

Eastern Illinois University

REVISED COURSE PROPOSAL CSD 5942

School Counseling: Collaboration, Consultation and Intervention

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 5942
2. Title (may not exceed 30 characters, including spaces): School Coun: Collab, Consul, Int
3. Long title, if any (may not exceed 100 characters, including spaces):
School Counseling: Collaboration, Consultation and Intervention

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: 2012

7. Course description:

The purpose of this course is to introduce students to the process of collaboration, consultation and intervention within the School Counseling environment. Emphasis will be placed on the School Counselor's role in working with school staff, parents, and community members to promote the academic, career, and personal/social development of students.

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).
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.)

☒ **X** 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

- examine the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration
- discuss strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
- discuss how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
- examine systems theories, models and processes of consultation in school system settings.
- identify the various peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
- discuss school and community collaboration models for crisis/disaster preparedness and response.
- examine the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.
- discuss the potential impact of crises, emergencies, and disasters on students, educators, and schools and knows the skills needed for crisis intervention.
- identify the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- discuss strategies for helping students identify strengths and cope with environmental and developmental problems.

- 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-j)**
- **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 ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Parent Brochure/ Webpage
b. Students will discuss strategies to promote, develop, and enhance effective teamwork within the school and the larger community	Final
c. Students will discuss how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	Parent Brochure/ Webpage
d. Students will examine systems theories, models and processes of consultation in school system settings.	Final
e. Students will identify the various peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring) and how to coordinate them.	Final
f. Students will discuss school and community collaboration models for crisis/disaster preparedness and response.	Crisis Management Plan
g. Students will examine the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	Crisis Management Plan
h. Students will discuss the potential impact of crises, emergencies, and disasters on students, educators, and schools and knows the skills needed for crisis intervention.	Crisis Management Plan
i. Students will identify the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	Influences Project
j. Students will discuss strategies for helping students identify strengths and cope with environmental and developmental problems.	Final

- **Influences Project:** This project will consist of 1-2 students creating a 45 minute presentation for K-12 students on a topic that negatively influences student functioning. Topics include: abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, bullying, etc.
- **Parent Brochure/Webpage** – Student will create a brochure and webpage that informs parents on the role of school counselors as well as provides tips for parents on how they can help students with their academic career and social/emotional development.
- **Crisis Management Plan:** Students will evaluate the crisis plan at their practicum/internship setting (or school approved by instructor). Students will determine if key factors are included in the plan as well as make suggestions for items that should be included in the plan.
- **Final** – There will be a final over selected course material.

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

Grades will be based on the following criteria:

Influence Project	25%
Parent Brochure/Webpage	25%
Crisis Management Plan	25%
Final	25%

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - Describe how the integrity of student work will be assured:
 - 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**
- course objectives;
 - projects that require application and analysis of the course content; and
 - 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	Family-school-communication, collaboration and student development
2	School-community strategies to promote, develop, and enhance effective teamwork.
3	Effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4	Systems theories, models and processes of consultation in school system settings.

- 5 Consultation models cont.
- 6 Peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
- 7 School and community collaboration models for crisis/disaster preparedness and response.
- 8 The operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.
- 9 Crises, disasters and trauma causing events – discussion of characteristics of various crises
- 10 Trauma cont.
- 11 Managing potential crises, emergencies, and disasters and the skills needed for intervention.
- 12 Factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- 13 Factors cont.
- 14 Strategies for helping students identify strengths and cope with environmental and developmental problems.
- 15 Presentations of Brochure/Webpage
- 16 Final

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.** CSD 5942 is similar in name to PSY. 6660. CACREP standards emphasize more the application of consultation in the role of school counselor with staff, parents and community.

- 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.** CACREP standards, Alternative Certification standards and Departmental Assessment results indicated the need for this course.

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):

Brigman, G., Mullis, K. F., Webb, L.M., White, J. (2004). *School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel* (2nd Ed.). Wiley, John & Sons.

Kanel, K. (2012). *A guide to crisis intervention*. 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: 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).

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