

Western Kentucky University
Department of Counseling and Student Affairs
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1. Course: CNS 548 Principles and Practices of School Counseling (Spring, 2021)
Includes school counseling programs at the elementary, middle, and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age.
2. Purpose of the course:
This course is designed to enable students to do the following:
 1. Understand the history of Professional School Counseling, including recent trends and transformations in school counseling practice, and how this history has informed the current practice of school counselors.
 2. Understand the role and functions of a Professional School Counselor and begin the process of developing and evolving Professional Identity, Professional Philosophy, and Mission to inform future practice.
 3. Understand the ASCA National Model and models of Comprehensive School Counseling Programs (CSCP) and be able to apply the models to develop and manage a CSCP.
 4. Understand and articulate the role of Professional School Counselors in creating educationally just schools and managing healthy learning communities that promote success for every student.
 5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Warren County and surrounding areas, the State of Kentucky, and the USA.
3. Course Objectives:
This course is designed to achieve learning outcomes consistent with the following 2016 CACREP Accreditation Standards:

G. SCHOOL COUNSELING

FOUNDATIONS (G.1.)

- G.1.b. models of school counseling programs
- G.1.d. models of school-based collaboration and consultation
- G.1.e. assessments specific to P-12 education

PRACTICE (G.3.)

- G.3.a. development of school counseling program mission statements and objectives
- G.3.b. design and evaluation of school counseling programs
- G.3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- G.3.d. interventions to promote academic development

- G.3.i. approaches to increase promotion and graduation rates
- G.3.l. techniques to foster collaboration and teamwork within schools
- G.3.m. strategies for implementing and coordinating peer intervention programs
- G.3.n. use of accountability data to inform decision making
- G.3.o. use of data to advocate for programs and students

Course Text: (Required)

Gysbers, N., & Henderson, P. (2012). *Developing and managing your school guidance and counseling program* (5th ed.). Alexandria, VA: American Counseling Association

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.) Author.

Recommended Reading List:

American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs*, Fourth Edition. 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.

Note:

- a. Additional assigned and supplemental course readings and resources may 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.

4. **Methods of Instruction:**

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.

5. **Course Requirements:**

CNS 548 – Principles and Practices of School Counseling

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]. Critical Performance Deadline- Friday, April 16, 2021.
3. Write a paper (4-6 pages) demonstrating your knowledge of the basic aspects of a comprehensive developmental school counseling program. (Scoring Rubric and directions are attached). Critical Performance Deadline – Friday, April 16, 2021.
4. Complete a comprehensive Final Examination on Friday, April 30, 2021 (Blackboard 7).

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

NOTE: Students in CNS 548 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.

6. Student Evaluation Criteria and Procedures:

Points possible = 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
Total Points Possible	400 (which will be divided by 4 for the course grade)

Each project is worth 25% of your final grade.

Grading Scale

90-100 = A

80-89 = B

70-79 = C

Below 70 average for the course is a failing grade.

8. Attendance Policy:

(When CNS 548 is taught as a WEB course, face-to-face class meetings are not scheduled.)

9. Use of current research:

"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."

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Specific Face Covering Requirements in the Classroom

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

10. Use of technology in course delivery:

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. 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.

12. Academic Performance:

As a graduate student and professional-in-training, your graduate studies should be viewed from the perspective 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.

13. 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.

14. 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.

15. CNS 548 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 G.1.b., G.1.d.

Chapter 2 - "A Comprehensive School Guidance and Counseling Program: Getting Organized to Get There from Where You Are" CACREP SC G.1.b., G.3.a.

Chapter 3 - "A Comprehensive Guidance and Counseling Program: Theoretical Foundations and Organizational Structure" CACREP SC G.1.b.

Chapter 4 - "Assessing Your Current Guidance and Counseling Program" CACREP SC G.1.e., G.3.b.

(Postings for chapters 1-4, Forum I, must be completed by Monday, February 22, 2021.)

Part Two - Designing

Chapter 5 - "Designing Your Comprehensive Guidance and Counseling Program" CACREP SC G.3.b.

Chapter 6 - "Planning Your Transition to a Comprehensive Guidance and Counseling Program" CACREP SC G.3.n., G.3.o.

Part Three - Implementing

Chapter 7 - "Making Your Transition to a Comprehensive Guidance and Counseling Program" CACREP SC G.3.l.

(See Figure 7.1, page 214, Guidance Lesson Plan.)

Chapter 8 - "Managing Your New Program" CACREP SC G.3.a., G.3.b., G.3.c.

(Postings for chapters 5-8, Forum II, must be completed by Monday, March 22, 2021.)

Chapter 9 - "Ensuring School Counselor Competency" CACREP SC G.3.d., G.3.i.

Part Four - Evaluating

Chapter 10 - "Evaluating Your Comprehensive Guidance and Counseling Program, Its Personnel, and Its Results" CACREP SC G.3.n., G.3.o.

Part Five - Enhancing

Chapter 11 - "Enhancing Your Comprehensive Guidance and Counseling Program on the Basis of Needs and Evaluation Data" CACREP SC G.3.n., G.3.m.
(Postings for Chapters 9-11, Forum III, must be completed by Monday, April 26, 2021.)

Both Critical Performances must be completed and uploaded to "Content" by Friday, April 16, 2021 (Comprehensive Developmental School Counseling Program Proposal and 4-6 page paper demonstrating your knowledge of the Basic Aspects of comprehensive developmental school counseling programs).

Final Exam (Chapters 1-9) available for completion on Blackboard Friday, April 30, 2021 (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 Friday, April 30, 2021 - including the Critical Performances and Final Examination.

PLEASE NOTE:

The Critical Performances - School Counseling Program Proposal (SC G.1.b., G.3.b., G.3.c., G.3.d., G.3.n., G.3.o., G.3.l.) and 4-6 page paper focusing on the basic aspects of School Counseling Programs (SC G.3.a., G.3.b., G.3.c., G.3.i., G.3.n.) must be entered on "Content" before grades are posted (Friday, April 16, 2021 Deadline).

Rubric for Discussion Board Posts (Main and Response)

Main Post (10 points). Main Posts are new threads that are responses to the instructions for each particular chapter. Main posts must be submitted with enough time prior to the due date so that others can respond accordingly. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all questions noted in the assignment prompt, supported by references from the assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made days before the discussion closes so that others can post responses).

Response Post (5 points). For any given Blackboard discussion forum, students must submit at least one response to another student's main post. Response posts should illustrate that the student has read all postings per that chapter. Requirements of each response post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (**postings should be single spaced**)
- E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubric for Main and Response Posts:

Criteria	10 Points Possible	6 Points Possible	3 Point Possible
MAIN POST Critical Thinking/Application	Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on chapter question. Incorporation of references from the topic's associated readings.	Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not support that student read the entire discussion.	Lack of critical thinking and application. Limited evidence that required reading was completed and applied. References are not used, do not apply to the chapter question or the post being responded to, or appear haphazardly chosen.

Formatting, Grammar and Word Count			No mistakes. Word count met.
Timeliness			On time. Post is made so other students have time to read.
Response Post	Response post is excellent in the areas (a) critical thinking/application; (b) formatting, grammar and word count (5)	Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application; (b) formatting, grammar and word count (3)	Post hardly meets the required criteria. (1)

DEPARTMENT OF COUNSELING AND STUDENT AFFAIRS
CRITICAL PERFORMANCE MEASUREMENT
CNS 548: Principles and Practices of School Counseling
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 G.1.b., G.1.d., G.1.e., G.3.b., G.3.c., G.3.d., G.3.m., G.3.n., G.3.o, G.3.1.).

SC G.3.b. Demonstrates knowledge of program evaluation models for school counseling programs.	Exemplary (4) Paper illustrated a clear understanding of this Standard.	Standard Met (3) Paper meets the requirements for this Standard.	Standard Partially Met (2) Paper illustrates inaccurate interpretation of Standard.	Standard Not Met (1) Paper is incomplete according to directions on the syllabus.
SC G.1.e., G.3.c. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).				
SC G.3.b., G.1.d. Demonstrates knowledge of current methods using data to inform decision making and accountability (e.g., school improvement plan, school report card).				
SC G.3.n. Demonstrates understanding of outcome research data and best practices identified in the school counseling research literature.				
SC G.3.1. Knows the qualities, principles, skills, and styles of effective leadership.				
SC G.3.d., G.3.m. Knows strategies of leadership				

designed to enhance the learning environment of schools.				
SC G.3.b. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.				
SC G.3.n., G.3.o. Understands the important role of the school counselor as a system change agent.				
SC G.1.b., G.3.c. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.				

Comments:

Professor's Name: _____ Date: _____

Student's Name: _____ Date: _____

DEPARTMENT OF COUNSELING AND STUDENT AFFAIRS
CRITICL PERFORMANCE MEASUREMENT

CNS 548 Principles and Practices of School Counseling: Standards CACREP SC G.3.a., G.3.b., G.3.c., G.3.1., G.3.n.

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.

SC G.3.a. Demonstrates an understanding of the relationship of the school counseling program to the academic mission of the school.	Exemplary (4) Student's paper illustrates a clear understanding of the Standard.	Standard Met (3) Paper meets the requirements of the Standard.	Standard Partially Met (2) Paper illustrates an inaccurate interpretation of the Standard.	Standard Not Met (1) Paper is incomplete according to the Standard and the directions on the syllabus.
SC G.3.c., G.3.1. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student success, and prevent students from dropping out of school.				
SC G.3.c. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.				
SC G.3.n. Identifies various forms of needs assessments for academic, career, and personal/social development.				
SC G.3.b., G.3.c. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning,				

and college admissions counseling.				
SC G.3.c. 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: _____