Western Kentucky University
Department of Counseling and Student Affairs
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1. <u>Course:</u> CNS 660 Organization and Administration of Counseling Services (Spring, 2017)
The organization, administration, and delivery of guidance and career services in the P-12 school system.

2. <u>Purpose of the course:</u> Course participants will learn how to design and implement guidance, counseling, and career services in the schools to facilitate and advance student learning. CACREP counselor standards will be emphasized. Among the six learning goals and academic expectations of P-12 students, special focus will be on helping students develop their abilities to become self-sufficient individuals and become responsible members of a family, work group, or community including demonstration of effectiveness in community service.

3. <u>Course Objectives:</u>
This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

<u>School</u> *Counseling Program Area Knowledge Standards*

<u>FOUNDATIONS</u>
A. Knowledge Outcomes
6.   Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

<u>COUNSELING, PREVENTION, AND INTERVENTION</u>
C. Knowledge
4.   Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

<u>ASSESSMENT</u>
G. Knowledge
3.   Identifies various forms of needs assessments for academic, career, and personal/social development.

<u>RESEARCH AND EVALUATION</u>
I.   Knowledge
2.   Knows models of program evaluation for school counseling programs.
3.   Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4.   Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.

ACADEMIC DEVELOPMENT
K. Knowledge
1. Understands the relationship of the school counseling program to the academic mission of the school.

2. Understands 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.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

LEADERSHIP
O. Knowledge
1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

4. Course Text:
Gysbers, N., & Henderson, P. (2012). *Developing and managing your school guidance and counseling*

program (5ᵗʰ ed.). Alexandria, VA: American Counseling Association. (Required)

Recommended Reading List:
American Counseling Association. (2014). *Code of Ethics.* http://www.counseling.org. Retrieved June 30,

2015.

American School Counselor Association. (2003, 2005). *The ASCA national model: a framework for school*

counseling programs. Alexandria, VA: Author.

Glasser, W. (1998). The quality school: Managing students without coercion. New York: Harper Collins.

Glasser, W. (1998). The quality school teacher. New York: Harper Collins.

Glasser, W. (2008). Every student can succeed. Chatsworth, CA: William Glasser, Inc.

Mason, C. P., & Duba, J. D. (2009). Using reality therapy in schools: Its potential impact on the

effectiveness of the ASCA national model. *International Journal of Reality Therapy, 29, (1),* 5-12.

Mason, C. P., & Duba, J. D. (2011). Using choice theory principles and the choice theory career rating

scale to enhance academic achievement for minority youth. *International Journal of Choice*

Theory and Reality Therapy, 30(2), 61-72.

Myrick, R. D. (2003). *Developmental guidance and counseling: A practical approach* (4th ed.).

Minneapolis, MN: Education Media Corporation.

School Violence. (2004). [Special Section]. *Journal of Counseling & Development, 82,* 259-312.

Stone, C. B., & Dahir, C. A. (2004). *School counselor accountability: A measure of student success.* Upper

Saddle River, NJ: Pearson Education, Inc.

Note:
a. Additional assigned and supplemental course readings and resources will be available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.
b. Students are expected to complete reading assignments for all class discussions on Blackboard before interacting with classmates.

5. <u>Methods of Instruction:</u>
This course will use a combination of reading assignments, individual projects, site observations, practicing school counselor interviews, structured Blackboard class discussions, communication between the student and professor through written work prepared outside of class and a Final Examination.

6. <u>Course Requirements:</u>
CNS 660 – Organization and Administration of Counseling Services

EACH STUDENT is expected to:
1. Actively participate and contribute to the learning process within the class, follow all homework assignments listed on Blackboard 7, and complete all projects on time. Review "Announcements" and "Content" on Blackboard throughout the course for information and directions.
2. Make an appointment with a certified school counselor to review the guidance program being used in his/her school. After the interview, briefly compare the program you discussed to the comprehensive, developmental school counseling program we are studying in this course and then develop a comprehensive developmental program proposal that you think would enhance academic achievement, personal/social adjustment, and career development for students (See Chapter 3, page 63 for Outline of Comprehensive Developmental Guidance and Counseling

Program Elements.). [Scoring rubric and directions are attached]. <u>Critical Performance completion date is Friday, April 28, 2017.</u>

3. Write a 4-6 page paper demonstrating your knowledge of the basic aspects of a comprehensive developmental school counseling program. (Scoring Rubric and directions are attached). <u>Critical Performance completion date is Friday, April 28, 2017.</u>

4. Complete a comprehensive Final Examination, Monday - May 8, 2017 (Blackboard 7).

Performance Criteria: Scoring Rubrics will be used to help determine the levels of performance.

NOTE: Students in CNS 660 will be required to electronically enter two Critical Performances: a Program Proposal for a comprehensive developmental school counseling program and a 4-6 page Paper demonstrating their understanding of the basic aspects of a comprehensive developmental school counseling program. Scoring Rubrics and directions are attached.

7. <u>Student Evaluation Criteria and Procedures:</u>
<u>Points possible</u> = 400

Posting on Blackboard	100 points possible
Program Proposal	100 points possible
4-6 page paper on basic program elements	100 points possible
Final Exam	100 points possible

Each project is worth 25% of your final grade.
Grading Scale
90-100 = A
80-89 = B
70-79 = C
Below 70 average is a failing grade.

8. <u>Attendance Policy:</u>
(When CNS 660 is taught as a WEB course, face-to-face class meetings are not scheduled.)

9. <u>Use of current research:</u>
"Students are expected to use literature reviews to define the most contemporary information on all course research assignments. Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard Site."

10. <u>Use of technology in course delivery:</u>
This course will use Blackboard for announcements, assignments, and discussions; to distribute reading materials and for submission of papers; email for communication and submission of papers via attachments; and require students to upload Critical Performances to the Electronic Portfolio System, etc. Students will be advised initially of any technological competencies expected to successfully complete the course.

11. <u>Students with Disabilities Who Require Accommodations:</u>
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200.   The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request

accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

12. Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

13. Academic Performance:

As a graduate student and professional-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at: http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Most courses will include in their syllabus a statement on attendance. You should be well aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly

Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Some courses have a policy about late or missing assignments. You should be well aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for particular assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

14. Flexibility Clause:
The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

15. Graduate Student Handbook:
Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

16. Course Schedule:
　　Work for this course will be divided into three forums with deadlines for each section.
　　Part I - Planning
　　　　　Chapter 1 - "Evolution of Comprehensive Guidance and Counseling
　　　　　 Programs: From Position to Services to Program" CACREP SC O-1, O-2
　　　　　Chapter 2 - "A Comprehensive School Guidance and Counseling Program: Getting
　　　　　Organized to Get There From Where You Are" CACREP SC O-1, O-2, O-3, O-4, O-5
　　　　　Chapter 3 - "A Comprehensive Guidance and Counseling Program: Theoretical
　　　　　Foundations and Organizational Structure" CACREP SC K-1, K-2, K-3
　　　　　Chapter 4 - "Assessing Your Current Guidance and Counseling Program" CACREP SC A-6,
　　　　　I-4, I-5
　　(Postings for chapters 1-4, Forum I, must be completed by Friday, February 24, 2017.)

　　Part Two - Designing
　　　　　Chapter 5 - "Designing Your Comprehensive Guidance and Counseling Program" CACREP
　　　　　SC A-6, C-4
　　　　　Chapter 6 - "Planning Your Transition to a Comprehensive Guidance and Counseling
　　　　　Program" CACREP SC G-3

　　　　　 Part Three - Implementing
　　　　　Chapter 7 - "Making Your Transition to a Comprehensive Guidance and Counseling
　　　　　Program" CACREP SC K-2, K-3
　　　　　(See Figure 7.1, page 214, Guidance Lesson Plan.)
　　　　　Chapter 8 - "Managing Your New Program" CACREP SC O-1, O-2
　　(Postings for chapters 5-8, Forum II, must be completed by Friday, March 31, 2017)

　　　　　Chapter 9 - "Ensuring School Counselor Competency" CACREP SC I-4, I-5
　　Part Four - Evaluating
　　　　　Chapter 10 - "Evaluating Your Comprehensive Guidance and Counseling Program, Its
　　　　　Personnel, and Its Results" CACREP SC I-3, I-4, I-5

Part Five - Enhancing
>Chapter 11 - "Enhancing Your Comprehensive Guidance and Counseling
>Program on the Basis of Needs and Evaluation Data" CACREP SC I-2, I-3, I-4, I-5

(Postings for Chapters 9-11, Forum III, must be completed by Friday, May 5, 2017)

>Final Exam (Chapters 3-9) available on Blackboard Monday, May 8, 2017 (30 minute
>time limit whenever you log on). Access through "Content."

All course work for this class must be completed by the end of the day on Monday, May 8, 2017
- including the Final Examination (05/08/2017)

PLEASE NOTE: The Critical Performances - School Counseling Program Proposal (SC I.2., I.3.,
I.4., I.5., O.1., O.2., O.3., O.4.,O.5.) and 4-6 page paper focusing on the basic aspects of School
Counseling Programs (SC K.1., K.2., K.3., A.6., G.3., C.4.) must be entered onto the University's
Electronic Portfolio System before grades are posted (Friday, April 28, 2017 deadline).

>(Go to Western's Homepage – select Site Index – Select "C" for Colleges – select
>College of Education and Behavioral Sciences – Select – Educational Technology
>under Other Units at the Top – Electronic Portfolio System is 3rd on Left. Follow
>directions for Student Entry.)

DEPARTMENT OF COUNSELING AND STUDENT AFFAIRS
CRITICAL PERFORMANCE MEASUREMENT CNS 660
School Counseling Program Proposal

After interviewing a professional school counselor, develop a counseling program that you think would be most effective in enhancing academic achievement, personal/social adjustment and career development for students; include structural components, program components, resource elements, distribution of total counselor time, plan for program evaluation, and your rationale for the program. (SC I.2., I.3., I.4., I.5., O.1., O.2., O.3., O.4., O.5.)

Standard Measured	Exemplary	Standard Met	Standard Partially Met	Standard Not Met
SC I.2. Demonstrates knowledge of program evaluation models for school counseling programs.	4	3	2	1
SC I.3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).				
SC I.4. Demonstrates knowledge of current methods using data to inform decision making and accountability (e.g., school improvement plan, school report card).				
SC I.5. Demonstrates understanding of outcome research data and best practices identified in the school counseling research literature.				
SC O.1. Knows the qualities, principles, skills, and styles of effective leadership.				
SC O.2. Knows strategies of leadership designed to enhance the learning environment of schools.				
SC O.3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.				
SC O.4. Understands the important role of the school counselor as a system change agent.				
SC O.5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.				

Comments:

Professor's Name:_____

Student's Name: _____

DEPARTMENT OF COUNSELING AND STUDENT AFFAIRS
CRITICAL PERFORMANCE MEASUREMENT

Organization and Administration of School Counseling Programs CNS 660: Standards SC K.1., K.2., K.3., G.3., C.4., A.6.

Students will write a 4-6 page paper demonstrating their knowledge of basic aspects of the school counseling program with emphasis on the relationship of the school counseling program to the academic mission of the school, strategies designed to close the achievement gap, curriculum design, and various forms of needs assessments.

Standard Measured	Exemplary	Standard Met	Standard Partially Met	Standard Not Met
SC K.1. Demonstrates an understanding of the relationship of the school counseling program to the academic mission of the school.	4	3	2	1
SC K.2. Understands 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.				
SC K.3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.				
SC G.3. Identifies various forms of needs assessments for academic, career, and personal/social development.				
SC C.4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.				
SC A.6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.				

Comments:

Professor's Name: _____   Date: _____

Student's Name: _____   Date: _____