SYLLABUS
Counseling 749
School Guidance and Counseling
Summer 2017

Instructor: Donna A. Henderson
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Required Texts and Readings:


http://iris.peabody.vanderbilt.edu/module/cou/cresource/q2/p03/#content

Goal:

This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the ASCA national model for school counseling programs. Students will be expected to demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. The emphasis will be on school counseling programs as critical components of the education enterprise, the planning and management of such a program, and the skills of school counselors.

Objectives:

Course Content:
This course is designed to allow students to investigate current issues related to the practice of school counseling. The emphasis will be on identifying appropriate prevention responses to these issues.

Learning Outcome Objectives: Knowledge and Skills
• Discuss the foundations of school counseling including the history and development of the profession, models of school counseling programs, and legislation and government policy relevant to school counseling (CACREP G 1.a-e).
• Identify legal and ethical considerations specific to school counselors (CACREP G 2.n)

• Understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP G 2.a).

• Create school counseling program mission statements and objectives (CACREP G 3.a).

• Discuss models of P-12 comprehensive career development and developmentally appropriate career counseling interventions and assessments (CACREP G 1.c, 3.e).

• Identify professional organizations, preparation standards, and credentials relevant to the practice of school counseling (CACREP G 2.l).

• Create a plan using school based data for the design, implementation, management and evaluation of a school counseling program (CACREP G 3.a-o).

• Address and advocate for equity in student achievement and college access (CACREP G 3.k).

• Design a school counseling core curriculum, lesson plans, and classroom management strategies (CACREP G 3.c).

• Identify qualities, principles, skills, and styles of effective leadership in schools and discuss competencies to advocate for school counseling roles (CACREP G 2.f & j).

• Demonstrate an awareness of assessments specific to P-12 education (CACREP G 1.e).

• Describe school counselor roles and responsibilities in relation to crisis (CACREP G 2.e).

• Know how to design, implement, manage, and evaluate transition programs, including college and career readiness and access (CACREP G 1.c, 2.c, 3.b, e, & g).

• Explain the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration and build effective working teams of school staff, parents, and community members to advocate for the academic, career, and personal/social development of students (CACREP G 1.d, 2.a & b).
• Identify models of school-based collaboration and consultation (CACREP G 1.d).

• Use data to advocate for programs and students (CACREP G 3.o).

**Course Requirements:**

1. **Documentation of Mastery.** (90% of your grade)
   You will compile evidence that demonstrates you can apply the information we review and practice during this class and that you have investigated in the current literature.
   
   A) One portion of the document you prepare should be an “executive summary” of your understanding of school counseling. That summary should be no longer than one page in which you explain the scope of a school counseling program and your abilities related to that process. This summary is due the last day of class.
   
   B) The second part of this assignment will include assigned material from each chapter that represents your understanding of the materials and a demonstration that you have met the objectives stated for each section. The assignments will be due the Mondays following the class week. This assignment is designed to help build a portfolio of useful information as you prepare for your internship.

   **Additional Activities** – All Are Highly Recommended for Ongoing Compilation- Choose 1 or 2 for 10% of your grade:

   - Goodie File
   - Web Site Reviews
   - Resources List
   - Guidance Lesson Plan on social skills
   - Lists, lists, lists

   Satisfactory completion of the above projects will produce a grade of B. Meritorious completion will result in a grade of A. The assignments will be evaluated using the rubrics noted in the Sakai course summary.

   **Summary of Learning Activities with grade weights:**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Documentation of Mastery</td>
<td>90</td>
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<tr>
<td>Additional Activities</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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   **Grading Scale**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Corresponding Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>Grade</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>70-76</td>
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<tr>
<td>F</td>
<td>0-69</td>
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<td>Date</td>
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<tr>
<td>WEEK 1</td>
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<tr>
<td>May 5</td>
<td><em>The profession of school counseling</em></td>
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<tr>
<td></td>
<td>Significant historical events; Relationship to academic program: roles, functions and professional identity</td>
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<tr>
<td>May 9</td>
<td><em>Promoting excellence for all</em></td>
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<td>Personal issues that affect learning and development; Factors that promote or inhibit success, access, equity issues; looking at data;</td>
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<tr>
<td>May 10</td>
<td><em>Comprehensive Programs</em></td>
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<td>Programs and their components, ASCA model, other planning models, student competencies, research</td>
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<tr>
<td>May 11</td>
<td><em>Comprehensive Programs</em></td>
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<td></td>
<td>Programs and their components, ASCA model, other planning models, student competencies, research</td>
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<td>May 12</td>
<td><em>Promoting systemic change</em></td>
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<td>Leadership, Diversity and Advocacy, Collaboration and Teaming; Assessment Knowledge and Skills</td>
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<td>WEEK 2</td>
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<td>May 16</td>
<td><em>Data Driven Programs</em></td>
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<td>Management and accountability</td>
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<td>May 17</td>
<td><em>Guidance Curriculum</em></td>
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<td>Development and implementation of curriculum; curriculum design, lesson plans;; classroom management</td>
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<td>May 18</td>
<td><em>Individual Planning</em></td>
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<td>Career and educational planning</td>
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**May 19** | **Facilitating Academic Transitions**<br>Recognizing and responding to changes | Henderson & Cobia, 6<br>[CACREP SC 2.c; 3.g]]
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**WEEK 3** | **Sakai 5, 6 & 7** | Due 5/31
**May 23** | **Responsive Services**<br>Services for additional support; referral skills, collaborative opportunities | Henderson & Cobia, 9<br>[CACREP SC 2.b,e,g,i;3.f,g,j,m]
**8:30 Juvenile Court** |  |  
**May 24** | **Responsive Services**<br>Services for additional support; referral skills, collaborative opportunities | Henderson & Cobia, 10<br>[CACREP SC 2.b,e,g,i;3.f,g,j,m]
**9:30 Summit 12:00 Downtown** |  |  
**May 25** | **System Support**<br>Accountability and evaluation; fair share responsibilities; crisis planning | Henderson & Cobia, 11<br>[CACREP SC 1.e, 2.d, e, 3.n, o]
**May 26** | **Legal and Ethical Concerns in School Counseling**<br>Guidelines for practice in schools | Henderson & Cobia, 12<br>[CACREP SC 2.n]

**Disability Accommodation Policy and Procedure:** Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone:336-758-5929. Email: lacenter@wfu.edu.

**Emergency Contingency Plan:**
In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework as all documents will be made available online in a Sakai course website. It is suggested that all materials be downloaded. Student work can be submitted via the course website or via email. If Internet access is limited, work can be submitted via snail mail to the instructors address as listed below. If there is a continued need to cancel class, the due dates for assignments may be pushed back.

**Academic Policies and Honor Code**
Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the
Graduate Student Academic Honor Code, which can also be accessed on the Graduate School website.

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one’s own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- Plagiarism: appropriating or passing off as one’s work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other’s work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

Other Academic Policies
For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the Wake Forest Student Handbook.

CACREP STANDARDS

G. SCHOOL COUNSELING

1. FOUNDATIONS
   a. history and development of school counseling
   b. models of school counseling programs
   c. models of P-12 comprehensive career development
   d. models of school-based collaboration and consultation
   e. assessments specific to P-12 education
2. CONTEXTUAL DIMENSIONS
   a. school counselor roles as leaders, advocates, and system change agents in P-12 schools
   b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
   c. school counselor roles in relation to college and career readiness
   d. school counselor roles in school leadership and multidisciplinary teams
   e. school counselor roles and responsibilities in relation to school emergency management plans and crises, disasters, and trauma
   f. competencies to advocate for school counseling roles
   g. qualities and styles of effective leadership in schools
   h. community resources and referral sources
   i. legislation and government policy relevant to school counseling
   j. legal and ethical considerations specific to school counseling

3. PRACTICE
   a. development of school counseling program mission statements and objectives
   b. design and evaluation of school counseling programs
   c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
   d. strategies to facilitate school and postsecondary transitions
   e. interventions to promote college and career readiness
   f. strategies to promote equity in student achievement and college access
   g. techniques to foster collaboration and teamwork within schools
   h. strategies for implementing and coordinating peer intervention programs
   i. use of accountability data to inform decision making
   j. use of data to advocate for programs and students