

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5941
3. Short title: Emerging Issues
4. Long title: Emerging Issues in School Counseling
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2018

8. Catalog course description: The purpose of this course is to introduce students to emerging issues in school counseling, including the diversity of Illinois students as well as the laws and programs designed to meet their unique needs.

9. Course attributes:
General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active

10. Instructional delivery
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:
☐ Face to Face ☐ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40

11. Course(s) to be deleted from the catalog once this course is approved. None.

12. Equivalent course(s): None.
a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): CSD 5500, 5510, 5520, 5530.
a. Can prerequisite be taken concurrently? ☒ Yes ☐ No
b. Minimum grade required for the prerequisite course(s)? B for CSD 5530
c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No
d. Who may waive prerequisite(s)?
a. ☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None.

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Open only to students who have been admitted to the Department of Counseling and Student Development

b. Degrees, colleges, majors, levels, classes which may not take the course: Student who have not been admitted to the CSD Program

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

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

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students: None.

Supplemental Materials or Software

Course Fee ☐ No ☐ Yes, Explain if yes

21. Community college transfer:

☐ A community college course may be judged equivalent.

☐ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of Counseling and Student Development

☐ Course is required for the minor(s) of

☐ Course is required for the certificate program(s) of

☐ Course is used as an elective

2. **Rationale for proposal:** To meet the current CACREP accreditation standards.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment 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.

Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5941, Emerging Issues in School Counseling

2. Catalog description

The purpose of this course is to introduce students to emerging issues in school counseling, including the diversity of Illinois students as well as the laws and programs designed to meet their unique needs.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
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a) Examine assessments specific to P-12 education	1, 2, 3
b) Discuss school counselor roles in school leadership and multidisciplinary teams	1, 2, 3
c) Understand characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	1, 2, 3
d) Examine common medications that affect learning, behavior, and mood in children and adolescents	1, 2, 3
e) Discuss legislation and government policy relevant to school counseling	1, 2, 3
f) Analyze skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	1, 2, 3
g) Use accountability data to inform decision making	1, 2, 3
h) Assess and use of data to advocate for programs and students	1, 2, 3

4. Course materials.

- a. Trolley, B.C., Haas, H.S., & Patti, D.C. (2009). *The school counselor's guide to special education*.
- b. Thousand Oaks, CA: Corwin Press.
- c. Dimmitt, C, Carey, J.C., Hatch, T. (2007). *Evidence-based school counseling: Making a difference with*
- d. *data-driven practices*. Thousand Oaks, CA: Corwin Press.
- e. Readings posted to Desire2Learn

5. Weekly outline of content.

Week	Topic	Length of Class	Readings/Assignments
1	Introduction to Course Lingo	150 minutes	Trolley et al., 2009: Ch. 1, 2, 3, 5, 6
2	Special education assessment, planning, teaming	150 minutes	Trolley et al., 2009: Ch. 1, 2, 3, 5, 6
3	Impact of special education law Retention	150 minutes	Trolley et al., 2009: Ch 7 Geltner & Leiborth, 2008 NCPSE, 2000 Milsom, 2006 Jimerson, 2007 (NASP) ASCA, 2006 (Retention) McCall-Perez, 2000

			Zetlin et al., 2011 Madaus & Shaw, 2008
4	Atypical growth/development Accommodations in language, ability, IEPs, 504	150 minutes	Trolley et al., 2009: Ch 7 Geltner & Leiborh, 2008 NCPSE, 2000 Milsom, 2006 Jimerson, 2007 (NASP) ASCA, 2006 (Retention) McCall-Perez, 2000 Zetlin et al., 2011 Madaus & Shaw, 2008
5	RTI (Response to Intervention)	150 minutes	Buffum et al., 2010 ASCA, 2008 (RtI)
6	PBIS (positive behavior intervention supports) Special Education and school counseling	150 minutes	Dimmitt et al., 2007; 1, 4 Cressey et al., 2015
7	Special Education and school counseling cont.	150 minutes	Dimmitt et al, 2007; 2, 7 Albrecht, 2014 Sullivan & Sadeh, 2015 Lloyd et al., 2016
8	Legal use of school records	150 minutes	Dimmitt et al, 2007; 2, 7 Albrecht, 2014 Sullivan & Sadeh, 2015 Lloyd et al., 2016
9	Data Based Decision Making	150 minutes	Dimmitt et al, 2007; 2, 7 Albrecht, 2014 Sullivan & Sadeh, 2015 Lloyd et al., 2016
10	Problem Solving Teams Effects of health, wellness and multicultural issues in learning Common medications	150 minutes	Dimmitt et al, 2007; 2, 7 Albrecht, 2014 Sullivan & Sadeh, 2015 Lloyd et al., 2016
11	School counseling and testing PARCC Common Core	150 minutes	Casas, 2003 ASCA 2014 (D2L Testing) NASSP 2013 (CC) http://www.parcconline.org/ Dimmitt et al., 2007; 3 Schmidt, 2003, chap 8 Common Core ESSA 2015 Sp Ed. Presentations
12	Accountability and Using data Every Student Succeeds Act (ESSA	150 minutes	Casas, 2003 ASCA 2014 (D2L Testing) NASSP 2013 (CC) http://www.parcconline.org/

			Dimmitt et al., 2007; 3 Schmidt, 2003, chap 8 Common Core ESSA 2015 Sp Ed. Presentations
13	Working with stakeholders for student empowerment	150 minutes	Sp Ed. Presentations Lock 2008 Hartline & Cobia 2012 Bemak & Chung 2008 NSCC, 2007; pp 1-9 SafeSchools
14	Student achievement Factors that impact student development	150 minutes	Sp Ed. Presentations Lock 2008 Hartline & Cobia 2012 Bemak & Chung 2008 NSCC, 2007; pp 1-9 SafeSchools
15	Data Analysis findings	150 minutes	Data Analysis Due 11:59pm

6. Assignments and evaluation, including weights for final course grade.

Attendance and Attitude (10 sat, 5 Fri)	35 points
Quizzes (5 pts each)	25 points
Discussion Boards	25 points
Journals (8 pts each)	25 points
Data Analysis Research Paper	75 Points
<u>Special Education Presentation</u>	<u>50 points</u>
Total Points - 235	

- a. Attendance and Attitude: Attendance is necessary for co-constructing a deeper meaning. Investing in learning requires attending class, arriving on time, and being prepared, including having all reading completed. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected. Treat class as you would treat your future career.
- b. Quizzes: Quizzes will be given each class meeting to assess investment in learning the course material. Format will be given in short answer or multiple choice questions.
- c. Journal: The journal is used to communicate progress toward meeting course objectives. One journal is due per weekend session. Divide each entry into two sections: (a) class discussion and reading observations: your understanding of what subjects were covered and possibilities for how these discussions/readings can be integrated into your work, and (b) personal observations/ reactions (affective movement/cognitive insights as you become aware of school counselor role).

- d. Discussion Boards: On 6/10, lecture will be held online. As part of that class period, you will need to respond to the posted discussion boards with thorough, clear, and complete answers. The Discussion Board is currently open and will remain open until the end of class time on 6/10. You must respond to all the questions in: the case of Arnie **or** Kelley, one of the court cases, and the open process questions. Posts must be thought out and promote higher order thinking. In addition, you will need to respond to at least **two** of your peer's discussions **per forum** with insight and comments that further the discussion. For the court cases and vignettes, the responses must be in a case outside of your main post.
- e. Special Education Research Presentation: In partners, choose a topic from the list provided in class or another area related to special education (with approval) Provide a handout, including references, to your peers. Provide the instructor with a copy of the handout, references, and PowerPoint/Prezi if used. A **minimum** of five academic resources is required.
- f. Data Analysis Research Project:). Identify an area of need at a chosen school and then discuss the type and nature of a program that could be used to address the need. Think of this assignment as a proposal to the principal/school board advocating for this particular program. A minimum of **five** academic references required.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Attendance and Attitude	
Quizzes	a, b, c, d, e, f, g, h
Journal	b, c, d, e, f
Discussion Boards	a, b, d, e, f
Special Education Research Presentation	a, b, c, f
Data Analysis Research Project	c, e, f, g, h

Date approved by the department or school: 2/14/18

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: