

## Eastern Illinois University Revised Course Proposal

### Banner/Catalog Information (Coversheet)

1.      New Course or   x   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   0   Lab   3   Credit
6. Terms:   x   Fall      Spring      Summer      On demand
7. Initial term:   x   Fall      Spring      Summer Year:   2018
8. Catalog course description: The purpose of this course is to provide a foundational knowledge of the school counseling profession and develop student's identity as a professional school counselor. Students gain an understanding of how to design and manage school counseling programs based on the ASCA National Model. The class focuses 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: None.
- 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:
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- Mode(s) of Delivery:
- Face to Face      Online      Study Abroad
- x   Hybrid, specify approximate amount of on-line and face-to-face instruction   60/40
11. Course(s) to be deleted from the catalog once this course is approved. None.
12. Equivalent course(s): None.
- a. Are students allowed to take equivalent course(s) for credit?      Yes      No
13. Prerequisite(s): CSD 5500, 5510, 5520, 5530.
- a. Can prerequisite be taken concurrently?      Yes   x   No
- b. Minimum grade required for the prerequisite course(s)? B for CSD 5530
- c. Use Banner coding to enforce prerequisite course(s)?   x   Yes      No
- d. Who may waive prerequisite(s)?
- a.      No one   x   Chair      Instructor      Advisor      Other (specify)

14. Co-requisite(s): None.

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: Open only to students who have been admitted to the Department of Counseling and Student Development

b. Degrees, colleges, majors, levels, classes which may not take the course: Student who have not been admitted to the CSD Program

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 not count in a student's grade point average.

\_\_\_ Grade for course will not 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: None.**

Supplemental Materials or Software \_\_\_\_\_

Course Fee \_\_\_ No \_\_\_ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

\_\_\_ A community college course may be judged equivalent.

x A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not 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 Counseling and Student Development

\_\_\_ 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:** To meet the current CACREP accreditation standards.

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

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment restrictions: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

Writing active, intensive, centered: n/a

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

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

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

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

**Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

- a. 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.**

<b>Graduate Learning Goals</b>
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Examine the history and development of school counseling.	1, 2, 3
b) Examine models of school counseling programs.	1, 2, 3
c) Demonstrate knowledge of the importance of the role of a school counselor as leaders, advocates, and systems change agent in P-12 schools.	1, 2, 3
d) Understand school counselor roles in school leadership and multidisciplinary teams.	1, 2, 3
e) Demonstrate competencies to advocate for school counseling roles.	1, 2, 3
f) Identify qualities and styles of effective leadership in schools.	1, 2, 3
g) Discuss professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	1, 2, 3
h) Understand legislation and government policy relevant to school counseling.	1, 2, 3
i) Understand the legal and ethical considerations specific to school counseling.	1, 2, 3
j) Demonstrate the development of school counseling program mission statements and objectives.	1, 2, 3
k) Demonstrate knowledge of designing and evaluating school counseling programs.	1, 2, 3
l) Demonstrate knowledge of core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	1, 2, 3
m) Identify interventions to promote academic development.	1, 2, 3
n) Demonstrate the knowledge of strategies to facilitate school and postsecondary transitions.	1, 2, 3
o) Analyze approaches to increase promotion and graduation rates.	1, 2, 3
p) Discuss current methods of using accountability data to inform decision making.	1, 2, 3

q) Analyze and use data to advocate for school counseling programs and students.	1, 2, 3
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#### 4. Course materials.

- a. Erford, I. (2011). *Transforming the School Counseling Profession*. Upper Saddle River, NJ: Pearson Education.
- b. Gysbers, N. & Henderson, P. (2014). *Developing and managing your school guidance and counseling programs* (5<sup>th</sup> ed.). New York, NY: Wiley.
- c. Hatch, T. (2014). *Hatching results: The use of data in school counseling*. Thousand Oaks, CA: Corwin.

#### 5. Weekly outline of content.

Week	Topic	Length of Class	Readings/Assignments
1	History, Philosophy, Cultural Considerations, and Current Trends Organizations/ credentials	150 minutes	Erford Ch. 1 ASCA, 2008 (who are) ASCA, 2009 (Role)
2	Effective leadership and advocacy as a systems change agent Ethical and legal considerations	150 minutes	Dollarhide (2013) Erford Ch. 7, 9 Leadership style questionnaire
3	Needs assessments Role in common core and emerging policy	150 minutes	Erford Ch. 5 Hatch Ch. 1 and 6
4	ASCA Model Foundations, Delivery System, Management, and Accountability	150 minutes	Erford Ch. 2 ASCA National Model, 2012 – executive summary
5	Lab for data process/flex day	150 minutes	Needs Assessment Development
6	ASCA program evaluation tool Evaluating SC program	150 minutes	ASCA National Model, 2012 Hatch, Ch. 3, 4, 7
7	Role in advocating for identified populations: Types, Laws, RtI, Assessments, IEP's, 504's	150 minutes	Erford Ch. 16 Hall 2015, pg 1-5 Leadership Paper due
8	ASCA Model: Guidance Curriculum Classroom management strategies IL Social/Emotional Curriculum	150 minutes	Erford, Ch. 10 Hatch Ch. 2, 8 Velsor, 2009

9	Comprehensive programs: Enhancing academics – Differentiated Instruction	150 minutes	Hall 2002 Tomlinson, 1995 Walker-Dalhouse, 2009
10	Lab for data process Using google documents and excel	150 minutes	IIRC Due
11	School Counselor, Teacher, Admin Panel	150 minutes	
12	ASCA Model: Individual/Group Student Planning Closing achievement gap	150 minutes	Erford Ch. 4 (66-69), 13 Hartline & Cobia, 2012
13	Comprehensive programs: College/Career Post-secondary planning	150 minutes	Erford 11, 12 Hugo 2007 Needs Assessment due
14	Master Schedules and Systems Best practices outcome data	150 minutes	Hatch Ch. 10 NASSP 2011
15	Evaluating research and data	150 minutes	ASCA program due
16	Final Assessment		

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

Attendance and attitude – 35 points

Needs Assessment Development – 30

Leadership Paper- 50

IIRC Summary- 60

Needs Assessment Results Report – 45

ASCA Developmental Program or Final- 100

Total Points = 320 points

- Attendance and attitude – Attendance is necessary for co-constructing a deeper meaning of material. Investing in learning requires, at a minimum, attending class, arriving on time, and being prepared. Professionalism, knowledge conceptualization, and appropriate conduct are expected. If you must be absent, it is your responsibility to acquire material covered and expectations discussed. Behaviors including but not limited to asking to leave class early, extensions for papers, excuses for not being prepared are not professional. Treat class as you would treat a future career.
- Leadership Paper – School counselors must understand how styles of effective leadership influence designing, implementing, managing, and evaluating school programs. The paper should include a ***minimum*** of **five** academic sources. APA format required.
- IIRC Summary- 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.

- d. Needs Assessment – Students will create a needs assessment that is useful in their role as a school counselor in determining the academic, career, personal/social development needs of students.
- e. Comprehensive ASCA Developmental Program Proposal - School counselors must know how to design, implement, manage, and evaluate school counseling programs in order to enhance student's academic, career and personal/social development based on the ASCA national model. As part of that process, it is important for School counselors to understand and be able to use various forms of data in order to make decisions that will close the achievement gap and promote student success. 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, to include the current effective programs as well as address the missing components. Use a minimum of 10 references from academic sources.
- f. Final – Students will be given an exam on material covered throughout the course. The exam will include multiple forms of assessment, including multiple choice, short answer, and matching.

**7. Grading scale.**

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

**8. Correlation of learning objectives to assignments and evaluation.**

<b>Assignments and Evaluation</b>	<b>Course Objectives</b>
Attitude and Attendance	a-p
Leadership Paper	a, d, e, f
IIRC Summary	c, m, n, o, p, q
Needs Assessment	k, m, n, p, q
ASCA Developmental Program or Final	a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p

**Date approved by the department or school: 2/14/18**

**Date approved by the college curriculum committee: 2/26/18**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: CGS:**