

 <p>MTSU Professional Counseling Program</p>	<p>Professional Counseling Program Middle Tennessee State University 1301 East Main Street Murfreesboro, TN 37132 http://www.mtsu.edu/edu_leadership/professional_counseling/</p>
	<p>COUN 6160 FOUNDATIONS OF SCHOOL COUNSELING SEMESTER</p> 
<p>Instructor: Office: Office Phone: Cell Phone:</p>	<p>Email: Office hours: Class Location: Class Time:</p>

I. Required Text

Erford, B. T. (2019). Transforming the school counseling profession (5th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-246295-2.

American School Counselor Association (2012). The ASCA National Model: A framework for school counseling programs (3rd ed.). Alexandria, VA: Author. ISBN: 978-1-929289-32-5.

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington: Author. ISBN: 978-1-4338-0559-2

II. Recommended Resources

ASCA Position Statements

<https://www.schoolcounselor.org/school-counselors-members/publications/position-statements>

III. Course Descriptions

This course presents the principles of developmental school counseling based on the American School Counseling National Model and the Tennessee Model for Comprehensive School Counseling. Competencies and skills to organize, implement, manage, and evaluate a comprehensive school counseling program will be discussed. Topics include the history of school counseling, components of a comprehensive school counseling program, appropriate roles of the professional school counselor, and current trends and issues in school counseling.

IV. Course Objectives

- Develop knowledge of history and philosophy of the school counseling profession, including significant factors and events;
- Understand the relationship of the school counseling program to the academic and student services program in the school;
- Develop and demonstrate knowledge of methods of planning, developing, implementing, monitoring, and evaluation of comprehensive developmental counseling programs; }

- Understand the relationship of school counselors in elementary, middle, and high schools and the appropriate use of individual counseling, small group counseling, and large guidance as interventions to assist all students with academic, career, and personal/social development;
- Develop knowledge of the role of the school counselor as coordinator of services, consultant, and evaluator of program;
- Demonstrate technological competence and computer literacy;
- Establish professional identity through involvement in professional national and state organizations (ASCA, ACA, & TCA), its divisions, branches, affiliates, including membership benefits, activities and current emphases;
- Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, physical and mental status, and equity issues in school counseling;
- Recognize counselor's roles in social justice, advocacy, conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of human spirit, mind, or body.
- Students will develop an understanding of program evaluation and assessment in counseling
- Students will gain an understanding of models of consultation related to counseling

V. Course Requirements

Attendance and Participation (100 points)

Weekly Posts (150 points)

ASCA National Model Project & Presentation

ASCA National Model Project & Presentation Assignments (25 points)

Module #1: Foundation Activities (100 points)

Module #2: Management System (175 points)

Module #3: Delivery (150 points)

Module #4: Accountability (100 points)

Exams (200 points)

Extra Credit Opportunities

Wellness Plan

Professional Counseling Meeting

Evaluation

Course Assignments	Potential Points
Class Attendance and Participation	100 points

Weekly Posts	150 points
ASCA Website Presentation	25 points
Module #1: Foundation Assignments	100 points
Module #2: Management System Assignments	175 points
Module #3: Delivery Service Assignments	150 points
Module #4: Accountability Assignments	100 points
5 Quizzes (40 points each)	200 points
Total Points	1000 points

Resources

MTSU has a variety of resources to help students complete assignments:

- Walker Library – www.mtsu.edu/libraries
- Walker Library’s Distance Learning Site: <http://ulibnet.mtsu.edu/distance>
- University Writing Center in Peck Hall 325
 - 615-904-8237
 - uwcenter@mtsu.edu

Electronic Resources

1. Tennessee School Counseling page - <https://www.tn.gov/education/student-support/school-counseling.html>
2. Tennessee School Counselor Connection will keep you up-to-date with school counseling in Tennessee. Go to <https://www.us8.list-manage.com/subscribe?u=b28b453ee164f9a2e2b5057e1&id=2a8bd96e84> fill out the form and click submit.
3. New from America’s Promise Alliance is available at <http://www.americaspromise.org>. Scroll to the bottom of the home page and click on “email” to register for updates. “Grad Nation” is accessed from this website (select from drop down menu “Programs” at the top of the home page).
4. Education Week is available at <http://www.edweek.org/>. Sign up for a free e-newsletter found at the upper right corner of the home page header.
5. The George Lucas Educational Foundation sponsors Edutopia “what works in education”. To sign up for the free weekly newsletter, go to <https://www.edutopia.org/>
6. eSchool News is available at <http://www.eschoolnews.com/> Click on “free registration” in the top right hand corner.
7. Smart Brief from Association for Supervision and Curriculum Development (ASCD) is available at <http://www.smartbrief.com/ascd>
8. Center for School Counseling Outcome Research and Evaluation (University of Massachusetts) <http://www.umass.edu/schoolcounseling/>
9. IRIS Center <http://iris.peabody.vanderbilt.edu> is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one through the use of effective evidence-based practices and interventions. Register for their email list at <https://visitor.r20.constantcontact.com/manage/optin?v=001G1ZkJV0pNjKUA97ZCELvzjo6FuQuP4Wp>

Confidentiality

Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your

experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role-play, or group activity will have their confidentiality respected.

Program Dispositions Statements

Students in the Professional Counseling Program are required to demonstrate Program Dispositions (being collaborative, ethical, professional, reflective, self-directed, critical thinkers, and have acceptable counseling skills) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions will be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for further details.)

Reasonable Accommodations for Students with Disabilities

If you have a documented disabilities described by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact Director, Disabled Student Services, KUC 120 (898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.

Professional Organizations

The MTSU Professional Counseling Program strongly recommends that you obtain membership in the Mu Tau Upsilon Chapter of Chi Sigma Iota. See Dr. Wilson if you are interested in joining. We also recommend participation in the American Counseling Association (ACA), American School Counselor Association (ASCA), the Tennessee Licensed Professional Counselors Association (TLPCA), and/or the Tennessee Counseling Association (TCA). Student memberships are available at a reduced rate and allow you to become actively involved in local, state, and national activities, which serve to enhance your professional repertoire.

Academic Misconduct

The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs. Students should be familiar with the "MTSU Students Rights and Responsibilities" handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.

Academic Honesty

It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

True Blue Pledge

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

Student Learning Outcomes
COUN 6160 Foundations of School Counseling
2016 CACREP Standards

Objectives	2016 CACREP Standard	Activity/Assessment
History and development of school counseling	Section 5:G.1.a	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture
Models of school counseling programs	Section 5:G.1.b	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Models of P-12 comprehensive career development	Section 5:G.1.c	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture
Models of school-based collaboration and consultation	Section 5:G.1.d	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Section 5:G.2.a	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
School counselor roles in consultation with families, P-12 & postsecondary school personnel, and community agencies	Section 5:G.2.b	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
School counselor roles in relation to college and career readiness	Section 5:G.2.c	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
School counselor roles in school leadership and multidisciplinary teams	Section 5:G.2.d	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture
Competencies to advocate for school counseling roles	Section 5:G.2.f	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Section 5:G.2.g	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture
Qualities and styles of effective leadership in schools	Section 5:G.2.j	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture
Professional organizations, preparation standards, and credentials relevant to the practice of school counseling	Section 5:G.2.l	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture
Legal and ethical considerations specific to school counseling	Section 5:G.2.n	<ul style="list-style-type: none"> • Quiz • Weekly Post

		<ul style="list-style-type: none"> • Lecture
Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Section 5:G.3.c	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Interventions to promote academic development	Section 5:G.3.d	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Use of developmentally appropriate career counseling interventions and assessments	Section 5:G.3.e	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Techniques of personal/social counseling in school settings	Section 5:G.3.f	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Strategies to facilitate school and postsecondary transitions	Section 5:G.3.g	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture
Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Section 5:G.3.h	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture
Approaches to increase promotion and graduation rates	Section 5:G.3.i	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Interventions to promote college and career readiness	Section 5:G.3.j	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Strategies to promote equity in student achievement and college access	Section 5:G.3.k	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Techniques to foster collaboration and teamwork within schools	Section 5:G.3.l	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Use of accountability data to inform decision-making	Section 5:G.3.n	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation
Use of data to advocate for programs and students	Section 5:G.3.o	<ul style="list-style-type: none"> • Quiz • Weekly Post • Lecture • ASCA National Model Project and Presentation