

Eastern Illinois University
REVISED COURSE PROPOSAL
CSD 5940
Foundations of School Counseling

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5940

2. Found School Counseling

3. Foundations of School Counseling

4. 3-0-3

5. Term(s) to be offered: Fall Spring Summer On demand

6. Initial term of offering: Fall Spring Summer Year: 2013

7. Course description:

The purpose of this course is to introduce students to the profession of school counseling, to provide them with a foundation of knowledge about the school counseling profession, and to assist students in beginning to develop their own professional identity as school counselors. Students will learn about the history of the profession, current trends and issues, the American School Counseling Association's (ASCA) National Model and the ever-changing role of the school counselor. Students will also examine the societal and cultural issues of the day that impact a school counselor's mission, including ethical/legal issues.

8. Registration restrictions:

a. Identify any equivalent courses None.

b. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites: none

e. Repeat status: Course may not be repeated.

f. Degree, college, major(s), level, or class 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.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes: None

10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC

11. Instructional delivery method: (Check all that apply.)

- lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Through readings, lecture, assignments and active class participation, students will

- a. examine and discuss about the history, philosophy and trends in school counseling and educational systems.
- b. describe the essential roles and functions of school counselors and their relationships to other professionals and support personnel in the school.
- c. examine and discuss professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
- d. examine and discuss current models of school counseling programs (e.g. ASCA Model) and their integral relationship to the total educational program.
- e. examine and discuss the structure, organization and operation of the educational system with emphasis on P-12 schools.
- f. examine and discuss the Social Emotional Learning Standards as stated by the state of Illinois (*see www.isbe.state.il.us/ils/social_emotional/standards.htm*) and its connection to the role of school counseling.
- g. examine and discuss the ethical standards and guidelines for school counselors, legal issue and public policy related to the profession and practice of school counseling.
- h. examine and discuss the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
- i. Identify community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.
- j. examine and 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.
- k. examine and discuss multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
- l. examine and discuss the relationship of the school counseling program to the academic mission of the school.
- m. examine and discuss effective management of the classroom and the learning process.

If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

a. Students will examine and discuss the history, philosophy and trends in school counseling and educational systems.	Exam
b. Students will describe the essential roles and functions of school counselors and their relationships to other professionals and support personnel in the school.	Interview
c. Students will examine and discuss professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Exam
d. Students will examine and discuss current models of school counseling programs (e.g. ASCA Model) and their integral relationship to the total educational program.	Exam
e. Students will examine and discuss the structure, organization and operation of the educational system with emphasis on P-12 schools.	Counseling Process Paper
f. Students will examine and discuss the Social Emotional Learning Standards as stated by the state of Illinois (<i>see</i> www.isbe.state.il.us/ils/social_emotional/standards.htm) and its connection to the role of school counseling.	Counseling Process Paper
g. Students will examine and discuss the ethical standards and guidelines for school counselors, legal issue and public policy related to the profession and practice of school counseling.	Exam
h. Students will examine and discuss the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	IIRC Summary
i. Students will identify community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.	IIRC summary
j. Students will examine and 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.	Counseling Process Paper
k. Students will examine and discuss multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Counseling Process Paper
l. Students will examine and discuss the relationship of the school	Calendar

counseling program to the academic mission of the school.	
m. Students will examine and discuss effective management of the classroom and the learning process.	Classroom Management Summary

- **Interview**: Students will interview their supervising school counselor regarding their essential roles and functions. They will compare and contrast the school’s School Counseling job description to the ASCA national model).
- **Illinois Information Report Card (IIRC) Summary**: Students will analyze a school’s IIRC data with regards to cultural, ethical economic and legal issues impacting student performance. They will also identify community, environmental, and institutional opportunities and barriers that impact student learning.
- **Classroom Management Summary**: Students will obtain the classroom management policy in which one of their clients is a member. Students will write a 5 page paper analyzing the classroom management policy and discuss how rules, rewards and consequences are managed. Students will also include suggestions based on best practices for improvements to the current policy.
- **Yearly Calendar**: Students will create a yearly calendar that includes relevant dates regarding activities that need to be completed each month in their role as a school counselor. Students should obtain information from their current school counseling supervisor as well as additional outside resources. This will include information on testing, groups, classroom curriculums, conferences, etc.
- **Counseling Process Paper**: Students will complete a 10 page paper including a discussion of the referral process that is used at their practicum site and how students are referred to them. Students will identify which of the Illinois Social Emotional Learning Standards are being addressed in the counseling session. They will also identify a multicultural issue (socioeconomic status, gender, sexual identity, etc.) and its impact on them as a counselor. Students will also discuss areas of diversity that impacted their counseling and discuss in what ways the treatment plan was modified in order to meet the needs of the client. If no modifications were made the students will discuss an area that could be modified to accommodate diverse needs.
- **Exam**: Student will be given a multiple choice item exam over the first half of the course material.

3. Explain how the instructor will determine students’ grades for the course:

Grades will be based on the following criteria:

Classroom Management Summary	50 points
Yearly Calendar	50 points
IIRC Summary	100 points
Interview	50 points
Paper	100 points
<u>Exam</u>	<u>100 points</u>
Total Points	450 points

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
N/A
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
N/A
6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.**
NA

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

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

Week	Lecture Topic
1	History, philosophy and trends in the school setting
2	Roles and functions of school counselors and their relationships to other professionals and support personnel in the school
3	Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling
4	The ASCA Model and its integral relationship to the total educational program
5	Structure, organization and operation of the educational system with emphasis on P-12 schools
6	Social Emotional Learning Standards as stated by the state of Illinois and its connection to the role of school counseling
7	Exam
8	Ethical standards and guidelines for school counselors
9	Legal issues and public policy related to the profession and practice of school counseling
10	Cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning
11	Community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students
12	Educational policies, programs, and practices related to the needs of students and their families
13	Multicultural counseling issues such as ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement
14	Relationship of the school counseling program to the academic mission of the school
15	Effective management of the classroom and the learning process
16	Final summary discussion of interviews and summaries

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Pre-requisites ensure proper preparation for higher level counseling practice in the field.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. None at graduate level.
- b. Revised course only.

4. Impact on Program(s):

Required for graduate students admitted to the M.S. in Counseling in the Department of Counseling and Student Development.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Ms. Rebecca Fogarty

2. Additional costs to students:

No additional costs to students.

3. Text and supplementary materials to be used (Include publication dates):

Remley, T.P., Hermann, M.A. & Huey, W.C. (2003). *Ethical & Legal Issues in School Counseling*. (2nd Ed). Alexandria, VA: American School Counselor Association.

Myrick, R.D. (2011) *Developmental Guidance and Counseling: A Practical Approach*. (5th Ed.). Minneapolis: Educational Media Corporation.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/18/12

Date approved by the college curriculum committee:

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

Date approved by CAA:

CGS:

**Student
Success
Center**
<http://www.eiu.edu/~success/>
581-6696

free, confidential services
**counseling
center**
EASTERN ILLINOIS UNIVERSITY
<http://www.eiu.edu/~counsctr/>
581-3413

**Career
Services**
<http://www.eiu.edu/~careers/>
581-2412

**Disability
Services**
<http://www.eiu.edu/~disabty/>
581-6583