

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 6920
Supervised School Experience

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 6920
2. Supervised School Experience
3. Supervised School Experience
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:
 Internship is a 300 hundred hour supervised experience in all services normally considered a part of comprehensive developmental guidance program.
8. Registration restrictions:
 - a. Identify any equivalent courses None.
 - b. Prerequisite(s): Completion of CSD 5630 with a "B" or better and approval of the Chair. NOTE: Students must make a "B" or better in the final (3) hours of internship before graduating.
 - c. Who can waive the prerequisite(s)?
 No one Chair Instructor Advisor Other (Please specify)
 - d. Co-requisites: none
 - e. Repeat status: Course may 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:

Students will:

- a. apply skills in goal setting, intervention strategies, and evaluation techniques to assess counseling effectiveness.
- b. work collaboratively with school personnel and parents to insure student academic achievement, career development, and personal/ social adjustment.
- c. implement appropriate techniques and interventions to assist students and their families facing crisis situations.
- d. apply consultation theory to help school personnel and parents develop strategies to promote student growth and achievement.
- e. implement guidance programs and activities that enhance academic, personal, and career development of students.
- f. use community resources to enhance academic, career, and personal/ social growth of students. Provide referral and resources to students and their families who are in need of additional community assistance.
- g. effectively utilize supervision to enhance their skills and professional growth.
- h. demonstrate a commitment to the ethical standards of the school counseling profession.
- i. have a general framework for understanding and practicing consultation.

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

- Candidate will display evidence of critical thinking and problem solving skills by demonstrating the application of theory to practice.
- 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 apply skills in goal setting, intervention strategies, and evaluation techniques to assess counseling effectiveness.	Site Experience; Shadow Paper; Developmental Project
b. Students will work collaboratively with school personnel and parents to insure student academic achievement, career	Site Experience; Special Education Project; Career

development, and personal/ social adjustment.	Project; Developmental Project
c. Students will implement appropriate techniques and interventions to assist students and their families facing crisis situations.	Site Experience
d. Students will apply consultation theory to help school personnel and parents develop strategies to promote student growth and achievement.	Site Experience
e. Students will implement guidance programs and activities that enhance academic, personal, and career development of students.	Developmental Project
f. Students will use community resources to enhance academic, career, and personal/ social growth of students. Provide referral and resources to students and their families who are in need of additional community assistance.	Developmental Project
g. Students will effectively utilize supervision to enhance their skills and professional growth.	Site Experience; Developmental Project; Summative Paper
h. Students will demonstrate a commitment to the ethical standards of the school counseling profession.	Site Experience; Shadow Paper
i. Students will have a general framework for understanding and practicing consultation.	Site Experience

- **Shadow Paper (50 points):** Students will spend several days “shadowing” their site supervisor (and other counselors in the department if possible) in order to gain an understanding of the depth and breadth of the school counseling position and its context within the school itself.
- **Special Education Projects (100 points):** This assignment requires counseling students to be assigned to a student who is obtaining an IEP or 504 Plan for the first time. Counseling students will provide the instructor and each class member with a written summary of your experience.
- **Career Project (50 points):** Students will be required to complete one career project and present it to the class. Students will provide the instructor and each class member with a written summary of their experience.
- **Developmental Guidance Presentation (100 points):** There are many developmental guidance and counseling topics that are addressed at all levels of education. Most link to the Illinois Social Emotional Learning Standards. Students will identify a developmental guidance need within their internship setting. Students will develop this presentation, present it and have their audience provide feedback. Students will submit their evaluations and write up a summary of the presentation.
- **Summative Paper (50 points):** At the end of the semester, students are required to write a paper summarizing their internship experience.

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

Grades will be based on the following criteria:

Shadow Paper	50
Special Education Project	100
Career Project	50
Developmental Guidance Presentation	100
<u>Summative Paper</u>	<u>50</u>
Total Points	350

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	Group supervision and consultation
2	Group supervision and consultation
3	Group supervision and consultation
4	Group supervision and consultation
5	Group supervision and consultation
6	Group supervision and consultation
7	Group supervision and consultation
8	Group supervision and consultation
9	Group supervision and consultation
10	Group supervision and consultation

- 11 Group supervision and consultation
- 12 Group supervision and consultation
- 13 Group supervision and consultation
- 14 Group supervision and consultation
- 15 Group supervision and consultation
- 16 Group supervision and consultation

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:

Dr. Heidi Larson and Dr. Rebecca Tadlock-Marlo

2. Additional costs to students:

No additional costs to students.

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

Littrell, J.M. and Peterson, J.S. (2005). *Portrait and model of a school counselor*. Boston, MA: Houghton Mifflin.

Dahir, C.A. and Stone C.B. (2012). *The transformed school counselor*. (2nd ed.) Belmont, CA: Brooks/Cole.

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