

**Eastern Illinois University**  
**REVISED COURSE PROPOSAL**  
**CSD 5945**  
**Management of School Counseling Programs**

Please check one:  New course     Revised course

**PART I: CATALOG DESCRIPTION**

1. **CSD 5945**

2. **Manage School Coun Program**

3. **Management of School Counseling Programs**

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 help students gain an understanding of how to design and manage school counseling programs based on the National (ASCA) Model. The class will focus on helping students learn assessment, organization and planning a guidance program.

8. **Registration restrictions:**

a. **Identify any equivalent courses. None.**

b. **Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530 and CSD 5940.**

c. **Who can waive the prerequisite(s)?**

No one     Chair     Instructor     Advisor     Other (Please specify)

d. **Co-requisites: none**

e. **Repeat status: X 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 how to design, implement, manage and evaluate programs to enhance the academic, career, and personal/social development of students.
- b. examine and discuss how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
- c. examine and discuss various forms of needs assessments for academic, career, and personal/social development.
- d. examine and discuss how to critically evaluate research relevant to the practice of school counseling.
- e. examine and discuss models of program evaluation for school counseling programs.
- f. examine and discuss basic strategies for evaluation counseling outcomes in school counseling (e.g. behavioral observation, program evaluation).
- g. examine and discuss current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
- h. examine and discuss the outcome research data and best practices identified in the school counseling research literature.
- i. examine and discuss the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
- j. examine and discuss curriculum design, lesson plan development, classroom management strategies and differentiated instructions strategies for teaching counseling- and guidance-related material.
- k. examine and discuss the qualities, principles, skills and styles of effective leadership.
- l. examine and discuss strategies of leadership designed to enhance the learning environment of schools.
- m. examine and discuss how to design, implement, manage and evaluate a comprehensive school counseling program.
- n. examine and discuss the important role of the school counselor as a system change agent.
- o. examine and discuss the school counselor's role in student assistance programs, school leadership, curriculum and advisory meetings

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 how to design, implement, manage and evaluate programs to enhance the academic, career, and personal/social development of students.	<b>School Climate Assessment</b>
b. Students will examine and discuss how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	<b>School Climate Assessment</b>
c. Students will examine and discuss various forms of needs assessments for academic, career, and personal/social development.	<b>Resource Binder</b>
d. Students will examine and discuss how to critically evaluate research relevant to the practice of school counseling.	<b>School Climate Assessment</b>
e. Students will examine and discuss models of program evaluation for school counseling programs.	<b>Exam</b>
f. Students will examine and discuss basic strategies for evaluation counseling outcomes in school counseling (e.g. behavioral observation, program evaluation).	<b>Exam</b>
g. Students will examine and discuss current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	<b>School Climate Assessment</b>
h. Students will examine and discuss the outcome research data and best practices identified in the school counseling research literature.	<b>School Climate Assessment</b>
i. Students will examine and discuss the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	<b>School Climate Assessment</b>
j. Students will examine and discuss curriculum design, lesson plan development, classroom management strategies and differentiated instructions strategies for teaching counseling- and guidance-related material.	<b>School Climate Assessment</b>
k. Students will examine and discuss the qualities, principles, skills and styles of effective leadership.	<b>Leadership Paper</b>
l. Students will examine and discuss strategies of leadership designed to enhance the learning environment of schools.	<b>Leadership Paper</b>
m. Students will examine and discuss how to design, implement, manage and evaluate a comprehensive school counseling program.	<b>Leadership Paper</b>
n. Students will examine and discuss the important role of the school counselor as a system change agent.	<b>Leadership Paper</b>
o. Students will examine and discuss the school counselor's role in student assistance programs, school leadership, curriculum and advisory meetings.	<b>Leadership Paper</b>

- **Resource Binder:** Students will collect assessment tools that School Counselors can use to assess student needs for academic, career and personal/social development.
- **School Climate Assessment:** Students will analyze the counseling program that is currently in place at their internship setting to determine what components (academic, career, post-secondary planning, etc.) are currently included. Students will then design a program to address those areas that are missing. Students will then analyze student and school data to draw conclusions about the effectiveness of the current programs. Students will then create a plan that uses research based strategies to implement the programs successfully as well as design a program to close the achievement gap and/or prevent student drop out.
- **Exam:** Students will be given exam of selected material.
- **Leadership paper:** Students will complete a 10 page paper on leadership qualities and strategies that lead to successfully managing a school counseling program.

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

Grades will be based on the following criteria:

Resource Binder	100 points
School Climate Project	200 points
Exam	100 points
<u>Leadership Paper</u>	<u>100 points</u>
Total Points	500 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.

<b>Week</b>	<b>Lecture Topic</b>
1	The design, implementation, management and evaluation of programs to enhance the academic, career, and personal/social development of students
2	The design, implementation, management and evaluation of transition programs, including school-to-work, postsecondary planning, and college admissions counseling
3	Needs assessments for academic, career, and personal/social development
4	Evaluating research relevant to the practice of school counseling
5	Models of program evaluation for school counseling programs
6	Basic strategies for evaluation counseling outcomes in school counseling (e.g. behavioral observation, program evaluation)
7	Exam
8	Current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card)
9	Outcome research data and best practices identified in the school counseling research literature
10	Concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school
11	Curriculum design, lesson plan development, classroom management strategies and differentiated instructions strategies for teaching counseling- and guidance-related material
12	Qualities, principles, skills and styles of effective leadership
13	Strategies of leadership designed to enhance the learning environment of schools
14	The design, implementation, management and evaluation of a comprehensive school counseling program
15	The school counselor's role as a change agent and managing student assistance programs, school leadership, curriculum and advisory meetings
16	Debriefing of school assessment projects

#### 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 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):

DeVoss, J. A. 2006. *School counselors as educational leaders*. Boston: Houghton Mifflin.

Thompson, R.A. 2002. *School Counseling: Best practices for working in the schools* (2<sup>nd</sup> ed.). New York: Brunner-Routledge.

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**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disability/>

**581-6583**