Professional Education Unit
Department of Foundational and Graduate Studies in Education
Philosophy and Practice of School Counseling
EDGC 665-301 Internet
Spring 2010

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Course Description:

Organizational goals and procedures in designing a comprehensive program in information services, appraisal, and counseling; relationship or counselor with school personnel and with community members and organizations; referral procedures; legal implications for counselors**.**

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" candidate learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for candidate learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all candidates.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Candidate Learning Outcomes (SLOs): By the end of this course, the candidate will:

1. Know the history, philosophy and current trends in school counseling.

2. Understand the relationship of the school-counseling program to the academic and candidate services program of the school.

3. Know the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. Understand the school setting, environment and pre-K-12 curriculum.

5. Understand the community, environmental, and institutional opportunities that enhance, as well as barriers that impede candidate academic, career, and personal/social success and overall development.

6. Know how to apply current and emerging technology in education and school counseling to assist candidates, families, and educators in using resources that promote informed academic, career, and personal/social choices.

7. Know the ethical and legal considerations related specifically to the practice of school counseling (e.g., the ASCA Ethical Standards for School Counselors, and ADA Code of Ethics.

8. Understand how the school counselor integrates the school counseling program in the total school curriculum by systematically providing information and skills training to assist pre-K-12 candidates in maximizing their academic, career, and personal/social development.

9, Know how the school counselor promotes the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.

10, Understand methods of planning and presenting school counseling-related educational programs to administrators, teachers, parents, and the community

11. Know crisis prevention and crisis intervention strategies.

12. Understand how to design, implement, monitor, and evaluate a comprehensive developmental school counseling program (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect candidates, school, and home

13. Understand the implementation and evaluation of specific strategies that meet program goals and objectives.

14. Identify the essential elements of a plan for the identification of candidate academic, career, and personal/social competencies and the implementation of processes and activities in achieving these competencies.

15. Evaluate an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program.

16. Identify uses of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

17. Identify appropriate individual and small group counseling approaches that promote school success through academic, career, and personal/social development for all;

18. Identify approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

19. Identify developmental approaches to assist all candidates and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school; high school to postsecondary education and career options).

20. Understand how to build constructive partnerships with parents, guardians, families, and communities in order to promote each candidate's academic, career, and personal/social success;

21. Identify consultants and strategies for working with consultants to help candidates succeed in academic, social, emotional, and career growth.

22. Know the history and philosophy of the counseling profession and the professional roles of a school counselor.

23. Understand professional credentialing, the role of the counselor as advocate, the ethical standards of ASCA and ACA, and the ethical and legal considerations of school counseling.

25. Know multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

KYS/KERA/NCATE/ EPSB/Counselor Standards Alignment of CFOs and SLOs:

Course ▶ Assessments Aligned with **Course Assessment ▼ (Percent Values)**	**Kentucky Teacher Standards (KYS)** http://kyepsb.net/teacherprep/standards.asp	**Kentucky Education Reform Act (KERA)** http://www.education.ky.gov/KDE/Instructional+REsources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/	**National Council for the Accreditation of Teacher Education (NCATE)** www.ncate.org	**Education Professional Standards Board (EPSB)** http://kyepsb.net/	**Kentucky Standards for Guidance Counseling Programs** approved by the 2005 EPSB and derived from CACREP Standards
1) Assigned Readings Must be completed the week they are assigned Assessed by weekly formative exams. **CFO:** 1,4 **SLO:** 1-25	1.1;1.2;1.3;1.4;1.5;3.3;3.4;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,A3,A4,A5,A6,A7.A8,A9,A10,B1.B2.B3.B4.B5.B6.B7.B8.B9.B10,C1b,C1c,C1d,C1e,C1f,C2a,C2c,C2d,Cde,C2f,C3a,C3c,C3d,D1a,D1b,D1c,D2a,D2dD4a,D4b,D4d,D4e,D5a,D5b; D7a, D7b
2) Weekly Formative Exams (25%) **20 multiple-choice Graded by Blackboard** **CFO:** 1.4 **SLO:** 1-25	1.1;1.2;1.3;1.4;1.5;3.3;3.4;5.1;5.2;5.3;5.4;5.5;7.1;7.2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,A3,A4,A5,A6,A7.A8,A9,A10,B1.B2.B3.B4.B5.B6.B7.B8.B9.B10,C1b,C1c,C1d,C1e,C1f,C2a,C2c,C2d,Cde,C2f,C3a,C3c,C3d,D1a,D1b,D1c,D2a,D2dD4a,D4b,D4d,D4e,D5a,D5b,D7a, D7b
3) Final Summative Exam (30%) **60 multiple-choice Graded by Blackboard** **CFO:** 1.2.3.4 **SLO:** 1-25	1.1;1.2;1.3;1.3,3;3,4;4;1.5;5.1;5.3;5.4;5.4;5.5;7.1;7,2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1,A2,A3,A4,A5,A6,A7.A8,A9,A10,B1.B2.B3.B4.B5.B6.B7.B8.B9.B10,C1b,C1c,C1d,C1e,C1f,C2a,C2c,C2d,Cde,C2f,C3a,C3c,C3d,D1a,D1b,D1c,D2a,D2dD4a,D4b,D4d,D4e,D5a,D5b; D7a, D7b
4) Weekly Discussion Board (25%) **CFO:** 1,2,3 **SLO:** 1-25	1.1;1.2;1.3;1.4;1.5;6.1;6.2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity	A1,A2,A3,A4,A5,A6,A7.A8,A9,A10,B1.B2.B3.B4.B5.B6.B7.B8.B9.B10,C1b,C1c,C1d,C1e,C1f,C2a,C2c,C2d,Cde,C2f,C3a,C3c,C3d,D1a,D1b,D1c,D2a,D2dD4a,D4b,D4d,D4e,D5a,D5b; D7a, D7b
5) Review of Research Paper (20%)	3.3;3.4;6.1;6.2;6.3;7.1;7.2;7.2;	1,2,5,6	1e;1f;1g;4a	Literacy/Reading Diversity	A7;A8; A9;D8d, D8e, D8f

CFO: 1,3,4 **SLO:** 4,8,9,25					

Assignment Descriptions:

Program: M.A. in Counseling EDGC 665 Philosophy & Practice of School Counseling	
Assessment (point value)	**Description**
1) Assigned Readings Must be completed the week they are assigned	The candidate must read the assigned readings and respond to the weekly exams based on the week's reading. The class will be based on the material in the textbook--which is aligned with KYEPSB and ASCA Standards for school counselors. Additional required reading is under "Notes/PowerPoints" and "External Links" on the class Blackboard site.
2) Weekly Formative Exams (25%) **20 multiple-choice** **Graded by Blackboard**	Weekly formative exams will be posted each Monday 8:00 AM. The exams must be completed and submitted by the following Sunday night at 11:55 p.m.(almost midnight). These exams will consist of 20 multiple-choice items. Chapters covered by the exam will be identified. For these three "formative" exams, the candidate may enter and exit the exam "Answer Sheet" and submit **responses for scoring multiple times during the testing window. Only the LAST submission's grade will be posted in the Grade Book on Blackboard.**
3) Final Summative Exam (30%) **60 multiple-choice** **Graded by Blackboard** **Due Friday 11:55 PM on Finals Week**	A final summative exam consisting of 60 multiple-choice questions will be offered the last week of class—Monday 8:00 a.m. through Friday 11:55 p.m. Note: **On the FINAL EXAM, you may enter the Answer Sheet only ONCE**. For each exam in this class, you will have two forms: (1) a printable copy that you can use to guide your reading, and (2) an "Answer Sheet," identical to the printable copy that you will enter to submit your answers for grading.
4) Weekly Discussion Board **(25%)**	A Discussion Board will be posted each Monday at 8:00 AM and you will respond with (1) a thoughtful, scholarly, initial response to the question,(3 point) and (2) one thoughtful response to the original posting of one other candidate (2 points). Total points possible for weekly DB (5). The Discussion Board will be used to plan a comprehensive school guidance program in short form. At the end of the sixteen weeks, it is suggested that each candidate collect and print the Discussion Boards for ideas in planning a guidance program.
5) Review of Research Paper (20%) **Due End of Week #8: Sunday, 11:55 PM** **Examples and Rubrics on Blackboard under "RR Paper" button**	(Short Paper 3 to 4 pages double-spaced APA format) Choose a research article from the list provided by the instructor **(This list is limited to research using diverse populations and school-related issues).** [due the end of week 8] Cite the article in appropriate APA 5th edition format. Use appropriate headings as described in the "Instructions for the Review of Research Paper" on the Blackboard site. The short (at least three pages double-spaced) review of the article should follow the outline including (1) type of research, (2) subjects, (3) method, (4) measurement, (5) type of analysis

	used, (6) results, (7) conclusions, and (8) your reaction to the research (important section) **Examples Provided on Bb.**

Online Candidate Checklist: This checklist is designed for anyone starting an online class or taking a traditional course utilizing electronic resources.
http://www.moreheadstate.edu/dl/index.aspx?id=5352

It is also a VERY useful review for all!

Grading Scale:

Your course grade will be based on:

- Participation in Weekly Discussion Boards 25%*
- Weekly quizzes 25%
- Final exam 30%
- Review of research paper 20%

*Criteria for scoring Discussion Board participation:

Candidate's first entry indicates that candidate has read the assignment and incorporates learning from textbook in response and indicates that candidate has applied the course content to his or her own life/work experiences = 3 points

Candidate's second entry indicates that candidate has read the entry of another candidate and makes a thoughtful response. = 2 points

All responses must consist of at least three complete grammatical sentences.

The Discussion Board expectation is that each candidate will submit two entries per week [as described above] and will receive 5 points per week.

Course Grading Scale: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 59% and below = E.

Grading in this class is criterion-referenced. The candidate's work is expected to reach mastery and is not compared with the work of other candidates. The raw scores for Exams, Discussion Boards, and Research Review Paper, will be converted to percentages. With the candidate's score in the numerator and the total possible score in the denominator. These percentages will first be weighted as noted above and will then be summed. It is possible for every candidate in this class to reach mastery and to earn a grade of A.

Required Textbooks:

Cobia, D.C., & Henderson, D.A. (2007). *Developing an effective and accountable school counseling program.* (2nd. Ed.). Upper Saddle River, NJ: Pearson. ISBN# 0-13-170632-2

Other required reading provided on Blackboard through External Links, Power Points, Lecture Notes, and Research Articles

Attendance Policy: All work assigned for the week on Monday 8:00 AM is due on the following Sunday by 11:55 PM (almost midnight) [Assigned Reading, Exams, and Discussion Board]. If the candidate is unable to complete the work due to illness or family emergency, the candidate ***MUST e-mail the instructor as soon as possible*** and accommodations will be made.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the candidate assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Candidate Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/candidatelife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all candidates with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the candidate should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement (Note: This does not apply to online classes)

Emergency response information will be discussed in class. Candidates should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Candidates should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar: The Course Calendar is on the following page.

EDGC 665 COURSE SCHEDULE

Note: "Week" is defined for this class as the time from Monday 8:00 AM through the following Sunday 11:55 PM.

Week(s)	Topic	Reading
1	The Profession of School Counseling	Chapter 1
2	The School Counselor: Promoting Academic Excellence for All Candidates	Chapter 2
3	Promoting Systematic Change through Leadership, Advocacy, Collaboration, and Teaching	Chapter 3
4 & 5	Comprehensive School Counseling Programs: Planning, Implementation, Evaluation	Chapter 4
6 & 7	Data-Driven School Counseling Programs: Management and Accountability	Chapter 5
8	Facilitating Academic Transitions Review of Research Paper Due Sunday 11:55 PM	Chapter 6
9	Guidance Curriculum	Chapter 7
10	Morehead State University's SPRING BREAK	No New Assignment
11	Individual Planning	Chapter 8
12	Responsive Services: Counselor-Delivered Interventions	Chapter 9
13	Responsive Services: Counselor-Supported Interventions	Chapter 10
14	System Support	Chapter 11
15	Legal and Ethical Concerns in School Counseling	Chapter 12
16	Review of Comprehensive System	Overview
FINALS	COMPREHENSIVE FINAL EXAM AVAILABLE	60 Multiple-Choice

WEEK	MONDAY 8:00 AM THROUGH FRIDAY 11:55 P	Questions