

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5940
Foundations of School Counseling

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 5940
2. Title (may not exceed 30 characters, including spaces): Found of School Counseling
3. Long title, if any (may not exceed 100 characters, including spaces):
Foundations of School Counseling
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 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:**

The purpose of this course is to introduce students to the profession of school counseling, to provide them with a foundation of knowledge about the school counseling profession, and to assist students in beginning to develop their own professional identity as school counselors.

Students will learn about the history of the profession, current trends and issues, the American School Counseling Association's (ASCA) National Model and the ever-changing role of the school counselor. Students will also examine the societal and cultural issues of the day that impact a school counselor's mission, including ethical/legal issues.

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. CSD 5500, CSD 5510, CSD 5520, CSD 5530

- 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).

☒ 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.

Through readings, lecture, assignments and active class participation, students will:

- a. examine the history, philosophy and trends in school counseling and educational systems.
- b. describe the essential roles and functions of school counselors and their relationships to other professionals and support personnel in the school.
- c. discuss professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
- d. examine current models of school counseling programs (e.g. ASCA Model) and their integral relationship to the total educational program.
- e. discuss the structure, organization and operation of the educational system with emphasis on P-12 schools.
- f. examine the Social Emotional Learning Standards as outlined by the state of Illinois (*see* www.isbe.state.il.us/ils/social_emotional/standards.htm) and their connection to the role of school counseling.
- g. discuss the ethical standards and guidelines for school counselors, legal issues and public policy related to the profession and practice of school counseling.
- h. examine the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
- i. identify community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.
- j. describe the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families
- k. discuss multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
- l. examine the relationship of the school counseling program to the academic mission of the school.

- m. identify effective management of the classroom and the learning process
- 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:**
- **Depth of content knowledge**
(objectives a- m)
 - **Effective critical thinking and problem solving**
 - **Effective oral and written communication**
 - **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 examine the history, philosophy and trends in school counseling and educational systems.	Exam
b. Students will describe the essential roles and functions of school counselors and their relationships to other professionals and support personnel in the school.	Interview
c. Students will discuss professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Exam
d. Students will examine current models of school counseling programs (e.g. ASCA Model) and their integral relationship to the total educational program.	Exam
e. Students will discuss the structure, organization and operation of the educational system with emphasis on P-12 schools.	Counseling Process Paper
f. Students will examine the Social Emotional Learning Standards as stated by the state of Illinois (<i>see</i> www.isbe.state.il.us/ils/social_emotional/standards.htm) and its connection to the role of school counseling.	Counseling Process Paper
g. Students will discuss the ethical standards and guidelines for school counselors, legal issue and public policy related to the profession and practice of school counseling.	Exam
h. Students will examine the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	IIRC Summary
i. Students will identify community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.	IIRC summary
j. Students will examine and discuss the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families	Counseling Process Paper
k. Students will discuss multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Counseling Process Paper
l. Students will examine the relationship of the school counseling program to the academic mission of the school.	Yearly Calendar
m. Students will identify effective management of the classroom and the	Classroom Management

learning process.	Summary
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- Interview:** Students will interview their supervising school counselor regarding their essential roles and functions. They will compare and contrast the school's School Counseling job description to the ASCA national model).
- Illinois Interactive Report Card (IIRC) Summary:** Students will analyze a school's IIRC data with regards to cultural, ethical economic and legal issues impacting student performance. They will also identify community, environmental, and institutional opportunities and barriers that impact student learning.
- Classroom Management Summary:** Students will obtain the classroom management policy in which one of their clients is a member. Students will write a 5 page paper analyzing the classroom management policy and discuss how rules, rewards and consequences are managed. Students will also include suggestions based on best practices for improvements to the current policy.
- Yearly Calendar:** Students will create a yearly calendar that includes relevant dates regarding activities that need to be completed each month in their role as a school counselor. Students should obtain information from their current school counseling supervisor as well as additional outside resources. This will include information on testing, groups, classroom curriculums, conferences, etc.
- Counseling Process Paper:** Students will complete a 10 page paper including a discussion of the referral process that is used at their practicum site and how students are referred to them. Students will identify which of the Illinois Social Emotional Learning Standards are being addressed in the counseling session. They will also identify a multicultural issue (socioeconomic status, gender, sexual identity, etc.) and its impact on them as a counselor. Students will also discuss areas of diversity that impacted their counseling and discuss in what ways the treatment plan was modified in order to meet the needs of the client. If no modifications were made the students will discuss an area that could be modified to accommodate diverse needs.
- Exam:** Student will be given a multiple choice item exam over the first half of the course material.

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

Grades will be based on the following criteria:

Classroom Management Summary	11 %
Yearly Calendar	11 %
IIRC Summary	22 %
Interview	11 %
Paper	22 %
Exam	23 %

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. 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	History, philosophy and trends in the school setting.
2	Roles and functions of school counselors and their relationships to other professionals and support personnel in the school.
3	Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
4	The ASCA Model and its integral relationship to the total educational program.
5	Structure, organization and operation of the educational system with emphasis on P-12 schools.
6	Social Emotional Learning Standards as stated by the state of Illinois and its connection to the role of school counseling
7	Exam
8	Ethical standards and guidelines for school counselors,
9	Legal issues and public policy related to the profession and practice of school counseling.
10	Cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
11	Community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.
12	Educational policies, programs, and practices related to the needs of students and their families

- 13 Multicultural counseling issues such as ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement.
- 14 Relationship of the school counseling program to the academic mission of the school.
- 15 Effective management of the classroom and the learning process
- 16 Final summary discussion of interviews and summaries.

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.**
Revised course only

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:

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):

Remley, T.P., Hermann, M.A. & Huey, W.C. (2010). *Ethical & Legal Issues in School Counseling*. (3rd Ed). Alexandria, VA: American School Counselor Association.

Myrick, R.D. (2011) *Developmental Guidance and Counseling: A Practical Approach*. (5th Ed.). Minneapolis: Educational Media Corporation.

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: 1/18/2012

Date approved by the college curriculum committee: 4/2/2012

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

Date approved by CAA: Not applicable

CGS: 4/24/12

*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).

**Student
Success
Center**

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

581-6696



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581-6583