WESTERN KENTUCKY UNIVERSITY
Department of Counseling & Student Affairs
Classroom Guidance -- CNS 551
Hybrid course – TENTATIVE SYLLABUS
3 Credit Course – Summer 2017

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CNS 551. Classroom Guidance: Basic guidance and counseling concepts such as encouragement, communication, self-concept, discipline, and understanding students within the classroom setting with practical approaches in working with students.

Course Purpose: CNS 551 is a required course in the P-12 master's school counselor program. Classroom Guidance is intended for graduate students learning school counseling and to improve their communication skills with students, parents, administrators, and fellow teachers.

Contacting the Professor: Please use Blackboard Email Option found when you click the "Dr. Dye" tab. Use the subject line "CNS 551" and then provide a brief description of the nature of your communication. Also note that I am in the Central Time Zone. Every effort will be made to respond to e-mails in a timely fashion.

Keep in mind that e-mail is not the best way to ask general course questions. Those should be posted to the "General Class Questions" Discussion Board since other students may have the same question and could benefit from the response(s). This Discussion Board will be useful throughout the class. Questions that only relate specifically to you (your Program of Study, questions regarding a grade you received for an Assignment, etc.) should be e-mailed directly to me.

We're in this Together
Here is what I will do for you:

- I will try to check my e-mail and the Discussion Board(s) at least once a day on weekdays and usually one of the weekend days. I will let you know if something comes up and I am less available than usual (i.e., traveling out of town for a conference).

- I will answer your questions via Discussion Board, phone, e-mail, face-to-face, or any method that you prefer. The bottom line is that I will answer your questions, so please don't hesitate to ask.

- I will try to grade assignments within a week of receiving the final products from the entire class.

Here is what I expect from you:

- Read the assigned material, complete the requirements in a conscientious and qualitative manner, and contribute meaningfully to the course on a consistent basis.

- Complete assignments by the due dates. Consequently, I expect you to have a system for

keeping track of activities, when readings and assignments are due, etc.

- Inform me if you have any points of confusion or need additional clarification in anyway; i.e., I cannot read your mind or "online" facial expressions.

Course Objectives:
This course is designed to meet the following 2009 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

School Counseling Program Area Knowledge Standards
COUNSELING, PREVENTION, AND INTERVENTION
C. Knowledge
    1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
    2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
    3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
    5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
ASSESSMENT
G. Knowledge
    3. Identifies various forms of needs assessments for academic, career, and personal/social development.

Learning Objectives
The units in this course are designed to achieve learning outcomes consistent with the course objectives and 2009 CACREP Accreditation Standards. The learning objectives are provided on Blackboard for each unit.

Required Text:
 Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success.* Thousand Oaks, CA: Corwin Press.

American School Counselor Association (2012). The ASCA National Model: A framework for school counseling programs, 3rd ed. Alexandria, VA: Author
(You probably already have a copy of this - every school counselor should have one!)

Additional Materials:
You will be instructed on how to access an additional e-manual once the course begins

WebCourse /Hybrid Policies
Courses offered **on-line** (Internet-based courses) or hybrid require that students have reliable and regular access to the Internet. The Internet section is constructed with minimal face-to-face or synchronous meeting requirements. Most of the following points are common sense precautions but many of us have not thought about them before, so I will try to make them somewhat explicit.

Privacy Matters
The Internet may change or challenge the notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy on-line. Privacy for every student depends on the actions of each individual student--sharing your password with a friend is violating the privacy of your classmates. Please do not do this.

Disclosure
The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The Information Technology (IT) staff also has access to information posted at the site.

Course Security

In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser. Ask the lab attendant if you need assistance with this process.

Guard your password and change it regularly. Also, please do not allow access to the course to those not registered in the course. This includes your spouse, child, boyfriend, girlfriend, etc. You may trust them with your life, but your classmates do not know this person.
Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form. The course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email. I can say some things. When I feel it is too much, I will call you. So ask what you need to ask. Just do not be surprised by a phone call.
Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.

Intellectual Property
It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit and indications. The plagiarism policy applies on the Internet too.

Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You only purchase copies.) It is common to receive e-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.
On the plus side, ideas cannot be copyrighted, so you can share the most important part of a website as long as it is in your own words or interpretation. The laws protect what you produce as well.

Academic Dishonesty Policy (See WKU Student Handbook)

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of "F." This represents ideas and interpretations taken from another source as one's own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6th ed.) for direction on proper citation formatting.

Plagiarism will result in an F grade for the entire course. WKU defines plagiarism as the following:

> *To represent ideas or interpretations take from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.*

Cheating is not tolerated and will result in the grade of "F." No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbook as:

> *No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.*

Informed Consent:

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

From the Office for Student Disability Services:

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, Garrett Conference Center, Room 101. The OFSDS telephone number is (270)745-5004 V/TDD.

Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Library Services

The Extended Campus Library Services (ECLS) office may be helpful as you work on various assignments. This office will copy citations and pull library books for students and send them

through the mail. There is no cost to the student (although you do have to pay to return the library books). The ECLS also have a courier service to our extended campuses. For more information, please see the webpage at http://www.wku.edu/library/dlps/ext_camp.htm.

Course Structure, Schedule and Requirements:
 (<u>Reminder</u>: All Assignments are due by 11:59pm on designated due date).

Course Structure
The course is divided into 5 modules that include several learning activities to address each of the CACREP/course objectives. The course structure is as follows:

Module 1:
YOU!, School Counseling & Student Success (C.1, C.3 & C.5)

Autobiography Assignment. Provide a five to six ppt slide introduction of yourself. Share the following information in your introduction: a memory from elementary school, middle school, and high school. Please include any observations you remember about your school counselor's role at each school level (elementary, middle, high; if you did not have a counselor at each level, just indicate that in your answer). Also, share two of your strengths/skills that will be beneficial when counseling children and adolescents in schools.

This assignment is worth 6 pts of your course grade.

This Assignment is to be uploaded to the *Autobiography Assignment Tab* <u>and</u> to the *Autobiography Assignment Discussion Board* by Tuesday, May 16, 2017. Students in the course will then have until Saturday, May 20, 2017, to stop by and say hello (discuss) their reactions and interact with you on the *Autobiography Assignment Discussion Board*

Achievement Gap or Educational Debt Assignment. Research best practices related to closing the achievement gap, academic success, and dropout prevention. Prepare a 'perspective discussion' on the topic to be posted to the discussion board as well as submitted as a word document - In your discussion identify barriers to academic achievement and personal/social development that you believe affect the well-being of students today. Find at least **one** reference **per issue/barrier** that supports these beliefs from the provided peer-reviewed articles and chapter reading. On your own find one additional peer reviewed document that support your beliefs on this topic. From a school counselor's perspective discuss your recommended 'solution/s'. Reference ALL OF YOUR WORK - All references and documentation must be APA reference format.
Read the following –
Text :   Holcomb- McCoy : Chapters 1,2 & 3
         ASCA National Model: Sections tbd
Articles: (provided on BB)

Burnham, J. J. (2009). Contemporary fear of children and adolescents: Coping and
     resiliency in the 21st century. [Special Issue]. Journal of Counseling and
     Development, 87, 28-35.

Burnham, J. J., & Lomax, R. G. (2009). Examining ethnicity and fears of children and

adolescents in the United States: Differences between Caucasian, African American, and Hispanic populations. Journal of Counseling and Development, 87, 387- 393.

Dye, L., Fuller, L., Burke, M.G., Hughey, A.W. (2016). Beyond social justice for the African American learner: A Contextual Humanistic perspective for school counselors. *African American Learner, 5(2).*

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, *35*(7), 3-12.

Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. *The Journal of Negro Education*, *76*(3), 316-323.

Ladson-Billings, G. (2013). "Stakes is high": Educating new century students. *The Journal of Negro Education*, *82*(2), 105-110.

Ramirez, R., Dye, L & Gonzalez, L. (Fall, 2017). A Social Constructivist approach to preparing school counselors to work in urban schools. *Urban Review, 49(4), 1-18.*

This assignment is worth 16 pts of your course grade.

This Assignment is to be uploaded to the *Achievement Gap Assignment Tab* <u>and</u> to the *Achievement Gap Discussion Board* by Tuesday, May 23, 2017. Students in the course will then have until Saturday, May 27, 2017, to stop by and say hello (discuss) their reactions and interact with you on the *Achievement Gap Assignment Discussion Board*

Module 2:
Needs Assessment, Design & Preparation (C.2 & G.3)
    "The Separation is in the Preparation" – Russel Wilson

Read- ASCA National Model Section - tbd
Needs Assessment, Design & Preparations Assignment
Explore data from the state's Department of Education web site.
(http://applications.education.ky.gov/SRC/Default.aspx).   Select and identify a school setting. Include descriptions of the facility, administration, size of student body, school climate, school's social and economic demographics, and any other descriptive information (urban, suburban, rural) necessary to describe your selected school setting. Examine standardized test scores, attendance, dropouts and graduation rates.
    o   Based on your chosen school create 3 needs assessment (paper or on survey monkey – good example: https://www.surveymonkey.com/r/JKQJ2GN) to give to
            - teachers,
            - parents
            - students
The needs assessment should identify relevant school counseling topics or issues you think are important. For fun have someone complete the needs assessment (can be someone in class or someone that is involved in a school).

    o   Using the information from the school data and needs assessment
            -   identify and list 10 monthly themes
            -   identify 2 small groups

- o Create an email introducing 1 months theme & small group topic to teachers. Request their participation in identifying ideal times for class visits as well as students for proposed groups. (have fun with this……. You might reward quick responses with a prize by grade level or department)
- o Create a 'mock' calendar listing the classroom visit/group schedule for 1 month
- o Create a letter/permission slip to send to parents of group members
- o Create a spreadsheet/ attendance list with 5 'mock' names. Make a column for permission slip, and scheduled meeting dates. You will need this to take attendance and keep track of any other relevant information.

Just an FYI – Designing and implementing a school counseling program can be so much fun! Its even more fun when you work smarter, not harder…….. there are so many cool and valuable resources on line. Please work smarter and not harder – explore these resources and then put your touch on them!

This assignment is worth 25 pts of your course grade.

This Assignment is to be uploaded to the *Assessment Assignment Tab* by Tuesday, May 30, 2017.

Module 3:
Build connection & School Culture (C.3)
    "They don't care how much you know, until they know how much you care" – Anonymous

Read the following –
Text :   Holcomb- McCoy : Chapter 4,5 & 8
         ASCA National Model: Sections tbd
Build connection & School culture Assignment Based on your readings and school data create 3 brief proposals of activities /events/ intervention that build/address school connection, community and culture – some examples are below or refer to the document titled 'Sample of activities that involve advocacy and data informed programming':
- o Community collaboration
- o Family connection/support
- o School wide mentoring
- o College/career prep intervention
- o Individualized Education Plan (Individualized Learning Plan) delivery
- o Peer mentoring
- o If you have other ideas – please consider using that! This is your school!

 In this proposal, be sure to use M.E.A.S.U.R.E as your template (provided in BB)

This assignment is worth 24 pts of your course grade.

This Assignment is to be uploaded to the *Connection Assignment Tab* by Tuesday, June 6, 2017.

Module 4:
Skills to teach (C.1)
    "Teaching a child to count is fine, but teaching them what counts is best" – Bob Talbert

Read the following –
Text :   Holcomb- McCoy : Chapter 6
         ASCA National Model: Sections tbd
Teach a Skill Assignment Create 3 original/adapted lesson plan from your monthly themes using either the ASCA National Model Lesson Plan Template or the template used by the samples on the internet, or what is used in your school district.   Select a grade level, consider the needs of that age level, and identify appropriate ASCA student standards that you want to address. Create 1 original/adapted lesson to use for your small group. As part of this lesson include the following
  o   Create an assessment tool (ie. pre-post surveys) to use for the lesson (see chpt 6)
  o   Create a minimum of 2 of the following supplemental tools to support your months topic
        o   Hallway
              ▪   Bulletin Board: create at least 1 handout, posters, or information that would be featured on your bulletin board
        o   Morning
              ▪   Announcement: write a 30-45 second script that you would read to entire school. Also, choose a 30 second segment of an upbeat song to play before the announcements officially start
        o   Bathroom
              ▪   Stall Reminders: Choose 10 quotes or reminders about your topic
        o   Assembly:
              ▪   Write a short script (at least 30 seconds) for a skit demonstrating the topic
        o   Video:
              ▪   Create a short video (at least 30 seconds) to post on your school counselor website, facebook page or twitter account.

This assignment is worth 12 pts of your course grade.
This Assignment is to be uploaded to the *Skill Assignment Tab* by Tuesday, June 13, 2017.

Module 5:
Closing & Transitions (C.1)
    "It takes minutes to say hello and forever to say good-bye" – Anonymous
Read the following –
Text :   Holcomb- McCoy : Chapter
         ASCA National Model: Sections tbd
Closing Assignment Create 3 original/adapted closing activities – these activities can be closing a group, closing the school year, closing classroom guidance lessons for the year…. Etc.
  o   Create 1 of the following to remind students of the tools they learned while in the group/class and/or further their development in that area:
        o   Symbolic gift (ie. rock with the word compassion on it)
        o   Special project where students create something (glitter tube, fuzzie wuzzie friend, etc.)
        o   List of resources on the topic
        o   Parent Night Flyer (invite parents to learn from their children)
  o   Create a good-bye letter to families, staff or students that includes progress, compliments, etc.

This assignment is worth 7 pts of your course grade.
This Assignment is to be uploaded to the *Closing Assignment Tab* by Friday, June 16, 2017.

Methods of Instruction/Rubrics/Grading

The course is a mixture of large or small group discussion/exercises, activities, and blackboard discussions to apply the basic knowledge gained from the readings. Traditional lectures will not be used; rather discussion and application will be used to further your understanding of the material so you are expected to have read the materials before class.

Please review the document in Course Information section of Blackboard, "Discussion Board Policies and Procedures."

(1) **Autobiographical Presentation**……………… 6 pts
(2) **Achievement Gap** …...……………..……….. 16 pts
(3) **Needs Assmnt Design**……………….............. 25 pts
(4) **Connection/Culture** ………………………… 24 pts
(5) **Teach a Skill**……….…………………… 12 pts
(6) **Closing/Transitions.**…………………… 7 pts
(7) **Contribution/Participation**……………………10 pts

TOTAL………………………………………….. **100 pts**

Participation – The major forum for learning in this class is through classroom discussion, experiential activities, and demonstrations. Therefore all students are expected to participate during class time. Students are allowed three hours of absence; those students who miss more than the allowed time may have their final grade reduced one letter grade. **14 points**

Level 1 (0-2 points)	Level 2 (3-7 points)	Level 3 (7-10 points)
Student showed little evidence of c participation. Had opportunities to participate in discussions or demonstrations and failed to do so.	Student showed moderate evidence of participation. Had opportunities to participate in discussions or demonstrations and sometimes participated.	Student showed advanced evidence of participation. Had opportunities to participate in class discussions or demonstrations and always participated.

<div align="center">**Achievement Gap Discussion/Paper**</div>

Evaluation Criteria
1. **Inconsistently, or rarely meets assignment requirements and expectations**.
   Limited if any appropriate illustration of thoughtfulness and conceptualization; inconsistent and limited use of appropriate inclusion personal examples or support for opinions.
2. **Somewhat meets assignment requirements and expectations**.
   Some, yet inconsistent thoughtfulness and conceptualization of the course readings, activities and discussions; inconsistent and/or inappropriate inclusion of personal examples or support for opinions.
3. **Meets assignment requirements and expectations**.
   Adequate illustration of thoughtfulness and conceptualization of the course readings, activities and discussions as evidenced by the use of one's own words; adequate inclusion of relevant and appropriate personal examples and support for opinions.
4. **Exceeds assignment requirements and expectations**.
   Effective illustration of thoughtfulness and conceptualization of the course readings, activities and discussions as evidenced by the use of one's own words; effective inclusion of many relevant and appropriate personal examples and support for opinions and contentions provided by connecting multiple relevant references and resource.

	1	2	3	4
a. Reasoning – Writing is logical, well developed Ideas are well synthesized, following a logical outline	☐	☐	☐	☐
b. Grammar & Mechanics – No grammatical, spelling, punctuation or format errors	☐	☐	☐	☐
c. Content & Focus – All required areas are addressed Evidence of thorough and critical analysis Pros and cons of experience/content fully explored	☐	☐	☐	☐
d. APA format - References are appropriate and show a variety of sources Citations are correctly referenced Citations in the body match those in the references No APA errors	☐	☐	☐	☐
Total score for each column (# of items x rating score)				
Total score for all columns				

Needs Assessment, Design & Preparations Assignment (Critical Performance 1)

Specific CACREP Knowledge Outcomes *Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.*	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
Description of School (5 pts) *- Description of Setting* *- Name/Address* *- Number of Students/Counselors/Level/ Grades* *- Description of Student Population*				
Needs Assessments (9 pts) *- Clear, concise, well written* *- Aligns with mission of school/ instructional environment*				
Themes/Calendar (5 pts) *- themes clearly developed based on data* *- Reflects systemic thinking about school-wide programs and obligations*				
Small Group (1 pts) *-Describe small groups developed based on needs assessment*				
Supporting Information (4 pts) *- Letter/permission slip* *- Role of school counselor* *- Creative and professional* *-spreadsheet/ attendance slip*				
APA Reference Sheet (1 pts) *- APA Format* *- Inclusion of all sources appears evident when necessary*				

Build Connection & School Culture Assignment

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
Knows strategies for helping students identify strengths and cope with environmental and developmental problems.				
Proposals follow MEASURE format (12pts)				
Activities reflect for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (4 pts)				
Engages parents, staff, and/or community members to promote the academic, career, and personal/social development of students. (4 pts)				
Applies relevant data to inform the planned events/activities (4pts)				

Teach a Skill Assignment (Critical Performance 2)

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
Classroom Guidance Lesson Plans (6 pts) *- 1 Academic Development* *- 1 Career Development* *- 1 Personal/Social Development* *- Lesson objectives are clear, ASCA standard identified*				
Evaluation Tool (3 pts)				
2 Supplemental Tools are clear, and appropriate for lesson topic (3pts)				

Closing & Transitions Assignment

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
Closing Activity (4 pts) *Activity objectives are clear,* *ASCA standard identified*				
1 Supplemental Tool is clear, and relevant for lesson topic (3pts)				

http://edtech2.wku.edu/portfolio

<u>NOTE</u>: **ALL Students MUST create an account in the**
CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS 551, you are required to upload your *Critical Performance 1 and Critical Performance 2*. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account.** If you need directions, please follow the instructions at: http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

***Your paper should be saved as a Microsoft Word document.

- Go to http://www.wku.edu
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS 551 click on "View Critical Performances"
- You will see Critical Performances listed
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)