Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. __X__New Course or _____Revision of Existing Course

2. **Course prefix and number:** ____CSD 5943_____

3. **Short title:** _____Foundations and Management_____

4. **Long title:** ___Foundations and Management of School Counseling Programs_____

5. **Hours per week:** __3_ Class   ___ Lab   __3_ Credit

6. **Terms:** ___ Fall   _X_ Spring   ___ Summer   ___ On demand

7. **Initial term**: ___ Fall   __X_ Spring   ___ Summer   Year: _2016__

8. **Catalog course description:** The purpose of this course is to provide a foundation of knowledge of the school counseling profession and develop student's identity as a professional school counselor. Students will gain an understanding of how to design and manage school counseling programs based on the ASCA National Model. The class will focus on helping students learn the history of the profession, current trends and issues, assessment, organization and planning a counseling program, and management of data.

9. **Course attributes:**

   General education component: _____

   ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

10. **Instructional delivery**
   Type of Course:

   _X__ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

   ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

   Mode(s) of Delivery:

   _X__ Face to Face   ___ Online   ___ Study Abroad

   ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved. CSD 5940, CSD 5945

12. **Equivalent course(s):** _____

   a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes   _X__ No

13. **Prerequisite(s):** CSD 5500 (Research methods), CSD 5510 (Professional orientation), CSD 5520 (Theories of counseling), CSD 5530 (Basic Skills).

a. **Can prerequisite be taken concurrently?** ___ Yes   __X_ No

b. **Minimum grade required for the prerequisite course(s)?** ___

c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes   __X_ No

d. **Who may waive prerequisite(s)?**

   ___ No one   _X__ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. **Co-requisite(s):** _____

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** Graduate Level Standing

b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** Undergraduate Standing

16. **Repeat status:** __X_ May not be repeated   ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** ___

18. **Grading methods:** _X__ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. **Special grading provisions:**

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**
Supplemental Materials or Software_____

Course Fee ___No ___Yes, Explain if yes_____

21. **Community college transfer:**

___ A community college course may be judged equivalent.

___ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. __X_Course is required for the major(s) of __School Counseling_____

    ___Course is required for the minor(s) of _____

    ___Course is required for the certificate program(s) of _____

    ___ Course is used as an elective

2. **Rationale for proposal:** This is a required course for the M.S. in Counseling, school track. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course will be a condensing of two existing courses which is typical of CACREP accredited School Counseling Programs. By condensing the two courses (5940/5945) into one, students will be able to take an elective to further their counseling skills in a concentration of their choice.

3. **Justifications for (answer N/A if not applicable)**

    Similarity to other courses: Will replace CSD 5940 and 5945

    Prerequisites: Pre-requisites ensure proper preparation for higher level counseling practice in the field.

    Co-requisites:

    Enrollment restrictions:

    Writing active, intensive, centered:

4. **General education assurances (answer N/A if not applicable)**

    General education component:

    Curriculum:

    Instruction:

    Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

    Online or hybrid delivery justification:

    Instruction:

    Integrity:

    Interaction:

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: CSD 5943 Foundations and Management of School Counseling Programs
2. Catalog description: The purpose of this course is to provide a foundation of knowledge of the school counseling profession and develop student's identity as a professional school counselor. Students will gain an understanding of how to design and manage school counseling programs based on the ASCA National Model. The class will focus on helping students learn the history of the profession, current trends and issues, assessment, organization and planning a counseling program, and management of data.
3. Learning objectives.
    a) Examine the history, philosophy, structure, organization, operation, and current trends in school counseling and educational systems of P-12 schools.
    b) Understand and apply ethical/legal precedents to specific counseling situations.
    c) Demonstrate knowledge of role, function, and professional identity of school counselors in relation to Social Emotional Learning Standards as outline by the state of Illinois, the roles of other professional and support personnel in the school, and be able to articulate and model this identity.
    d) Discuss professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
    e) Examine knowledge of current models of school counseling programs (e.g., ASCA National Model) and their integral relationship to the total educational program.
    f) Demonstrate knowledge of designing, implementing, managing, and evaluating programs to enhance the academic, career, and personal/social development of students.
    g) Demonstrate knowledge of designing, implementing, managing, and evaluating transition programs, including school-to-work, postsecondary planning, college admissions counseling.
    h) Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
    i) Examine cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
    j) Identify community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal/social development of students.
    k) Describe 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.
    l) Demonstrate knowledge of multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
    m) Identify forms of needs assessments for academic, career, and personal/social development.
    n) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities
    o) Select appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
    p) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

q) Demonstrate critically evaluating research relevant to the practice of school counseling.
r) Identify program evaluations for school counseling programs.
s) Examine basic strategies for evaluating counseling outcomes in school counseling
t) Discuss current methods of using data to inform decision making and accountability.
u) Examine outcome research data and best practices identified in the school counseling research literature.
v) Apply relevant research findings to inform the practice of school counseling.
w) Analyze and use data to enhance school counseling programs.
x) Examine the relationship of school counseling program to academic mission of the school.
y) Examine concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
z) Identify curriculum design, lesson plan development, classroom management, strategies, and differentiated instructional strategies for teaching-, counseling- and guidance-related material.
aa) Identify qualities, principles, skills, and styles of effective leadership.
bb) Identify strategies of leadership designed to enhance the learning environment of schools.
cc) Demonstrate knowledge of how to design, implement, manage, and evaluate a comprehensive school counseling program.
dd) Demonstrate knowledge of the importance of the role of the school counselor role in student assistance programs, school leadership, curriculum, and advisory meetings as a system change agent.

4. Course materials.

- American School Counselor Association. (2012). *ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA: Author.

- American School Counselor Association. (2005). *ASCA National Model Workbook*. Alexandria, VA: American School Counselor Association.

- Erford, I. (2011). *Transforming the School Counseling Profession*. Upper Saddle River, NJ: Pearson Education.

- Hatch, T. (2014). *Hatching results: The use of data in school counseling*. Thousand Oaks, CA: Corwin.

5. Weekly outline of content.

Outline of the Course: 15 weeks of 150 minutes in class meetings

Week	Lecture
1	History, Philosophy, Cultural Considerations, and Current Trends Organizations/ credentials
2	Effective leadership and advocacy as a systems change agent

	Ethical and legal considerations
3	Needs assessments Role in common core and AYP, RTI, RAMP
4	Role in advocating for identified populations: Types, Laws, Assessments, IEP's, 504's
5	ASCA Model Foundations, Delivery System, Management, and Accountability
6	ASCA Model: Guidance Curriculum and classroom management strategies IL Social/Emotional Curriculum
7	ASCA Model: Individual/Group Student Planning Closing achievement gap
8	Continued comprehensive programs: Enhancing academics- Differentiated Instruction
9	ASCA Model: Responsive Services and System Support
10	Continued comprehensive programs: College/ Career Post-secondary planning
11	ASCA program evaluation tool Evaluating School Counseling programs
12	Lab for data management Using google documents and excel
13	Master Schedules and Systems
14	Best practices outcome data Evaluating research and data
15	Presentations, Debriefing of ASCA projects

6. Assignments and evaluation, including weights for final course grade.

Leadership Paper: (50 points). Students will write on leadership qualities and strategies that lead to successful school counseling programs. Included in the paper, students will identify leadership qualities/styles linked to effective school counseling and student success, qualities beneficial to designing, implementing, and evaluating school counseling programs. Students will also asses their own leadership style as a school counselor explaining how it will affect their school counseling program.

Yearly Calendar: (50 points). In order to gain a clearer understanding of the variety of jobs counselors engage in over the course of a school year, students will create a yearly calendar that

includes relevant dates of activities that need to be completed each month as a school counselor. Include activities in which the counselor acts as both the leader/coordinator as well as those activities in which they have an active participant role. Include at minimum information on: Testing, Counseling groups, Individual counseling, Classroom guidance curriculums, Student assistance teams, Crisis team meetings, Parent- teacher conferences, Registration, Special education, other committee meetings, etc.

Needs Assessment and Resources : (50 points). Students will create a needs assessment that is useful in their role as a School Counselor in determining the academic, career, and personal/social development needs of students.

Illinois Interactive Report Card (IIRC) Summary: (50 points). Students will analyze a school's IIRC data with regards to cultural, ethnic, economic and legal issues impacting student performance. Identify community, environmental, and institutional opportunities and barriers that impact student learning.

a. What trends are worth noting regarding graduation rate? Dropout rate? Truancy? Mobility? Etc. Summarize this information.
b. Using the data collected from the above sections, identify at least two factors that could potentially be impacting student learning and student achievement. The factors should be distinct (i.e. low SES and graduation rates vs. truancy rate and attendance: the latter two are not distinct factors)
c. Discuss how the data summarized is connected to the two identified factors and how that negatively impacts student learning. Include relevant research.

Research Reaction Papers*:* (50 points). Students will select two recently published articles (within past five years) addressing a topic relating to counseling prevention/intervention with youth at risk. A brief summary of each article must be provided as well as a perception of how it could be used in a developmentally appropriate manner by an elementary, middle, and high school counselor. Identification of which of the four delivery methods (Guidance Curriculum, Individual Student Planning, Responsive Services, or System Support) and which domain (Academic, Personal/Social, or Career) the article addresses must be described. Address any legal and ethical issues you perceive to be relevant to the topic as well as how you would consult with parents, teachers and administrators to share this knowledge.

Comprehensive ASCA Developmental Program Proposal: (100 points). Students will analyze a school counseling program, using the ASCA evaluation tool, to determine what components (academic, career, social/emotional) are currently in place and what student programming is missing. Students will then create a comprehensive counseling program guide, according to the ASCA model, using research based strategies, including current effective programing as well as any missing components.

Part I- Analyze the current school programs.

- Using the ASCA evaluation forms, discuss with the counselor and principal the information/ questions included. Include the actual forms as well as provide a summary of the highlights (what is going particularly well, what programs are being started, etc)
- Provide a summary of areas and types of programs missing from current counseling program. Include how these areas may help student success, with supporting literature

Part II- Comprehensive Program development-

- Design a comprehensive school counseling program guide for your school.
- Components are to include the following:
  - Rationale for Program Proposal; Ethical and Legal Considerations; Cultural Considerations
  - Comprehensive ASCA National Model Program Proposal:
    - o Foundation
    - o Delivery systems
    - o Management
    - o Accountability
    - o Program audit

7. Grading scale.

Leadership Paper	50
Yearly Calendar	50
Needs Assessment	50
IIRC Summary	50
Research Reaction (2 at 25 points)	50
ASCA Developmental Program	100
	350

90% =   315-350
80% =   280-314
70% =   < 280

8.   Correlation of learning objectives to assignments and evaluation.

Objectives	Assignments	Grad Learning Goals
a. Examine the history, philosophy, structure, organization, operation, and current trends in school counseling and educational systems of P-12 schools	Yearly Calendar	Depth of Content Knowledge
b. Understand and apply ethical/legal precedents to specific counseling situations	Research reaction paper	Depth of Content Knowledge Critical Thinking Oral/Writ. Communication
c. Demonstrate knowledge of role, function, and professional identity of school counselors in	Comprehensive ASCA Developmental Program	Depth of Content Knowledge

relation to Social Emotional Learning Standards as outline by the state of Illinois, the roles of other professional and support personnel in the school, and be able to articulate and model this identity	Yearly Calendar IIRC Summary	
d. Discuss professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling	Leadership paper	Depth of Content Knowledge Oral/Writ. Communication
e. Examine knowledge of current models of school counseling programs (e.g., ASCA National Model) and their integral relationship to the total educational program	Yearly Calendar	Depth of Content Knowledge
f. Demonstrate knowledge of designing, implementing, managing, and evaluating programs to enhance the academic, career, and personal/social development of students	Comprehensive ASCA Developmental Program	Depth of Content Knowledge
g. Demonstrate knowledge of designing, implementing, managing, and evaluating transition programs, including school-to-work, postsecondary planning, college admissions counseling	Comprehensive ASCA Developmental Program	Depth of Content Knowledge
h. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Comprehensive ASCA Developmental Program	Depth of Content Knowledge
i. Examine cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning	Research reaction paper IIRC Summary	Depth of Content Knowledge Critical Thinking
j. Identify community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal/social development of students	Research reaction paper IIRC Summary	Depth of Content Knowledge
k. Describe 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	IIRC Summary	Depth of Content Knowledge
l. Demonstrate knowledge of multicultural competencies in relation to diversity, equity, and opportunity in student learning and development	Research reaction paper Comprehensive ASCA Developmental Program	Depth of Content Knowledge
m. Identify forms of needs assessments for academic, career, and personal/social development	Needs Assessment and Resources	Depth of Content Knowledge
n. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities	IIRC Summary	Depth of Content Knowledge
o. Select appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development	Needs Assessment and Resources	Depth of Content Knowledge
p. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	Research reaction paper IIRC Summary Needs Assessment and Resources	Depth of Content Knowledge Critical Thinking
q. Demonstrate how to critically evaluate research	Research reaction paper	Depth of Content

relevant to practice of school counseling	Comprehensive ASCA Developmental Program	Knowledge Critical Thinking
r. Identify program evaluations for school counseling programs	Comprehensive ASCA Developmental Program	Depth of Content Knowledge
s. Examine basic strategies for evaluating counseling outcomes in school counseling	Comprehensive ASCA Developmental Program	Depth of Content Knowledge
t. Discuss current methods of using data to inform decision making and accountability	Comprehensive ASCA Developmental Program	Depth of Content Knowledge
u. Examine outcome research data and best practices identified in the school counseling research literature	Comprehensive ASCA Developmental Program Research reaction paper	Depth of Content Knowledge
v. Apply relevant research findings to inform the practice of school counseling	Needs Assessment and Resources Research reaction paper Comprehensive ASCA Developmental Program	Depth of Content Knowledge
w. Analyze and use data to enhance school counseling programs	Research reaction paper Comprehensive ASCA Developmental Program	Depth of Content Knowledge Critical Thinking
x. Examine the relationship of school counseling program to academic mission of the school	Yearly calendar Comprehensive ASCA Developmental Program	Depth of Content Knowledge
y. Examine concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school	Research reaction paper Comprehensive ASCA Developmental Program	Depth of Content Knowledge
z. Identify curriculum design, lesson plan development, classroom management, strategies, and differentiated instructional strategies for teaching-, counseling- and guidance-related material	Yearly calendar Comprehensive ASCA Developmental Program	Depth of Content Knowledge
aa. Identify qualities, principles, skills, and styles of effective leadership	Leadership paper	Depth of Content Knowledge
bb. Identify strategies of leadership designed to enhance the learning environment of schools	Leadership paper	Depth of Content Knowledge
cc. Demonstrate knowledge of how to design, implement, manage, and evaluate a comprehensive school counseling program	Comprehensive ASCA Developmental Program	Depth of Content Knowledge
dd. Demonstrate knowledge of the importance of the role of the school counselor role in student assistance programs, school leadership, curriculum, and advisory meetings as a system change agent	Leadership paper Yearly Calendar Comprehensive ASCA Developmental Program	Depth of Content Knowledge

Date approved by the department or school: 10/29/14
Date approved by the college curriculum committee: 11/10/14
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: