

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
COURSE SYLLABUS

Title of Course: **Foundations of School Counseling (3 cr)**

Course No. **CP 630**

Revised Spring 2012

Semester:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Room:

Class Dates:

Class Times:

Website:

Note: The Instructor will add the above information each semester.

I. Catalog Description and Credit Hours of Course:

Knowledge and application of school counseling theory, the comprehensive guidance model and issues of school counseling. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
	Required		Required Preq.	

IV. Student Learning Outcomes

- A. The student will demonstrate knowledge of curriculum design, lesson plan development, classroom management strategies, and instructional strategies that include technology for teaching classroom guidance. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
- B. The student will identify professional organizations, preparation standards, and credentials relevant to the practice of school counseling. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

C. The student will comprehend legal and ethical considerations related to the practice of school counseling. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

CACREP Requirements (2009)	DESE Requirements (2008)	LPC Requirements	NBCC Requirements
Foundations of School Counseling	2) Foundations of Elementary and Secondary School Guidance Comp. 6) Analysis of school learning and school adjustment; Comp. 7) Utilization of information services and		

VI. Course as Relates to External Standards

CACREP Standards (2009)
<p>SC. Foundations – A. Knowledge</p> <ol style="list-style-type: none"> 1. Knows history, philosophy, and trends in school counseling and educational systems. 2. Understands ethical and legal considerations specifically related to the practice of school counseling. 3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. 4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. 5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. 6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. <p>SC. Counseling, Prevention And Interventions – C. Knowledge</p> <ol style="list-style-type: none"> 1. Knows the theories and processes of effective counseling and wellness programs for individuals and groups of students. 2. Knows how to design, implement, manage and evaluate programs to enhance the academic, career and personal/social development of all K-12 students. 3. Knows strategies for helping students to identify strengths and cope with developmental problems. 4. Knows how to design, implement, manage and evaluate transition programs, including school-to-work and postsecondary placements. 5. Understands group dynamics, including counseling, psycho-educational, task, and peer helping groups; and the facilitation of teams to enable students to overcome barriers and impediments to learning. <p>SC. Academic Development – K. Knowledge</p> <ol style="list-style-type: none"> 1. Understands relationship of the school counseling program to the academic mission of the school. 2. Understands the concepts, principles, strategies, programs and practices that are designed to close the achievement gap and promote students’ academic success. 3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material. <p>SC. Leadership – O. Knowledge</p> <ol style="list-style-type: none"> 1. Knows the qualities, principles, skills and styles of effective leadership. 2. Knows strategies of leadership designed to enhance the learning environment of schools. 3. Knows how to design, implement, manage and evaluate a comprehensive school counseling program (e.g., ASCA National Model).

4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselors' role in student assistance programs, school leadership, curriculum, and advisory meetings.

SC. Leadership – P. Skills/Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

DESE Standards (2008)

(MoSTEP 1.4.2.1.a; ASCA A.1, A.2, 4, 5-7, C.1-3, D1-3; CACREP SCP[A]5, CACREP SCP [K]1) beliefs and philosophy for comprehensive guidance programs that align with current school improvement plans and student success initiatives at the school, district, and state levels.

(MoSTEP 1.4.2.1.b; ASCA K.1-6) facilities, resources, budget, and staffing patterns necessary to ensure the full implementation of comprehensive guidance programs.

(MoSTEP 1.4.2.1.c; ASCA C.4, L.1-6) establishment, facilitation, and use of advisory councils to support the full implementation of comprehensive guidance programs..

Comprehensive Guidance Program Components: *Guidance Curriculum:*

(MoSTEP 1.4.2.2.1.a) role and development of guidance curriculum planning surveys to inform the planning and implementation of the guidance curriculum.

(MoSTEP 1.4.2.2.1.b; ASCA G.2, 7; CACREP SCP [K]2) design and implementation of culturally sensitive and developmentally appropriate guidance activities demonstrated to meet student needs and school goals, including closing-the-gap activities.

(MoSTEP 1.4.2.2.1.c; ASCA E.1-2, G.1, 5, 8; CACREP SCP [A]3) collaboration with teachers and other school personnel in the delivery and full implementation of the guidance curriculum through alignment of guidance grade-level expectations with the grade-level expectations of other programs.

(MoSTEP 1.4.2.2.1.d; ASCA G.3-4; CACREP SCP [K]3) effective curriculum design, classroom management skills, and instructional strategies.

Comprehensive Guidance Program Components:

Individual Planning:

(MoSTEP 1.4.2.2.2.a; ASCA H.1-2) planning, goal setting, and decision-making strategies and processes demonstrated to help all students develop personal plans of study (e.g., appraisal, advisement, goal-setting, decision-making, social-skills, transition , or post-secondary-planning).

(MoSTEP 1.4.2.2.2.b; ASCA H.3, 5) tools, including technology, to assist all students in developing personal plans of study in collaboration with parents or guardians and other school personnel.

(MoSTEP 1.4.2.2.2.c; ASCA H.6-7) the relationship of academic performance to the world of work, family, life and community service and strategies demonstrated to assist students in monitoring and managing their own academic, career, and personal/social development.

System Support:

(MoSTEP 1.4.2.2.4.a; CACREP SCP [O]3) designing and managing a fully-implemented, district-wide comprehensive guidance program.

(MoSTEP 1.4.2.2.4.b; ASCA B.1.1-4, B.2-1-5, B.3.1-3, B.4.1-3; CACREPSCP [O]1-2, 4, 5) advocacy, leadership, collaboration and acting as a systems change agent for the success of all students through the full implementation of comprehensive guidance programs.

(MoSTEP 1.4.2.2.4.c) advocacy for the full implementation of comprehensive guidance programs at the local, state, and national level.

(MoSTEP 1.4.2.2.4.d; ASCA J.4, M.1-5, P.1-7, Q.1-8; CACREP CC 1e;CACREP SCP [I]1-5) evaluate, monitor, and improve comprehensive guidance programs, informed by data, using the formula Program + Personnel = Results.

(MoSTEP 1.4.2.2.4.e) designing and implementing a professional development plan that includes participation in local, state, and national, professional organizations and other professional growth opportunities.

(MoSTEP 1.4.2.2.4.f, g; ASCA B.1.5) distinguishing between non-guidance and fair-share responsibilities and participating in those identified as being fairshare.

(MoSTEP 1.4.2.2.4.h; ASCA O.1, 2) establishing and using annual, monthly, and weekly calendars to ensure the effective implementation of comprehensive guidance programs.

(MoSTEP 1.4.2.2.4.i; ASCA N.1-4) conducting and interpreting time-and-task analyses to determine utilization of professional school counselor time.

(MoSTEP 1.4.2.2.5.a; ASCA G.6) technologies available for the delivery of guidance and counseling activities.

Comprehensive Guidance Program Components: *Technology:*

(MoSTEP 1.4.2.2.5.b; ASCA A.8) technologies available for the management and evaluation of a comprehensive guidance program.

VII. Purposes or Objectives of the Course:

- A. The student will know the history, philosophy, and trends critical to understanding school counseling and educational systems.
- B. The student will comprehend legal and ethical considerations related to the practice of school counseling.
- C. The student will know the roles, functions, settings, and professional identity of the school counselor, and the counselor's relationships with other helping professionals in the school.
- D. The student will identify professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
- E. The student will recognize current models of school counseling programs (ASCA, Missouri) and how these relate to the educational process and the academic mission of the school.
- F. The student will understand the effects of multiple factors (e.g. developmental, wellness, language, ability level, multicultural issues, and

resiliency) and knows how to implement effective counseling and wellness programs and practices to promote students' academic success.

G. The student will know how to design, implement, manage, maintain, and evaluate (to monitor and improve) a comprehensive guidance program that includes technology and promotes the academic, career, and personal/social development of all K-12 students.

H. The student will know how to design, implement, manage, and evaluate transition programs including post-secondary placement and school to work.

I. The student will know how to use planning and goal setting and use various tools including technology, to assist students in personal, academic, and career development.

J. The student will understand group dynamics, and the facilitation of various types of groups in the school setting to enable students to overcome barriers and impediments to learning,

K. The student will demonstrate knowledge of curriculum design, lesson plan development, classroom management strategies, and instructional strategies that include technology for teaching classroom guidance.

L. The student knows the principles and demonstrates the skills of effective leadership, and uses these skills to enhance the learning environment of the school, advocate for the guidance program, and understands the role of the counselor as a system change agent.

M. The student knows how to plan and implement school counseling related programs for parents and teachers.

N. The student will understand the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

VIII. Course Content or Outline:

Class Hours

A.	Historical Perspectives	3
	1. The origins of the counseling profession	
	2. Professional counseling identity in the schools - implications of the past for the present and future.	
B.	The Role and Function of Counselors in the School	6
	1. The counselor's role as coordinator of the Comprehensive Guidance Program	
	2. The counselor and relationships with other helping professionals in the school	
	1. Public relations with various stakeholders	
	a. school personnel	
	b. students	
	c. parents	
	d. community helping professionals	
C.	Ethical and Legal Aspects in the School Setting	3

1. Ethical standards of the counseling profession
 2. Laws, rules, and regulations of the educational system
- D. Design, Implementation, and Delivery of Comprehensive Guidance Programs 15
1. Principles and Procedures of Program Design
 - a. Current models of Comprehensive Guidance Programs, (e.g. ASCA, Missouri)
 - b. How Comprehensive Guidance Programs relate to the mission of the school.
 2. Curriculum Design
 - a. Needs Assessment and Follow-up
 - b. Designing developmentally appropriate guidance activities/GLE's
 - c. Curriculum design for cultural diversity and special needs
 - d. Classroom management strategies
 - e. Instructional strategies that include technology
 3. Program Implementation
 - a. Effective counseling and wellness programs that promote academic success.
 - b. Transition programs
 4. Delivery of the Comprehensive Guidance Program
 - a. Collaboration with other school personnel
 - b. Planning school counseling related programs for teachers and parents
 - c. Goal setting
 - d. Technology
 - e. Group counseling and teams
 - f. Individual counseling
 - g. Individual planning and goal setting using technology
 - h. Student Assistance Programs
 - i. Advisory meetings/programs
- E. Program Management/Maintenance, Leadership, and Evaluation 15
1. Managing School Based Guidance Program
 - a. Time management
 - b. Setting goals and objectives
 - c. Record keeping
 - d. Use of technology
 2. Program Leadership
 - a. Qualities, principles, skills, and styles of leadership
 - b. Strategies of leadership
 - c. Advocating for the program
 - d. Advocating for students
 - e. The role of the counselor as a systems change agent

- 3. Evaluation and Research of the Program
 - a. Monitoring for effectiveness
 - b. Program Improvement and Enhancement
 - c. Evaluation of transition programs

- F. Professional Development 3
 - 1. Professional Organizations
 - 2. Preparation Standards
 - 3. Credentialing

IX. Textbook(s):

Gysbers, N., & Henderson, P. (Latest Edition). *Developing & Managing Your School Guidance and Counseling Program*. Alexandria, VA: American Counseling Association.

Schmidt, J.D. (Latest Edition). *Counseling in Schools*. Boston, MA: Allyn & Bacon.

X. Expectations of Students:

- A. The student is expected to actively participate in class.
- B. The student is expected to complete the required readings and assignments.
- C. The student is expected to demonstrate satisfactory performance on examinations.
- D. The student is expected to respond to a variety of skill assessment techniques.
- E. The student is expected to know about and use a variety of technological strategies to enhance learning
- F. The student is expected to know about legal issues and ethical standards in counseling.

XI. Basis for Student Evaluation

- A. Written examinations (25%)
- B. Written critiques of professional articles (25%)
- C. Presentations (25%)
- D. Graduate quality curriculum unit (25%)

Final letter grade:

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. Methods of instruction

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

XIII. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

XV. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

XVIII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.