New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes:  
Undergraduate credit [ ]  
Graduate credit [x]  
Professional credit [ ]

1. School/Division  School of Education
2. Academic Subject Code  EDUC-G
3. Course Number  G542  (must be cleared with University Enrollment Services)
4. Instructor  Staff
5. Course Title  Organization and Development of Counseling Programs

Recommended Abbreviation (Optional)  (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Fall 2008
7. Credit Hours: Fixed at 3 or Variable from  to
8. Is this course to be graded S-F (only)? Yes [x]  No [ ]
9. Is variable title approval being requested? Yes [ ]  No [x]
10. Course description (not to exceed 50 words) for Bulletin publication:  Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.

11. Lecture Contact Hours: Fixed at 39 or Variable from  to
12. Non-Lecture Contact Hours: Fixed at  or Variable from  to
13. Estimated enrollment: 25 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: 1 time/year  Will this course be required for majors?  Yes
15. Justification for new course:  Fills a gap in our current program structure.
16. Are the necessary reading materials currently available in the appropriate library?  Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  
Date 11-15-07

Dean/Chairman/Division Director

Dean of Graduate School (when required)

Approved by:  
Date 12-12-07

Dean

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UFS 724
EDUCATORS ENGAGED IN GROWTH

Our mission is to develop high quality, caring professionals who stimulate the continuous renewal of schools within a multicultural society.

G542 Organization and Development of Counseling Programs
Fall 2007 Section 12638

Instructor: Dr. Teesue H. Fields, Professor and Program Coordinator
Office: Hillside Hall 0004
Office Hours: Tuesday and Wednesday 1:30-5:30
Monday and Thursday by appointment
Phone: 812-941-2658 (office) 812-941-2385 (School of Ed) 812-923-3503 (home)
E-mail: thfields@ius.edu

Course type: lecture, discussion, practice.

If you have specific physical, psychological, or learning disabilities and require accommodation, please let me know after the first class so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Services for Students with Disabilities. Additional information is on the IUS web site.


Catalogue Description: Environmental and population needs assessment for program planning; procedures for counseling program development; accountability & evaluation.

Course Objectives: The course objectives are taken from the Indiana Professional Standards Board knowledge and performance standards for school services professionals. These standards overlap with the Kentucky Standards for School Counselors. By covering the Indiana Standards, candidates for Kentucky certification will satisfy the Kentucky requirements for program management and coordination (Standards 1 and 5).

Technology: All course materials will be delivered through ONCOURSE located on the IUS website. Student will utilize Excel, Access or other databases to organize their data and will give
class presentations using Power Point. Students will also research counseling strategies using library databases of various journals and books.

**Diversity:** The IUS Counseling Program subscribes to the Multicultural Standards of the American Counseling Association. Students will be expected to include applications for various racial, ethnic, cultural, gender, age, and sexual orientation populations in their research reports.

**Dispositions:** Although dispositions are not formally assessed in this course, the instructor will bring any problems to the student’s attention and will report concerns to the program faculty. A copy of the dispositions is attached to this syllabus.

**Assessments:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>5 points each</td>
</tr>
<tr>
<td>Letter of Introduction</td>
<td>25 points</td>
</tr>
<tr>
<td>Proposal for Close the Gap Project</td>
<td>45 points</td>
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<tr>
<td>Guidance Curriculum Mapping</td>
<td>30 points</td>
</tr>
<tr>
<td>Program Management Plan</td>
<td>30 points</td>
</tr>
<tr>
<td>Consultation tape</td>
<td>40 points</td>
</tr>
<tr>
<td>Power Point Presentation of Close the Gap</td>
<td>75 points</td>
</tr>
</tbody>
</table>

Total: 300 points

290-300 = A  280-289 = A-  270-279 = B+  260-269 = B

**Letter of Introduction**

Introduce yourself to your internship school. Tell them a little about yourself personally and a little about yourself as a counselor. Tell them what you will be doing as an intern and what you believe about school counseling. Tell them how they can get in touch with you or refer students to you. Make the letter interesting, informative and attractive. Incorporate your program theme into the graphics. See rubric and model for details.

**Preliminary Strategy Project Proposal**

After an individual meeting with the professor, you will turn in a proposal on your Closing the Gap Strategy project for the year. Details will be given in class.

**Outline of Guidance Curriculum Mapping**

You will do a curriculum map of guidance competencies at your internship school following a class discussion on this issue. Elementary counselors may pick either primary or intermediate levels; middle and high school counselors may focus on one grade level. You will only map either Academic Personal/Social. KY will use the guidance curriculum standards for ASCA, Indiana will use the IN Guidance standards.
Program Management Plan

You will outline a preliminary plan for the counseling program in your school to include, counseling mission statement, personal beliefs, program goals, daily and weekly calendar and evaluation plan. (We will work on this in class, but you may need to complete it at home.)

Consultation Tape

At the second class on consultation, you will tape a consultation session with a classmate. You will then listen to and analyze the tape using the rubric provided and turn in the tape and analysis at your scheduled individual session.

Project Report and Power Point Presentation

Details for this will be given during class. At the end of the semester you will present your plan for the strategy project plan for your school, via power point presentation using graphs & information from your report.

Standards and Assessments (References are to ISPB standards for School Service Professionals and to the SOE four Themes: High Quality (HQ), Caring Professionals (CP) Continuous Renewal of Schools (CR) and Preparing Educators for a Multicultural Society (M)

Standard 1a: Student will demonstrate standard writing skills: Letter of Introduction (HQ)
Standard 1b: Student will demonstrate group presentation skills: Project Report (CR)
Standard 2f: Student will understand strategies for school improvement: Strategy Proposal (CR)
Standard 4i: Student will apply test results to school improvement: Strategy Proposal (CR)
Standard 9a: Student will understand models for data assessment: Strategy Proposal (CR)
Standard 9b,c,d: Student will understand models for planning, implementing and evaluating counseling programs: Program Management Plan. (CR)
Standard 9e: Student will demonstrate use of technology to support programs: Project presentation (HQ)
Standard 9f,g,h,i: Student will demonstrate skills in data analysis & program planning, implementation and evaluation: Strategy Proposal (CR)
Standard 10a: Student will demonstrate knowledge of change theory & counselor’s role in educational reform: Program Management Plan (CR)
Standard 10d: Student will demonstrate use of data in decision making: Strategy Proposal (CR)
Standard 10g: Student will demonstrate how to develop, manage & evaluate a counseling Program: Program Management Plan (CR)
Standard 10l: Student will demonstrate how to analyze, interpret & utilize data for decision making and change: Strategy proposal (CR)
Standard 10: Student will demonstrate how to establish an advisory group: Management Plan (CR)
CALENDAR, FALL 2007

August 27
I. The Education Trust and ASCA models for School Counseling
   Visioning
   Core Convictions
   Raising Expectations
II. Using data to set goals for your program; practice with Data Analysis
   Bring the school achievement and test data for your internship school
III. Designing a Close the Gap project for your school
   Readings: Stone and Dahir, Chapter 1
   
September 19
Selecting Strategies to meet your project goals
**DUE: Letter of Counselor Introduction**
   Readings: Stone and Dahir, Chapters 8 and 9 – have notes on these 2 chapters which you can discuss in class.
   Sign up for individual sessions
   
September 26
No Class
Individual Sessions to discuss Close the Gap project
**DUE: Preliminary Draft of Close the Gap Strategy Project Proposal**

October 3
No Class
Individual Sessions to discuss Close the Gap project
**DUE: Preliminary Draft of Close the Gap Strategy Project Proposal**

October 10
Consultations with teachers and parents
Readings: Stone and Dahir, Chapter 6 pg. 145-158

October 17
Consultation practice
Bring tape recorder and blank tape to class

October 24
**NO CLASS**
Kentucky Counseling Association Annual Conference Oct. 23-26

October 31
Individual Sessions to listen to Consultation Tape
**DUE: Consultation tape with analysis**

November 7
Individual Sessions to listen to Consultation Tape
**DUE: Consultation tape with analysis**

November 14
School Counselors as Coordinator and Collaborators
Readings: Stone and Dahir, Chapter 7
November 21  NO CLASS: Thanksgiving Holiday
November 28  Power Point Presentations of Close the Gap Projects
December 5  Power Point Presentations of Close the Gap Projects
Final evaluation and reflection

Knowledge Base:


Web Sites:
Schoolcounselor.org
Schoolcounselor.com (technology uses for school counselors)
Kde.state.ky.us
Doe.state.in.us
Jefferson.k12.ky.us
Glef.org (george lucas educational foundation)
Edutopia.org
Classroommanagementonline.com
Disciplinehelp.com
“Educators Engaged in Growth”

School of Education (SOE) Mission

The mission of the Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

Conceptual Framework and SOE Themes

The SOE programs share a vision for its efforts in preparing educators to work in P-12 schools. The conceptual framework establishes the direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Our conceptual framework consists of four themes. These themes are: (1) High Quality (2) Caring Professional (3) Transformation of Schools and (4) Diverse Society.

Preamble

The mission of Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

In recognition of the demographic shifts underway in our world, our region and our communities, the School of Education is committed to reflecting and incorporating diversity to adapt to our changing learning environment. Therefore, to prepare education professionals to meet diverse student needs we use the word “all” in our candidate outcomes. The outcomes listed below reflect the mission of the School of Education.

Candidate Outcomes

Candidates completing School of Education programs of study will demonstrate:
• knowledge of content and the use of best practices in delivering effective instruction to all students;

• dispositions necessary to help all students learn; and

• knowledge, skills, and dispositions needed to participate in school transformation.

SOE Dispositions

Faculty and students will:

1. Respect the accepted legal and ethical norms and values of education.

2. Effectively interact and collaborate with others and foster similar behaviors among students.

3. Commit to diversity through equitable treatment and respect for all individuals.

4. Exhibit personal management behaviors valued by the professional education community.

5. Commit to inquiry application of the knowledge base of education.

6. Exhibit enthusiasm and respect for education as a practice and a profession.

7. Commit to data-based decision-making and fair practices.

8. Commit to continuous self-evaluation and personal improvement.
Counseling

G502 Introduction to the Field of Counseling (3 cr.) The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

G505 Individual Appraisal: Principles and Procedures (3 cr.) An analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/ controversies about ethnic, sex, cultural, and individual differences will be examined.

G522 Counseling Techniques (3 cr.) P: G502 or equivalent. Master's students must take G523 concurrently. Introduction to counseling theories and psychological processes involved in individual counseling.

G523 Laboratory in Counseling (3 cr.) P: Consent of instructor. C: G522. Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

G524 Practicum in Counseling (1-3 cr.) P: G502, G522, and G523. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

G532 Introduction to Group Counseling (3 cr.) P: G502 (for M.S. students). Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

G542 Organization and Development of Counseling Programs (3 cr.) Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.

G550 Internship in Counseling (1-6 cr.) Counseling experience in actual school or agency situations. Under direction and supervision of the counselor/supervisor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection.