

Eastern Illinois University
REVISED COURSE PROPOSAL
CSD 5941
Emerging Issues in School Counseling

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5941

2. Emerg Iss SC

3. Emerging Issues in 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: 2012

7. Course description:

The purpose of this course is to introduce students to emerging issues in School Counseling including the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs.

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 emerging issues facing school counselors.
- b. examine and discuss the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
- c. examine and discuss the impact of Special Education law on the practice of school counseling.
- d. examine and discuss how to engage parents, guardians, and families to promote the academic, career, and personal/social development of students.

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 emerging issues facing school counselors.	Data Analysis Project
b. Students will examine and discuss the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Research Paper
c. Students will examine and discuss the impact of Special Education law specifically related to the practice of school counseling	Exam
d. Students will examine and discuss how to engage parents, guardians, and families to promote the academic, career, and personal/social development of students.	Technique Presentation

- **Research Paper (100 points):** Students will write a 10 page typed research paper discussing a school’s Illinois Interactive Report Card and draw a connection between the findings and the various factors that can impact student learning.

- **Technique Presentation (100 points):** Students will present on a technique or strategy to engage parents, guardians and/or families related to advocacy on behalf of their children.
- **Data Analysis Group Project (100 Points):** Along with 2-4 other class members, students will participate in a group that will investigate the school and individual data. Projects teams will complete a 10 page paper and present on deficit area and/or emerging issues within their school.
- **Exam (100 points):** Students will be given an exam over the Special Education material.

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

Grades will be based on the following criteria:

Paper	100
Group Project	100
Technique	100
<u>Exam</u>	<u>100</u>
Total Points	400

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	Special Education and the Law
2	The impact of special education law on the practice of school counseling
3	Accommodations, IEPs and 504 Plans
4	Retention and legal use of school records

5	The role of the school psychologist vs. school social worker vs. school counselor
6	PBIS
7	RTI
8	Curriculum Bases Measurement/DIBELS/Aimsweb
9	Exam
10	Problems Solving Teams
11	Understanding student achievement
12	Accountability
13	The effects of health and wellness and multicultural issues on student learning.
14	Factors that impact academic, career and personal/social development of students.
15	Working with parents, guardians, families and communities to empower them to act on behalf of their children
16	Presentation of papers.

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):

Trolley, B.C., Haas, H.S., & Patti, D.C. (2009). *The school counselor's guide to special education*. Corwin Press.

Dimmitt, C, Carey, J.C., Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Corwin Press.

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