class every Tuesday from 6-8:50pm, following the course schedule. Any absences beyond one (1) may result in a lowered grade.

2a. Discussions – For each unit (CE or LE), I will provide 2 Stimulus Questions. Students must select and respond thoroughly to 1 of the 2 prompts by the deadline noted on the Tentative Course Schedule. Responses should be a minimum of 500 words, contain at least two citations, and are to be posted and available for review by all class members in Blackboard. You may find it easier to type your responses as Word documents then cut-and-paste your response in the discussion window.

2b. Reply to Peer Postings – Students must select a minimum of one (1) response from the array of peer responses to Unit Stimulus Questions and offer a comment/rebuttal/supplement in response to that peer’s posting by the deadline noted on the Tentative Course Schedule. Responses to Other Students’ Postings are to be at least 250 words, including at least one citation, and posted/available for review by all class members in Blackboard. Discussions are evaluated on the following areas:

- ✓ Format and Language
- ✓ Demonstrated Knowledge of Unit Content
- ✓ Integration w/Principles and Terminology of Class
- ✓ Commentary & Insights – Student Posting
- ✓ Commentary & Insights – Student Reply to Peer Posting

3. Assignments/Topics—You will complete a series of assignments intended for you to consider how the course materials are relevant to you as a professional counselor and future counselor educator and/or supervisor. Instructions for each assignment will be provided throughout the semester and you will be expected to submit them in the designated Blackboard location.

- ✓ **Reflection: Building Your Vision Pathway through Your Doctoral Studies (50**

- points)
- ✓ **Reflection: Professional and Political Concerns: My Top Three (50 points)**
- ✓ **Paper: A Critical Examination of a Theoretical Counseling Model (200 points)**
- ✓ **Paper: Professional Position (200 points)**
- ✓ **Curriculum Vitae (50 points)**
- ✓ **SACES Newsletter Submission (50 points)**
- ✓ **CSI Counselor's Bookshelf Submission (50 points)**
- ✓ **Conference Proposal Submission (50 points)**

4. **Course Examination** – By the deadline designated on the Tentative Course Schedule, students will complete an essay examination concerning the information discussed in the course.

GRADING POLICY

Grading

Class Attendance & Participation	100 points
Discussion Board Activities	100 points
Assignments.....	700 points
Course Exam.....	100 points
Total	1000 points

900 – 1000 = A 800 – 899 = B 700 – 799 = C <700 = F

POLICY FOR MISSED EXAMS AND COURSEWORK.

Assignments are distributed throughout the semester and all due dates are published in this syllabus and provided during the first class meeting. Any assignment that is not submitted on time (defined as the beginning of the class period or the time set on Blackboard) will be penalized at a rate of 50% of total points per day.

ATTENDANCE POLICY

In conjunction with the stipulations from the University Handbook, there shall be a formal policy with regard to attendance for this course. It is expected that students enrolled in this course shall attend regularly scheduled meetings. Students are not expected but are encouraged to attend class activities that are held on an optional or voluntary basis (e.g., review sessions). If an absence is anticipated, students may secure excused absences by contacting the instructor prior to the class meeting that is to be missed. If an absence is unanticipated, students may secure an excuse from course instructor within

one week of the absence. Students accruing an unexcused absentee rate of greater than 30% of the total class meetings shall be assessed a penalty of 10 points from their final point total for the semester/term with an additional 5-point penalty for each unexcused absence accrued thereafter.

STATEMENT ON ACADEMIC MISCONDUCT

- Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
 - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
 - Fabrication: Presenting as genuine, any invented or falsified citation or material.
 - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”
 -

STATEMENT ON DISABILITY ACCOMMODATIONS

Contact the Office of Disability Services (ODS) as detailed in the Online Catalog. The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

SEVERE WEATHER PROTOCOL

Please see the latest Severe Weather Guidelines in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UACT STATEMENT

The UAct website provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

STATEMENT ON ACADEMIC WORK DUPLICATION

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

ELASTICITY STATEMENT

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*