

COURSE SYLLABUS



COUN 503 Foundations of School Counseling

3 Semester Credits

[term, year]

Meeting Day/Time: [day, time]

Professor:

Email:

Office Phone:

Physical Office:

Virtual Office:

Office Hours: Available on the following days and times:

[Days]	[Times]

Calendly Link: Students should use the following Calendly link to schedule appointments:

<https://calendly.com/>

VIRTUAL CLASSROOM LOCATION:

I. COURSE DESCRIPTION:

This course provides a background for understanding the schools setting and how the diverse roles of the professional school counselor fit together in a comprehensive manner. History, philosophy, ethical and legal considerations, modes of intervention (e.g., individual student planning, responsive services, guidance program management), school counselor professional identity, and current trends in school counseling are studied.

II. REQUIRED READING:

Kolbert, J.B., Willams, R.L., Morgan, L.M., Crothers, L.M., & Hughes, T.L. (2017). *Introduction to professional school counseling*. New York: Routledge.

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

American School Counselor Association (2003). *The ASCA National Model: A framework for school counseling programs*.

2. Selected Relevant Websites:

American Association of Christian Counselors: <http://www.aacc.net/> American Counseling Association: <http://www.counseling.org/>

American School Counselor Association: <http://www.schoolcounselor.org/>

National Board for Certified Counselors: <http://www.nbcc.org/>

ACA Catalog: http://www.counseling.org/Publications/2013_Catalog/printable.pdf

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: Call to make an appointment at **McKee Library**: 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library at sfordham@southern.edu.

VI. BIBLICAL FOUNDATION OF THE COURSE

[to be completed by professor when course is presented]

VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students are expected to:

1. Understand counselor's roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. [CACREP 2.F.1.c]*
2. Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. [CACREP 2.F.1.e]
3. Be aware of professional counseling organizations, including membership benefits, activities, services to members, and current issues. [CACREP 2.F.1.f]
4. Know the theories, models, and strategies for understanding and practicing consultation. [CACREP 2.F.5.c]
5. Know the history and development of school counseling. [CACREP 5.G.1.a]
6. Know the models of school counseling programs. [CACREP 5.G.1.b; TNSC 2]
7. Know the models of school-based collaboration and consultation. [CACREP 5.G.1.d; TNSC 10, 11, 12]
8. Understand school counselor roles as leaders, advocates, and systems change agents in schools. [CACREP 5.G.2.a; TNSC 3]
9. Understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [CACREP 5.G.2.b; TNSC 3, 10, 11, 12]
10. Know professional organizations, preparations, standards, and credentials relevant to the practice of school counseling. [CACREP 5.G.2.l]
11. Know legislation and government policy relevant to school counseling [CACREP 5.G.2.m; TNSC 9]
12. Understand core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. [CACREP 5.G.3.c; TNSC 4]
13. Understand strategies to facilitate school and postsecondary transitions. [CACRPE 5.G.3.g]
14. Understand the relationship of the school counseling program to the academic mission of the school. [TNSC 8]
15. Understand 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. [TNSC 2]

**Bracketed codes identify the 2016 CACREP standards and the Tennessee School Counseling Standards addressed in each outcome.*

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

1. In keeping with the University’s policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
 - ii. Professors may assume “no collaboration” is the rule unless they state otherwise.
2. Student Responsibilities:
 - i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others’ material as their own.
 - ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
 - iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
 - iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.
3. TurnItIn:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

4. Profile Picture Policy

1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:
 - i. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
 - ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
 - iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. Student Authentication (distance education students only)

1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
2. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. Add/Drop Policy

1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

7. Transcripts

1. It is the students' responsibility to request a transcript to be sent to their parent institution and/or their Seventh-day Adventist union registrar if needed. Students may access more information about this at <http://www.southern.edu/administration/records/transcripts.html>

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The instructor will use a variety of methods of instruction, including readings, PowerPoints, small group discussions, case studies, and audiovisual presentations.

2. Diversity Considerations

During this course, students will take a close look at how cultural variables impact the practice of school counseling. They will be challenged to assess how well-equipped they are to practice counseling with culturally diverse student populations. They will also participate in class discussions designed to develop the cultural self-awareness and skills necessary for this endeavor.

3. Incorporation of Research

1. *Students:*

Students will be expected to engage in research of school counseling studies available from the current professional literature. Students will also complete midterm and final essay-form exams requiring them to research the professional school counseling literature.

2. *Instructor:*

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.

Baggerly, J., & Osborn, D. (2006). School counselors' career satisfaction and commitment: Correlates and predictors. *Professional School Counseling, 9*(3), 197-205. doi:10.5330/PSC.n.2006-9.197.

House, R., & Hayes, R. (2002). School counselors: Becoming key players in school reform. *Professional School Counseling, 5*, 249-256. doi:10.5330/PSC.n.2002-5.249.

Martin, P. J. (2002). Transforming school counseling: A national perspective, *Theory Into Practice, 41*, 148-153. doi:10.1207/s15430421tip4103_2

Martin, I., Carey, J., & DeCoster, K. (2009). A national study of the current status of state school counseling models. *Professional School Counseling, 12*, 378-386. doi:10.5330/PSC.n.2010-12.378

National Center for Transforming School Counseling (2011). Transforming school counseling. Retrieved from <http://www.edtrust.org/dc/tsc>

Wilkerson, K., Perusse, R., & Hughes, A. (2013). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of Ramp versus Non-Ramp schools. *Professional School Counseling, 16*, 172-184. doi:10.5330/PSC.n.2013-16.172

Zagelbaum, A., Kruczek, T., Alexander, C., & Crethar, H. (2014). Where are we now? An updated review of the school counseling literature for trends and themes. *Journal of School Counseling, 12*(4). Retrieved from <http://www.jsc.montana.edu/articles/v12n4.pdf>

4. eClass

1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course

grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put [eclass.e.southern.edu](https://class.e.southern.edu) into their browser and enter their username and password. If one method does not work, they may try the other method.

2. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

5. Class Attendance/Presence

1. Attendance policy:

- i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.

- ii. Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.
- iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iv. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.

- v. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. Communication

1. eClass Announcements

- i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

2. Southern Email

- i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line. For instance, if a student has a problem while taking the Week 1 Quiz, the email subject could say something like "COUN 556, Week 1 Quiz."

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor.

You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. **Class Attendance and Participation**

Students are expected to be present and punctual. Students' participation and involvement are what will make the class meaningful to them. This is enhanced by having completed the pre-class assignments ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions.

3. **Submission Times and Late Work Caution**

All assignments are due on the dates specified in the course outline. Late work does not generate credit. It is the student's responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should go ahead and submit the project as it is for partial credit. Note that there are no extra-credit assignments in this course.

4. **Providing Feedback to the Professor**

At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better.

Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

5. **Receiving Feedback from the Professor**

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

6. **Course Requirements and Assessment**

1. **Guidance Lesson Presentation:** Students will be required to develop and submit a written guidance lesson plan. Students will also be required to present a guidance lesson in

class and video record this presentation. Students must submit a self-evaluation of this recording no later than a week after the presentation. The presentation must include at least 15 PowerPoint slides developed by the student, which must include a variety of graphics, animation, charts, sounds, and pictures. Researching existing curricula in subject areas appropriate for guidance lessons will be useful when choosing a topic for the presentation. The McKee Library and Teaching Materials Center will be a good place to start this research. A rubric which will be used for students to complete their self-evaluation, as well for the instructor to assign a grade to each presentation is provided on Appendix I of this syllabus.

2. **Classroom Management Plan:** Although students in this course are receiving training to become school counselors and not teachers, their ability to manage classrooms at different levels is still crucial for their future career. In this course, students will start developing their ideas about how to best manage their classrooms during guidance lessons and other school presentations. Towards that goal, students will be required to research the school counseling and education literature in order to develop and write a classroom management plan that will fit their unique personalities. This plan should be recognized as a work in progress since school counselors develop their classroom management style according to their experiences and the classes they teach. More instructions about this assignment will be given during the duration of the course.
3. **Weekly Quizzes:** Weekly quizzes will be taken online after the chapters are presented in class. The quiz format may include a combination of multiple-choice, True/False questions taken from the textbook readings, and short answer questions.
4. **ASCA Membership:** Students will be required to become a student member of the American School Counselor Association (ASCA) and provide proof of membership to the instructor.
5. **Midterm Exam:** Students will take a midterm exam. Questions will cover the material from discussions and textbook readings studied up to the time of the exam, and will consist of multiple choice, True/False, and essay format.
6. **Final Exam:** Students will complete a final exam over the content areas studied during the second half of the semester. Questions will consist of multiple choice, True/False, and essay format.

7. Grading Criteria:

1. Testing Methods:

Evaluation in this course will be conducted through presentations, weekly quizzes and midterm and final examinations. For more specific information about assessment methods for this course, please refer to the description of course requirements found elsewhere in this syllabus.

2. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The Expected Outcome column

indicates the specific desired outcomes (refer to this syllabus section V- Knowledge, Skill, and Practice Outcomes) being assessed by the given requirement.

Course Requirement	Number of Points	Percentage	Expected Outcome
Written Guidance Lesson Plan	40	8	9 (5.G.2.b; TNSC 3, 10, 11, 12)
Guidance Lesson Presentation	80	15	9 (5.G.2.b; TNSC 3, 10, 11, 12)
Post-Presentation Self-Evaluation	20	4	9 (5.G.2.b; TNSC 3, 10, 11, 12)
Classroom Management Plan	80	15	9 (5.G.2.b; TNSC 3, 10, 11, 12)
Quizzes (10 weeks x 10 points)	100	18	1 – 15 (2.F.1.c, 2.F.1.e, 2.F.1.f, 2.F.5.c, 5.G.1.a, 5.G.1.b, 5.G.1.d, 5.G.2.a, 5.G.2.b, 5.G.2.l, 5.G.2.m, 5.G.3.c, 5.G.3.g; TNSC 2, 3, 4, 9, 10, 11, 12)
ASCA Membership	20	4	4 – 6 (2.F.5.c, 5.G.1.a, 5.G.1.b; TNSC 2)
Midterm Exam	100	18	1 – 15 (2.F.1.c, 2.F.1.e, 2.F.1.f, 2.F.5.c, 5.G.1.a, 5.G.1.b, 5.G.1.d, 5.G.2.a, 5.G.2.b, 5.G.2.l, 5.G.2.m, 5.G.3.c, 5.G.3.g; TNSC 2, 3, 4, 9, 10, 11, 12)
Final Exam	100	18	1 – 15 (2.F.1.c, 2.F.1.e, 2.F.1.f, 2.F.5.c, 5.G.1.a, 5.G.1.b, 5.G.1.d, 5.G.2.a, 5.G.2.b, 5.G.2.l, 5.G.2.m, 5.G.3.c, 5.G.3.g; TNSC 2, 3, 4, 9, 10, 11, 12)
TOTAL	540	100	

8. Distribution of Scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	508 - 540	94 – 100%
A-	486 - 507	90 – 93%
B+	470 - 485	87 – 89%
B	454 - 469	84 – 86%
B-	432 - 453	80 – 83%
C+	416 - 431	77 – 79%
C	400 - 415	74 – 76%
C-	378 - 399	70 – 73%
D+	362 - 377	67 – 69%
D	346 - 361	64 – 66%
D-	324 - 345	60 – 63%
F	0 – 323	

[See Course Calendar on Next Page]

IX. COURSE CALENDAR

Date	Topic	CACREP Common Core and Specialty Areas	Assignment Due
Th – [month/day]	Introduction to Course Kolbert, et al. Ch. 1 History and trends in the school counseling profession	<p>2.F.1.f: professional counseling organizations, including membership benefits, activities, services to members, and current issues</p> <p>2.F.5.c: theories, models, and strategies for understanding and practicing consultation</p> <p>5.G.1.a: history and development of school counseling</p> <p>5.G.1.d: models of school-based collaboration and consultation</p>	<p>☒ Read Chapter 1</p>
Th – [month/day]	<ul style="list-style-type: none"> • Kolbert, et al., Ch. 2 Professional Identity of School Counselors and the American School Counselor Association National Model 	<p>2.F.1.c: counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>2.F.1.f: professional counseling organizations, including membership benefits, activities, services to members, and current issues</p> <p>2.F.5.c: theories, models, and strategies for understanding and practicing consultation</p> <p>5.G.1.a: history and development of school counseling</p> <p>5.G.1.b: models of school counseling programs</p> <p>5.G.1.d: models of school-based collaboration and consultation</p> <p>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p>	<p>☒ Read Chapter 2</p> <p>☒ Quiz 1 (Chapters 1 & 2)</p> <p>☒ Begin Literature Research on:</p> <ul style="list-style-type: none"> • Guidance Lesson Plans • Classroom Management System
Th – [month/day]	<p>Kolbert et al., Ch.3 Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change</p> <p>Kolbert, Ch. 4 Management and Accountability</p>	<p>2.F.1.c: counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>2.F.5.c: theories, models, and strategies for understanding and practicing consultation</p> <p>5.G.1.a: history and development of school counseling</p> <p>5.G.1.b: models of school counseling programs</p> <p>5.G.1.d: models of school-based collaboration and consultation</p> <p>5.G.2.a: school counselor roles as leaders, advocates, and systems change</p>	<p>☒ Read Chapters 3 and 4</p> <p>☒ ASCA Student Membership confirmation</p> <p>☒ Quiz 2 (Chapters 3 & 4)</p>

		<p>agents in P-12 schools</p> <p>5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p> <p>5.G.2.m: legislation and government policy relevant to school counseling</p> <p>5.G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>5.G.3.g: strategies to facilitate school and postsecondary transitions</p>	
<p>Th – [month/day]</p>	<ul style="list-style-type: none"> • Kolbert, et al., Ch. 5 School Counseling Core Curriculum 	<p>2.F.1.c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>2.F.5.c: theories, models, and strategies for understanding and practicing consultation</p> <p>5.G.1.a: history and development of school counseling</p> <p>5.G.1.b: models of school counseling programs</p> <p>5.G.1.d: models of school-based collaboration and consultation</p> <p>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p> <p>5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p> <p>5.G.2.m: legislation and government policy relevant to school counseling</p> <p>5.G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>5.G.3.g: strategies to facilitate school and postsecondary transitions</p>	<p>Read Chapter 5</p> <p>Quiz 3 (Chapter 5)</p>
<p>Th – [month/day]</p>	<ul style="list-style-type: none"> • Kolbert, et al., Ch. 6 Individual Counseling • Kolbert, et al., Ch. 7 Group Counseling 	<p>2.F.1.c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>2.F.5.c: theories, models, and strategies for understanding and practicing consultation</p> <p>5.G.1.a: history and development of school counseling</p> <p>5.G.1.b: models of school counseling programs</p>	<p>Read Chapters 6 & 7</p> <p>Quiz 4 (Chapters 6 & 7)</p>

		<p>5.G.1.d: models of school-based collaboration and consultation</p> <p>5.G.2.a: School counselor roles as leaders, advocates, and systems change agents in P-12 schools</p> <p>5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p> <p>5.G.2.m: legislation and government policy relevant to school counseling</p> <p>5.G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>5.G.3.g: strategies to facilitate school and postsecondary transitions</p>	
Th – [month/day]	<p>• Kolbert, et al., Ch. 8 Consultation and Collaboration</p>	<p>2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>5.G.1.b: models of school counseling programs</p> <p>5.G.1.d: models of school-based collaboration and consultation</p> <p>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p> <p>5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p> <p>5.G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>5.G.3.g: strategies to facilitate school and postsecondary transitions</p>	<p>► Read Chapter 8</p> <p>► Quiz 5 (Chapter 8)</p>
Th – [month/day]	<p>• Kolbert, et al., Ch. 9 Academic Development</p>	<p>2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>5.G.1.b: models of school counseling programs</p> <p>5.G.1.d: models of school-based collaboration and consultation</p> <p>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p> <p>5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p> <p>5.G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>5.G.3.g: strategies to facilitate school and</p>	<p>► Read Chapter 9</p> <p>► Written Guidance Lesson Plan</p> <p>◻ Quiz 6 (Chapter 9)</p>

<p>Th – [month/day]</p>	<ul style="list-style-type: none"> • Kolbert, et al., Ch. 10 College and Career Readiness <p>Discuss Classroom Management Plans</p>	<p>postsecondary transitions</p> <p>2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</p> <p>5.G.1.b: models of school counseling programs</p> <p>5.G.1.d: models of school-based collaboration and consultation</p> <p>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p> <p>5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p> <p>5.G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>5.G.3.g: strategies to facilitate school and postsecondary transitions</p>	<ul style="list-style-type: none"> ➤ Read Chapter 10 ➤ Quiz 7 (Chapter 10)
<p>Th – [month/day]</p>	<ul style="list-style-type: none"> • Midterm Exam 		<ul style="list-style-type: none"> ➤ Study for Midterm Exam (Includes course content from Chapters 1-10) ➤ Midterm Exam
<p>Spring Break – [dates]</p>			
<p>Th – [month/day]</p>	<ul style="list-style-type: none"> • Kolbert, et al., Ch.11 Prevention/Auxiliary Programming 	<p>2.F.1.c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>5.G.1.b: models of school counseling programs</p> <p>5.G.1.d: models of school-based collaboration and consultation</p> <p>5.G.2.a: School counselor roles as leaders, advocates, and systems change agents in P-12 schools</p> <p>5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p> <p>5.G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>5.G.3.g: strategies to facilitate school and postsecondary transitions</p>	<ul style="list-style-type: none"> ➤ Read Chapter 11 ➤ Quiz 8 (Chapter 11)

<p>Th – [month/day]</p>	<p>• Kolbert, et al., Ch. 12 Helping Students with Exceptionalities</p>	<p>2.F.1.c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams 5.G.1.b: models of school counseling programs 5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies 5.G.3.g: strategies to facilitate school and postsecondary transitions</p>	<p>► Read Chapter 12 ► Classroom Management Plan ► Quiz 9 (Chapter 12)</p>
<p>Th – [month/day]</p>	<p>Guidance Lesson Presentations (See pages 16 & 17 of this Course Outline)</p>		<p>► Guidance Lesson Presentations</p>
<p>Th – [month/day]</p>	<p>• Kolbert et al., Ch. 13 Crisis Intervention, Response, and Recovery</p>	<p>2.F.1.c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams 5.G.2.a: School counselor roles as leaders, advocates, and systems change agents in P-12 schools 5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</p>	<p>► Read Chapter 13 ► Guidance Lesson Presentation Self-evaluation ► Quiz 10 (Chapter 13)</p>
<p>Th – [month/day]</p>	<p>• Kolbert et al., Ch. 14 Legal and Ethical Concerns in School Counseling</p>	<p>2.F.1.c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams 2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients 5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies 5.G.3.g: strategies to facilitate school and postsecondary transitions</p>	<p>► Read Chapter 14</p>

Th – [month/day]	NO CLASS SESSION Final Exam Review	2.F.1.c: counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams 5.G.1.b: models of school counseling programs 5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies 5.G.3.g: strategies to facilitate school and postsecondary transitions	► Study for Final Exam (Includes course content from Chapters 11-14)
SAU Final Exam Week – [dates]			
Th – [month/day]	• Final Exam		► Final Exam

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- D. *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- E. *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
 2. an informed facilitator,
 3. a reflective decision maker, and
 4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

F. *Core Curricular Experiences and Learning Outcomes:*

1. As a *Caring Person*, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective ***counseling, prevention, and intervention***;
 - (b) service to clients who represent ***diverse populations***; and
 - (c) ***advocacy*** to better the lives of individuals and communities.
2. As an *Informed Facilitator*, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful ***assessment*** that facilitates a plan of action,
 - (b) ***diagnosis*** leading to appropriate treatment, and
 - (c) promoting optimal ***academic development*** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.