Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5945
Management of School Counseling Programs

Please check one: ☐ New course ☒ **Revised course**

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** <u>CSD 5945</u>

2. **Title (may not exceed 30 characters, including spaces):** <u>Manage School Coun Program</u>

3. **Long title, if any (may not exceed 100 characters, including spaces):**
   <u>Management of School Counseling Programs</u>

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** <u>3-0-3</u>

5. **Term(s) to be offered**: ☒ **Fall** ☐ Spring ☐ Summer ☐ On demand

6. **Initial term of offering**: ☒ **Fall** ☐ Spring ☐ Summer Year: <u>**2012**</u>

7. **Course description**:
   The purpose of this course is to help students gain an understanding of how to design and manage school counseling programs based on the National (ASCA) Model. The class will focus on helping students learn assessment, organization and planning a guidance program.

8. **Registration restrictions:**

   a. **Equivalent courses**
      - Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). **<u>None</u>**

      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes <u>X</u> 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. **<u>CSD 5500, CSD 5510, CSD 5520, CSD 5530, CSD 5940, CSD 5941</u>**

      - 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).
        <u>X</u> 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   _X_ Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

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

    e. Repeat status: _X_ 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

a. discuss how to design, implement, manage and evaluate programs to enhance the academic, career, and personal/social development of students.

b. discuss how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

c. examine various forms of needs assessments for academic, career, and personal/social development.

d. discuss how to critically evaluate research relevant to the practice of school counseling.

e. identify models of program evaluation for school counseling programs.

f. examine basic strategies for evaluation counseling outcomes in school counseling (e.g. behavioral observation, program evaluation).

g. discuss current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

h. examine the outcome research data and best practices identified in the school counseling research literature.

i. discuss the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

j. discuss curriculum design, lesson plan development, classroom management strategies and differentiated instructions strategies for teaching counseling- and guidance-related material.

k. examine the qualities, principles, skills and styles of effective leadership.

l. identify strategies of leadership designed to enhance the learning environment of schools.

m.   discuss how to design, implement, manage and evaluate a comprehensive school counseling program.

n.   discuss the important role of the school counselor as a system change agent.

o.   examine the school counselor's role in student assistance programs, school leadership, curriculum and advisory meetings

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-o)
- **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 discuss how to design, implement, manage and evaluate programs to enhance the academic, career, and personal/social development of students.	School Climate Assessment
b. Students will discuss how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	School Climate Assessment
c. Students will examine various forms of needs assessments for academic, career, and personal/social development.	Resource Binder
d. Students will discuss how to critically evaluate research relevant to the practice of school counseling	School Climate Assessment
e. Students will identify models of program evaluation for school counseling programs.	Exam
f. Students will examine basic strategies for evaluation counseling outcomes in school counseling (e.g. behavioral observation, program evaluation).	Exam
g. Students will discuss current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	School Climate Assessment
h. Students will examine the outcome research data and best practices identified in the school counseling research literature.	School Climate Assessment
i. Students will discuss the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	School Climate Assessment

j. Students will discuss curriculum design, lesson plan development, classroom management strategies and differentiated instructions strategies for teaching counseling- and guidance-related material.	School Climate Assessment
k. Students will examine the qualities, principles, skills and styles of effective leadership.	Leadership Paper
l. Students will identify strategies of leadership designed to enhance the learning environment of schools	Leadership Paper
m. Students will discuss how to design, implement, manage and evaluate a comprehensive school counseling program.	Leadership Paper
n. Students will discuss the important role of the school counselor as a system change agent.	Leadership Paper
o. Students will examine the school counselor's role in student assistance programs, school leadership, curriculum and advisory meetings	Leadership Paper

- **Resource Binder** -The binder will include a collection of assessment tools that School Counselors can use to assess student needs for academic, career and personal/social development.
- **School Climate Assessment** - Students will analyze the counseling program that is currently in place at their internship setting to determine what components (academic, career, post-secondary planning, etc.) are currently included. Students will then design a program to address those areas that are missing. Students will then analyze student and school data to draw conclusions about the effectiveness of the current programs. Students will then create a plan that uses research based strategies to implement the programs successfully as well as design a program to close the achievement gap and/or prevent student drop out.
- **Exam** – There will be an exam of selected material.
- **Leadership Paper** - Students will complete a 10 page paper on leadership qualities and strategies that lead to successfully managing a school counseling program.

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

   Grades will be based on the following criteria:

Resource Binder	20%
School Climate Assessment	40%
Midterm	20%
Leadership Paper	20%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following: <u>N/A</u>**
   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**: <u>**N/A**</u>
    a. **course objectives;**
    b. **projects that require application and analysis of the course content; and**
    c. **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**. <u>**N/A**</u>

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	The design, implementation, management and evaluation of programs to enhance the academic, career, and personal/social development of students.
2	The design, implementation, management and evaluation of transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
3	Needs assessments for academic, career, and personal/social development.
4	Evaluating research relevant to the practice of school counseling.
5	Models of program evaluation for school counseling programs.
6	Basic strategies for evaluation counseling outcomes in school counseling (e.g. behavioral observation, program evaluation).
7	Exam
8	Current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
9	Outcome research data and best practices identified in the school counseling research literature.
10	Concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

11   Curriculum design, lesson plan development, classroom management strategies and differentiated instructions strategies for teaching counseling- and guidance-related material.

12   Qualities, principles, skills and styles of effective leadership.

13   Strategies of leadership designed to enhance the learning environment of schools.

14   The design, implementation, management and evaluation of a comprehensive school counseling program.

15   The school counselor's role as a change agent and managing student assistance programs, school leadership, curriculum and advisory meetings.

16   Debriefing of school assessment projects.

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):** DeVoss, J. A.

   2006. *School counselors as educational leaders. Boston*: Houghton Mifflin. Thompson, R.A.

   2002. *School Counseling: Best practices for working in the schools*. 2nd Ed. New
       York: Brunner-Routledge.

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: 11/18/14

*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

counseling center
free, confidential services
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/~disablty/
581-6583