

**SCHOOL OF EDUCATION
GSC CURRICULAR PROPOSAL FORM
CURRICULAR PROPOSAL 2008-2009
All Regional Centers**

PROPOSAL: It is recommended that the School of Education add the program leading to the supplemental authorization in Child Welfare and Attendance. The program will be offered to school counselors as well as current Pupil Personnel Services (PPS) credential students. The additional authorization will enhance their PPS credential.

Total course additions: 4

Total course deletions: 0

Total unit additions: 12

Total unit deletions: 0

Staffing increase/decrease: 0

Library resource impact: 0

Net Financial impact: Increase in tuition from those taking the Child Welfare and Attendance authorization. Salaries covered by tuition.

Signature Dean of the School/Department Chair

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Child Welfare and Attendance Courses:

Course #	Title	Unit
GED 645	The Law and the Professional Role of the Child Welfare and Attendance Counselor	3
GED 646	Child Welfare and Attendance: Program, Leadership, Management, Collaboration and Parent/Community Partnerships	3
GED 647	School Culture and Addressing Barriers to Student Achievement	3
GED 688	Field Experience-Child Welfare and Attendance (150 hours)	3

Rationale: No Child Left Behind has significantly impacted American public school education. As a result, counselors are increasingly impacted by a demand for services to students with academic and personal/social challenges that impede their school success. Also, public school funding is driven by student attendance. As a result, counselors are required to be current on child welfare and attendance laws and services. Offering this course sequence, leading to an authorization on a credential, makes our students/counselors better prepared to serve students and schools and be more marketable during a job search.

Furthermore, with the recent California legislation; AB 1802, which released funds for additional school counselors in 7th -12th grades, districts must use the funds to support counseling services to students in several ways, one of which is responsive services to students at-risk.

Impact on support services: The credentials analyst would need to become familiar with the program, but it is a concentration/certificate program so there is no real impact on preparation of credentials or degrees unless we offer one or more cohort programs, then the time to process certificates could impact the credentials analyst. The Office staff, Office of Records, SFS, and faculty will need to become familiar with the program.

Department/school/institution mission fit: The current PPS credential would be prerequisite for entering the CWA certificate program. The CWA is a specialization for MA/PPS candidates currently enrolled in our program and those who already hold the PPS credential, therefore enhancing the current program. It also fills a need in K-12 schools by helping school counselors specialize in an area that focuses on dropout prevention and intervention. This aligns our program with current legislation and grant opportunities for local educational agencies. This program fits with our mission of providing quality graduate preparation.

Impact on enrollment: Since this can be a “stand alone” program, there could be a substantial increase in enrollment with students who desire adding this authorization to their credential or degree in order to increase their marketability in a school system. We may also be able to offer a cohort type program to select school districts as a part of our existing partnerships. We will not

lose or transfer unit load from one area or another, we can only add unit revenue as students enroll or add this authorization to their existing program.

As a note, information regarding the need for school counseling professionals with the CWA was collected from Los Angeles County Office of Education. In addition, students were informally polled as to their interest in pursuing the CWA. Both were favorable to offering the program based on the number of districts that seek School Counselors with the CWA authorization and students interested in pursuing this certificate. Anecdotally, several counselors in the area mentioned that the current school counselors who already hold a CWA authorization are close to retirement and most new counselors do not hold this authorization.

Impact on department/school staffing: Regional Centers would utilize current full-time faculty or adjunct faculty. Qualified adjuncts will be assigned to teach CWA courses and field supervision carried out by current PPS coordinator.

Impact of proposal on the size of the major: This could be an additional concentration but will not impact any other concentration. To be eligible for the Child Welfare and Attendance Certificate students need to hold a PPS credential. The program will be offered during the summer and based on the number of students committed to enrolling (minimum 18). Currently we are aware of one other CWA program in Southern California (UCR), most are embedded in MSW programs, therefore more students and counselors will be able to access the CWA certification at PLNU, Arcadia.

Staffing increase/decrease: We will utilize current full-time faculty or adjunct faculty; therefore any staffing costs will be offset by tuition.

Budget: An average of twenty students per three-unit course at \$465 per unit (current tuition rate) would generate \$27,900 per course, or \$111,600 for the complete certificate. The cost to offer the 12-unit program would be approximately \$16,500 in salary and approximately \$500 in publicity/promotion, while other expenses would be indirect costs associated with normal operations.

Catalog Copy:

The Child Welfare and Attendance authorization is a specialization for MA/PPS candidates currently enrolled in a course of study leading to a PPS credential and those who already hold a PPS credential or social workers and psychologists who desire to add the CWA certification.

School Counselors, Social Workers, Psychologists and current PPS candidates who wish to earn certification for the Child Welfare and Attendance credential, must meet all the requirements for the PPS as a prerequisite for the following program course descriptions:

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GED 646	<u>Child Welfare and Attendance: Program, Leadership, Management, Collaboration and Parent/Community Partnerships</u>	3
GED 647	<u>School Culture and Addressing Barriers to Student Achievement</u>	3
GED 688	<u>Field Experience-Child Welfare and Attendance (150 hours)</u>	3

Course Descriptions

- GED 645 **The Law and the Professional Role of the Child Welfare and Attendance Counselor** will provide candidates with the knowledge of federal laws pertaining to child welfare and attendance. Emphasis will be on candidates acquiring the skills and knowledge necessary to provide staff development and implement school-wide effective prevention and intervention strategies that promote student success.
- GED 646 **Child Welfare and Attendance Program: Leadership, Management, Collaboration, and Community/Parent Partnerships** will provide candidates with the knowledge and skills necessary to collaborate with schools, law enforcement, child welfare, parents, and community agencies in order to implement effective strategies and programs that improve student attendance.
- GED 647 **School Culture and Addressing Barriers to Student Achievement** will emphasize the principle elements to understanding contributing factors to pupils who are not successful in school. School culture and related systems, assessment and mitigation of barriers to learning, alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting, and methods for supporting the needs of students and their families will be presented.
- GED 688 **Field Experience-Child Welfare and Attendance (150 hours)**
Field work for the child welfare and attendance certificate is required under Title 5, Section 80632.3. Ninety hours (90) must be acquired in a school setting in direct contact with pupils. Thirty hours (30) minimum to sixty hours (60) maximum must be acquired with an outside agency such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services or a community based agency. The remaining thirty (30) hours can be acquired at the discretion of the university.