

Eastern Illinois University
NEW COURSE PROPOSAL CSD 6922
Supervised Experience

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 6922
2. Title (may not exceed 30 characters, including spaces): Supervised Experience
3. Long title, if any (may not exceed 100 characters, including spaces): Supervised Experience
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-arranged-3
5. Term(s) to be offered: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☐ Fall ☒ Spring ☐ Summer Year: 2015
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. Equivalent courses
 - Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes X No
 - b. Prerequisite(s):
 - Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. Completion of CSD 5630 with a grade of "B" or better and approval of the Chair. NOTE: Students must make a "B" or better in the final three (3) hours of supervised experience before graduating.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). X Yes ___ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: Minimum grade: B; No equivalent courses

c. Who can waive the prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): **None**

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
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:
Undergraduates

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]: **None**

10. Grading methods (check all that apply): ☒ **Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

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:

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- EIU graduates will write and speak effectively.
 - EIU graduates will think critically.
 - EIU graduates will function as responsible citizens.

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. examine a general framework for understanding and practicing consultation.
- j. examine and apply foundational knowledge of literacy when working with students.

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

Learning Goals	Objectives
• Depth of content knowledge	j
• Effective critical thinking and problem solving	a – j
• Effective oral and written communication	a - j
• Advanced scholarship through research or creative activity	

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 development, and personal/ social adjustment.	Site Experience; Special Education Project; Career 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
j. Student will examine and apply foundational knowledge of literacy when working with students.	Literacy Integrative Paper

Shadow Paper: 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.

Special Education Projects: 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 their experience.

Career Project: 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 Project: 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 supervised experience 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.

Literacy Integrative Paper: Third semester interns will write a 3-5 page paper on how they have applied the literacy readings to the students they have worked with at their respective supervised experience. Students should identify the highlights and key points to remember.

Summative Paper: At the end of the semester, students are required to write a paper summarizing their supervised experience.

3. **Explain how the instructor will determine students’ grades for the course:**
Grades will be based on the following criteria:

Shadow Paper	15%
Special Education Project	25%
Career Project	15%
Developmental Project	30%
Literacy Integrative Paper	5%
Summative Paper	<u>10%</u>
Total	100%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A**

- a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
- b. Describe how the integrity of student work will be assured:
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A**

- d. course objectives;

- e. projects that require application and analysis of the course content; and
- f. separate methods of evaluation for undergraduate and graduate students.

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. (See Appendix *.) N/A

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).

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
- b. If the course or some sections of the course may be technology delivered, explain why.

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. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level.
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
One 3 credit Elective

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

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

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

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

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Qualified Graduate Faculty in the Department of Counseling and Student Development.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

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

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 9/4/2013

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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