**COUN 7420**

***Fall 2010***

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**Department of Special Education, Rehabilitation, and Counseling/ School Psychology**

**College of Education**

Instructor Information:

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Office Hours:

**By appointment**



**AUBURN UNIVERSITY SYLLABUS**

**1. Course Number: COUN 7420**

**Course Title: Orientation to School Counseling**

**Credits: 3**

**Co-requisites: COUN 7400**

**Prerequisites: None**

**Day/Time/Class Tuesday, 4:00-6:50 PM, HC 3224**

Date syllabus prepared: March, 1999; Revised, 7/01; 8/02; 8/03; 7/04; 7/06; 8/06;

8/08; 8/09;8/10

**2. Text**: Required:

Cobia, D. C., & Henderson, D. (2007). *Developing an effective and accountable school*

*counseling program* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

**3. Course Description:**

This 3-hour course is designed to equip counselors-in-training with sufficient skills and knowledge to design effective developmental comprehensive school guidance and counseling programs that address the career, personal, and academic needs of students in grades k-12.

1. **Course Objectives:**

Through participation in classroom activities and assignments, students will:

1. Know history, philosophy, and trends in school counseling and educational systems and understand ethical and legal considerations specifically related to the practice of school counseling (CACREP III SC. A. 1 & 2;SDE 290-3-3.50(2)(a)14)
2. Know professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling (CACREP III SC. A. 4; SDE 290-3-3.50(2)(a)7)
3. Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program( CACREP III SC. A. 5).
4. Know how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students (CACREP III SC. C. 2; CACREP III SC.O. 3.; SDE 290-3-3.50(2)(a)13; SDE 290-3-3.50(2)(b)1)
5. Know how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling (CACREP III SC. C. 2).
6. Understands the influence of multiple factors (e.g., abuse, substance abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP III SC. G. 1).
7. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention(CACREP III SC. C. 6).
8. Understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (CACREP III SC. E. 3).
9. Identify various forms of needs assessments for academic, career, and personal/social development (CACREP III SC. G. 2.)
10. Knows models of program evaluation for school counseling programs (CACREP III SC. I. 2.)
11. 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 (CACREP III SC.K. 2.).
12. Understand curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material (CACREP III SC.K. 3.).
13. Know how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students and know strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (CACREP III SC.M. 3 & 5; SDE 290-3-3.50(2)(a)10; SDE 290-3-3.50(2)(b)6; SDE 290-3-3.50(2)(a)11; SDE 290-3-3.50(2)(a)15)
14. Understand the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them (CACREP III SC.M. 6.).
15. Locate resources in the community that can be used in the school to improve student achievement and success (CACREP III SC.N. 2.).
16. Understand the important role of the school counselor as a system change agent and the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings (CACREP III SC.O. 4 & 5).

**5. Course Content**

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| **Date** | **Class Focus/Content** | **Quizzes/Readings** | **Assignments Due** |
| Aug 24 | Orientation to the course and the school counseling program |  |  |
| Aug 31 | Overview of the profession of school counseling. | Chapter 1 | Assignment #A Complete the Portfolio component 3 on page 19 and be prepared to share your thoughts with the class. |
| Sept 07 | Promoting  Academic  Excellence for  All Students | Chapter 2;  Topics of readings: closing the achievement gap, promoting student academic success, or preventing students from dropping out of school | Assignment #B Summary of the readings;  Review the Annie E. Casey Foundation website  (<http://www.aecf.org/kidscount/sld/profile.jsp>) and identify some of the most compelling concerns for children in the state of Alabama and ways that their educational progress may be impacted by these circumstances. |
| Sept 14 | Systemic Change, Leadership, Advocacy, Collaboration, and Teaming | Chapter 3;  Topics of readings:  strategies and methods for working with parents, guardians, families, and communities;  Crisis intervention skills and strategies | Assignment #C Summary of the readings; |
| Sept 21 | Comprehensive  School  Counseling  Programs | Chapter 4 | Assignment #D Visit the ASCA web site and read the Executive  Summary of the ASCA National School  Counseling Model  <http://www.schoolcounselor.org/content.asp?pl=325&sl=134&contentid=134>  In-class Assignment: Development of the  foundation for assignment 2a |
| Sept 28 | Data-Driven School Counseling Programs | Chapter 5;  Topics of readings:  Models of school counseling program evaluation; evidence based school counseling programs | Assignment #E Summary of the readings;  Follow the directions in the margin note on page 74  In-Class Assignment: 2b |
| Oct 05 | Facilitating Academic Transitions | Chapter 6;  Topics of readings:  peer programming interventions | Assignment #F Summary of the readings;  Complete portfolio component 1 on page 111. Bring your list to class.    In-class Assignment: 3a |
| Oct 12 | Mid-Term  Exam | Chapters 1-6;  Readings |  |
| Oct 19 | Guidance  Curriculum | Chapter 7;  Topics of readings:  classroom management strategies, and differentiated instructional strategies | Assignment #G Summary of the readings;  Respond to the margin note on page 135 of your  text. Bring your response to class.    In-class Assignment: Lesson plans (3b) |
| Oct 26 | Individual  Planning | Chapter 8 | Assignment #H Complete portfolio component 1 on page 176.  In-class Assignment: Delivery (2a); Presentation  of career development lesson |
| Nov  02 | Responsive  Services | Chapter 9;  Topics of readings:  Intervention strategies for child abuse, substance abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, etc | Assignment #I Summary of the readings;  Follow the directions in the margin note on page 185.  In-class Assignment: Delivery (2a); Presentation of personal/social lesson |
| Nov 09 | Responsive  Services | Chapter 10 | Assignment #J Complete portfolio components 1 and 2 on page 217.  In-class assignment: Accountability (2a);  Presentation of academic development lesson |
| Nov 16 | System Support | Chapter 11 | Assignment #K Locate and provide a list of resources in the community;  Complete portfolio component 2 on page 236.  In-class Assignment: Management and  Accountability (2a) |
| Nov 23 | **Happy Thanksgiving! No Class** | | |
| Nov 30 | Legal and  Ethical  Concerns | Chapter 12  Topics of readings:  Legal and  Ethical  Concerns in school counseling | Assignment #L Summary of the readings; |
| Dec. 07 | Final exam –  Comprehensive |  |  |

6. **Course Requirements**:

The expectation is held that students will attend all classes and read the text and complete other assignments prior to class. Active participation is essential and will be evaluated in the following way:

* Satisfactory (150 pts.) – Proactive/reactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
* Minimally acceptable (100-140 pts.) - Passive participation: present, awake, alert, attentive, but not actively involved.
* Unsatisfactory (0-90 pts.) - Uninvolved: absent, present but not attentive, sleeping, irrelevant

contributions that inhibit or impede the progress of class discussion in two or more classes.

1. A combination of multiple choice and essay tests will be given at mid-term (100 pts.) and final exams (100 pts.). The exam questions will cover the contents of all related book chapters and the topics for article readings (Assignments A-L).

Assignments A-L will not be collected for grading.

2a. Students will work together to complete a comprehensive developmental program for students in grades K-12 that clearly articulates the Foundation, Delivery, Management, and Accountability elements defined by ASCA (100 pts).

2b. Students will work together in class to develop an action plan that involves advocating for a targeted group of students, currently underrepresented in high level academic courses in the grade six. Each counseling student will be assigned a different role in the group to make certain that the variety of perspectives involved in developing such an intervention (counselor, teacher, administrator, parent) are represented. Data for an Alabama school system on which intervention will be based may be found on the websites of the Education Trust and the Annie E. Casey Foundation (100 pts).

3a. Students will work in a group to develop an action plan for facilitating the transition from elementary to middle school (100 pts).

3b. Students will work together in three different groups to develop three sequential lessons to be delivered as part of a guidance curriculum. One group shall work on lesson plans to promote academic development, one to promote career development, and one to promote personal/social development of students in grades K-12 (100 pts)

Each group will make a presentation about the unit to the class and deliver one lesson from the unit. The units will be appended to the final School Counseling Program to illustrate activities one might use to meet specified student outcomes in each developmental domain. Consideration should be given to developmental appropriateness and implications for a multicultural student population (50 100pts).

1. **Grading and Evaluation**:

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| Requirements | Points | Pt. Range | Grade |
| Class Participation | 150 | 800-720 | A |
| Comprehensive Developmental Program | 100 | 719-640 | B |
| Intervention Plan for Advocacy | 100 | 639-560 | C |
| Action Plan for Effective Transition | 100 | 559-480 | D |
| Classroom Guidance Unites and presentation | 150 | under 479 | F |
| Exams (2) | 200 |  |  |
| Total | 800 |  |  |

**8. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. If an instructor chooses to require attendance, the attendance policy must be consistent with the university attendance policy outlined in the *Tiger Cub*. Instructors may not invoke grade penalties for appropriately documented excused absences.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodation Memo, contact Ms. Tracy Donald, Director, Program for Students with Disabilities, 1228 Haley Center as soon as possible. Telephone: (334)844‑2096 (Voice T/O).
6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Students are expected to demonstrate the behaviors that foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, and pursue knowledge. Accordingly classroom behaviors that impede teaching and learning and create obstacle to this goal is considered disruptive and therefore subject to sanctions. Examples of improper classroom behaviors include but are not limited to late arrival to class, monopolizing discussions, distractive talking, including cell phone usage, etc (Tiger Club, p. 47)

**Related Websites:**

US Dept. of Education <http://www.ed.gov/>

The Education Trust <http://www.edtrust.org/main/indes.asp>

ERIC Clearinghouse on Assessment http://ericae.net/

# American Counseling Association <http://counseling.org/>

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

# National School Boards Association <http://asbj.com/achievement/index.html>

Presentations assistance <http://www.ncjrs.org/pdffiles1/ojdp/178997.pdf>

Forum on Child and Family Statistics <http://www.childstats.gov/>

# Annie E. Casey Foundation Kids Count http://www.aecf.org/kidscount/kc

## CACREP 2009 Standards <http://www.cacrep.org/2009standards.html>

Alabama Dept. of Education http://www.alsde.edu/html/home.asp

Comprehensive Counseling and Guidance

Model for Alabama Public Schools

(State Plan) 2003 http://www.alsde.edu/text/sections/doc\_download.asp?section=54&id=1835

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